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

SCC #04-05- 367

Deadlines

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

PROPOSAL TITLE: Introduction to Teaching Health and Physical Education

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

Dr. Fred Bradley E-Mail: Bradley@rowan.edu Ext: 3706

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

Short-term 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

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: 12/20/04 Approved  Not Approved

COLLEGE CURRICULUM CHAIR: [Signature]

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/B

## Minor Curriculum Change Proposal

### 1. Details

- a. Change Requested: Credit hour, name change and additional course objective for 0835. 135 – Introduction to Health and Exercise Science.

Name

From: Introduction to Health and Exercise Science  
To: Introduction to Teaching Health and Physical Education (Hegis number may need to change)

Credit hours

From: 3 credit hours  
To: 2 credit hours

Objective

Add: B. Define learning communities, compare and contrast different learning communities, and analyze this class as a learning community

- b. Sponsors: Peter Rattigan, Ph.D., Assistant Professor, Health & Exercise Science (HES); Fred Bradley, Assistant Professor, HES; Richard Fopeano, 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 focus on the College mission and on the teacher certification strand in the department of Health and Exercise Science, the other two strands (Athletic Training and Health Promotion and Fitness Management) having their own introductory courses.
- b. Statement of curricular effect: The major potential curricular effect, the elimination of one credit hour, will be offset by a minor curriculum change proposal for another class in the teacher certification program (Adapted Physical Education, 0835.452 – see related proposal). The refined focus of the course is expected to blend more effectively with courses in the general education bank and with the other courses in the health and physical education teacher certification strand. Hegis number may need to be changed.
- 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

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

**Course Title:** 0835.131 Introduction to Teaching Health and Physical Education, 2 s.h., undergraduate.

**Recommended/Required Text:** Daryl Siedentop. Introduction to Physical Education, Fitness, and Sport. 4th ed. McGraw-Hill

**Catalog Description:**

This course is required for students majoring in Health and Exercise Science with the specialization of health and physical education teacher certification. The focus of this course is on: historical, philosophical, psychological, sociological, and biomechanical foundations; the interrelationship of health, physical education, sports, dance, recreation, and fitness within the profession; motor learning and motor development; common language used within the varied areas; and alternative solutions to present-day issues/problems.

**Relationship to Mission and Conceptual Framework:**

Students in this course are introduced to learning communities and to the profession of health and physical education with specific emphasis on the historical, philosophical, psychological, sociological, and biomechanical foundations. Students explore the roles and responsibilities of the public school health and physical education teacher. Through the study of professional literature; class discussions and activities; and simulation exercises students are introduced to the importance of being effective organizer/managers, and to the role of scholarship and professionalism in this discipline.

**Prerequisites:** none

**Objectives of the Course:**

At the semesters end, class members will be able to:

1. Describe the functions of schooling
2. Define learning communities, compare and contrast different learning communities, and analyze this class as a learning community
3. Define health and physical education; describe the purpose and basic objectives of health and physical education.
4. Write about and/or discuss the historical, philosophical, psychological, sociological, biological, and biomechanical foundations of the profession.
5. Define learning and list at least five of the principles of learning.
6. Become familiar with selected people, places and events in the growth of physical education and AAHPERD.

7. Describe how scientific theory is translated into practical and usable information for the teacher.
8. Explain why colleges and universities are changing the name of Health and Physical Education and why/how the programs traditionally included in the professional definition are tending to develop into their own discipline.
9. List the certification mandates, qualities, duties and responsibilities of teachers
10. Define roles, responsibilities of learning community teachers and pupils; define classroom culture and group development in health and physical education classes.
11. Define and differentiate between the terms "professional preparation" and "professional development".

### **Topical Outline/Content:**

#### I. Learning Communities

1. definitions
2. role of teacher and pupils; role of instructor and students in this class
3. classroom culture and diversity

#### II. Physical Education: definitions, principles, scope

1. definitions
2. purpose and objectives
3. heritage and contributions
4. allied and related areas

#### III. The Discipline-Profession Debate

1. what is an academic discipline
2. what is a profession
3. organizations, associations and services
4. contributions to and from other fields

#### IV. Historical Foundations

1. European heritage
2. physical education in early America
3. twentieth-century physical education
4. development at Rowan University

#### V. Philosophical Foundations

1. philosophy in health and physical education
2. developing a personal and a professional philosophy
3. using philosophy to understand and improve teaching
4. philosophical forces and their influences

#### VI. Psychological Foundations

1. theories of learning
2. motor learning and motor development
3. psychological benefits from physical activity
4. relationship between activity and personality, self-concept, and academic achievement

## VII. Sociological Foundations

1. human nature: characteristics, demands, needs
2. moral development and values
3. play and sports as socializing forces
4. the global influence of physical activity

## VIII. Biological Foundations

1. our physiological makeup: systems
2. holistic health and the health-wellness trend
3. biological values of activity and training
4. gender, race and special populations

## IX. Biomechanical Foundations

1. emergence and growth of biomechanical equipment and techniques used to analyze motion
2. terminology and common language within physical education, sport and physical activity
3. movement: principles and concepts
4. putting theory into practical terms: what can teachers learn from scientists

## X. Issues in Health and Physical Education

1. health-wellness and activity: trend or fad
2. job security versus career burnout
3. generalist versus specialist
4. is physical education for everyone
5. other current issues

## XI. Trends and the Future

1. major and non-major programs: requires, elective, selective, obsolete
2. the umbrella gets smaller: health, athletics, dance, recreation and leisure, intramural, graduate programs
3. new names and a changing image
4. the 21st. century: will the non-traditional become traditional

## XII. Teachers and Teaching

1. qualities, duties and responsibilities
2. management and instructional skills
3. the teaching-learning environment
4. principles of motor learning

## XIII. Career Selection and Preparation

1. professional: preparation, development
2. career potentials and factors which influence one's choice
3. teaching and coaching: conflict or comrades
4. getting a job: education and experiences

### **Major Course Activities:**

- A. Students research the different associations and alliances which govern the disciplines of health and physical education
- B. Students research individuals who have influenced the professions and develop a biographical sketch.
- C. Students develop article critiques from various professional journals.
- D. Students develop a plan for creating a learning community in a health or physical education class

### **Student Evaluation:**

- A. Knowledge - composite of quizzes and tests
- B. Attendance and Participation
- C. Assignments - class projects and outside tasks
- D. Subjective evaluation by instructor

### **Bibliography**

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## **Journals**

### HEALTH:

American Journal of Health Education  
American Journal of Public Health  
Health Educator  
Health Psychology  
Journal of Adolescent Health  
Journal of School Health

### PHYSICAL EDUCATION:

Adapted Physical Activity Quarterly  
Journal of Physical Education, Recreation and Dance  
Journal of Teaching in Physical Education  
Palaestra  
Quest  
Research Quarterly for Exercise and Sport  
Strategies  
Teaching Elementary Physical Education  
Teaching Exceptional Children  
The Physical Educator