

TITLE Changes to Movement Fundamentals and Motor Learning

Sponsor(s) Dr. Peter Rattigan rattigan@rowan.edu
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Dr. Leslie Spencer spencer@rowan.edu

DEPARTMENT Health and Exercise Science
College College of Education

If LAS-check: History/Humanities Sciences

UNDERGRADUATE

- New non gen-ed
- Short-Term non gen-ed
- Minor curricular change (see) to:
- Existing non gen-ed course
- Non gen-ed degree requirements
- Major
- Minor, specialization, concentration, track, certificate program

*rattigan
fopeano
spencer
barrett*

Signatures Required: representing approval before submission to Office of the Senate

Department Chair: *R. Fopeano* Date: 10-1-05
 Department CURRICULUM Chair: *Leslie Spencer* Date: 10/5/05
 Academic DEAN: *Carol Sharp* Date: 10-11-05

COLLEGE CURRICULUM COMMITTEE: Open Hearing Date: 12/6/06
 Approved:
 Not Approved:

Signature: College Curriculum Chair *[Signature]*

Signature: SENATE CURRICULUM CHAIR *[Signature]*
 Date: 4/17/06

Comments: _____

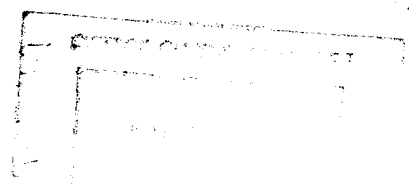
Signature: Executive Vice President/Provost: *[Signature]*
 Date: 5/12/06

Signature: REGISTRAR: *[Signature]*
 Date: 5/25/06

Approved:
 Not Approved:
 Course Description Received & Approved
 Hegis Taxonomy & Course # PHED 35.270

Notification Forward:

| | |
|------------------------------------|---|
| <input type="checkbox"/> SCC CHAIR | <input type="checkbox"/> Academic Dean |
| <input type="checkbox"/> IR | <input type="checkbox"/> Department Chair |
| <input type="checkbox"/> CAP | <input type="checkbox"/> VP/Student Affairs |
| <input type="checkbox"/> Registrar | <input type="checkbox"/> Other- |



Minor Curriculum Change Proposal

1. Details

PHED 35.270

- a. Change Requested: Change in name and catalog description, and addition of Fitness development objectives for 0835.270 Movement Fundamentals and Motor Learning, 3 sh.

Name change

From: 0835.270 Movement Fundamentals and Motor Learning

To: 0835.270 Foundations of Fitness and Motor Development, 3 sh.

Catalog description change

From:

This course is designed to be an introductory course that includes the study of locomotor and nonlocomotor patterns, manipulatives, rhythmical movement patterns, and skill development as they relate to motor learning. These fundamental principles will be analyzed in terms of teaching elementary school children. Throughout this course the concept of providing challenging yet success assured learning experiences for skill development and the enhancement of self esteem will be consistently reinforced.

To:

This course is designed to be an introductory course that includes the study of **fitness**, locomotor and nonlocomotor patterns, manipulatives, **and** rhythmical movement patterns and **their relationship to motor development and motor learning principles**. Throughout this course the concept of providing challenging yet success assured learning experiences for **fitness and motor** development and the enhancement of self esteem will be consistently reinforced.

Addition of objectives:

1. Demonstrate a level of proficiency in physical fitness that will enable them to adequate participation (NJPTS One: i.1, i.2; NASPES 1)
2. Recognize and apply all safety techniques related to participation, and while assisting others where appropriate (NJPTS Two: i.1, i.2; NASPES 3.1, 6.3).
3. Analyze, interpret and apply the physiological principles presented in various physical fitness development programs (NJPTS Two: i.1, i.2; NASPES 1).
4. Develop teaching cues, management and organizational routines, and safety procedures appropriate fitness and movement activities (NJPTS Six: ii.1; NASPES 6.3).
5. Gain experience with a variety of evaluation techniques utilized to determine the level of a learner (NJPTS One, i.1, i.2; NASPES 7.1).
6. Discuss dealing with different populations, i.e. young, middle aged, older adults, athletes, non-athletic, and individuals with special needs (NJPTS i.1, i.2, i.3; NASPES 2).

- b. Sponsors: Peter Rattigan, Ph.D., Assistant Professor, Health & Exercise Science (HES); Richard Fopeano, Ph.D., Chair, HES;

Minor Curriculum Change Proposal

1. Details

- a. Change Requested: Change to name and catalogue description, for 0835.242 – K-12 Physical Education Curriculum and Instruction

Name

From: 0835.242 – K-12 Physical Education Curriculum and Instruction

To: 0835.242 – K-12 **Health and** Physical Education Curriculum and Instruction

Catalogue Description

From: K-12 Physical Education Curriculum and Instruction is a critical junior level course designed to help prepare Health and Exercise Science majors to become successful physical education teachers in schools. Teacher candidates will develop expertise in curriculum construction, planning, instruction and evaluation in elementary, middle and high school. In developing this expertise, candidates will address the NJ Core Curriculum Content Standards for Comprehensive Health and Physical Education (Standards 2.1, 2.5 and 2.6).

To: K-12 Physical Education Curriculum and Instruction is a critical junior level course designed to help prepare Health and Exercise Science majors to become successful health and physical education teachers in schools. Teacher candidates will develop expertise in curriculum construction, planning, instruction and evaluation in elementary, middle and high school. In developing this expertise, candidates will address the NJ Core Curriculum Content Standards for Comprehensive Health and Physical Education (**Standards 2.1 through 2.6**).

Objectives - Change

From:

1. Explore means of engaging different cultures and learners in physical education classes (NJPTS Three: ii.1, ii.2; NJPTS Seven, ii; NASPES 3.1).
2. Speak to contemporary issues that impact Physical Education curriculum development and implementation (NJPTS Four: iii.7; NASPES 6.6).
3. Demonstrate an understanding of the role of advocacy in the Physical Education curriculum (NASPES 6.6).
4. Demonstrate how assessment and evaluation are relevant in providing a successful K-12 physical education program (NJPTS Four: iii.6; NASPE 7.4).

To:

1. Explore means of engaging different cultures and learners in **Health and** physical education classes (NJPTS Three: ii.1, ii.2; NJPTS Seven, ii; NASPES 3.1).
2. Speak to contemporary issues that impact **Health and** Physical Education Curriculum development and implementation (NJPTS Four: iii.7; NASPES 6.6).
3. Demonstrate an understanding of the role of advocacy in the **Health and** Physical Education curriculum (NASPES 6.6).

4. Demonstrate how assessment and evaluation are relevant in providing a successful K-12 **Health and** physical education program (NJPTS Four: iii.6; NASPE 7.4).
- b. Sponsors: Peter Rattigan, Ph.D., Assistant Professor, Health & Exercise Science (HES); Richard Fopeano, Ph. D., Chair, HES, Leslie Spencer, Ph.D., and Shari Willis Ph.D., Co Chairs, HES Curriculum Committee.

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 along with a need to streamline the coursework and align the total credit hours for teacher certifications majors in the College of Education with that of other specializations within the newly created BA in Education..
- b. Statement of curricular effect: The refined focus of the course is expected to blend more effectively with courses in the core framework and with the other courses in the health and physical education teacher certification specialization.
- c. Changes in requirements of major or minor: none

d. Consultations

- a. Parties consulted: The following departments in the College of Education have been consulted:
 - i. Elementary Education (Robin McBee, chair)
 - ii. Secondary Education (Holly Willett, chair)
 - iii. Reading (Cindi Hasit, chair)
 - iv. Special Education (Donna Hathaway Cooke, chair)
- b. Evidence of consultation: see appendix

Rowan University
Campbell Library

Library Resources Form

Department/School: College of Education - Health & Exercise Science

Proposed by: Dr. R. Fopeano

Proposal: Teaching Concepts of Health Education

Anticipated Date for Course/Program Offering: Fall 2006

Resources that should be acquired

No extraordinary additional resources are needed at this time.

Resources available in Campbell Library

The library has a core collection of books on the Library of Congress subject headings involving health education, exercise science, substance abuse, mental health, and aging.

With vendor approval plans in place for both education publishers and university presses, the library captures new imprints in education, the humanities, and the physical and natural sciences.

List key periodical resources

Campbell Library is fortunate to have access to online journal databases in a large number of academic subjects, including the arts, humanities, literature, education, mathematics, philosophy, psychology, the physical and natural sciences, and the social sciences. Access to worldwide, regional, and local newspapers is also provided, including alternative press publications.

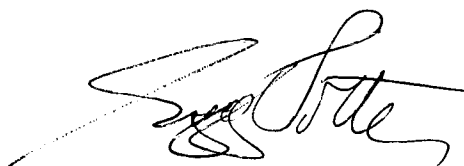
Of particular significance are the key education databases, Education Full-Text and ERIC. These provide access to over 2,000 major journals, many of which are full-text, in school management and related areas. Also, the library provides CINAHL, a major health resources.

Other important databases include PsycINFO and Sociological Abstracts, key journal databases in psychology and the social sciences, respectively. In addition, Academic Search Premier, a large general academic database, and ABI-Inform, a large database in business and related fields, provide access to over 4,500 journals, including

those covering curriculum planning and development, school administration, personnel administration, and management. Elsevier SciDirect additionally provides full-text resources in education and the social/behavioral sciences.

Librarian remarks

Given the library's current book holdings and online journal access, this proposal can be supported. Additional funds are available for strengthening resources in the areas of mental and emotional health.

A handwritten signature in black ink, appearing to read 'Gregory C. Potter', written over a horizontal line.

Gregory C. Potter
Liaison

Feb. 21, 2006

This form MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.

The purpose of this form is to provide a channel of communication between the Campbell Librarians and faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

Note: Sponsor(s) complete parts A & B
If assistance is required to complete, please notify the librarian liaison.
Forward this form to the librarian who will complete parts C, D & E

When form is completed, attach to the original curriculum proposal before submitting to the Senate office.

A. College: Education

Department: Health and Exercise Science

Proposed by: Dr. R. Fopeano

Date: 15-Feb-06

COURSE TITLE: Teaching Concepts of Health Education I and II

Anticipated Date for Course/Program Offering: Fall 2006

B. List specific resources that should be acquired to support this course.

These two newly proposed courses are a result of a program condensing effort. The current classes; Contemporary Health I, Contemporary Health II and Health Program Planning will be combined to become two new courses entitled Teaching Concepts of Health Education I and Teaching Concepts of Health Education II. Current journal and internet resources are sufficient.

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

[Empty box for describing library resources]

D. List key periodicals available in the library to support this course/program.

[Empty box for listing key periodicals]

E. Librarian comments & recommendations:

[Empty box for librarian comments and recommendations]

LIBRARIAN LIAISON: _____

Signature: _____