

ROWAN UNIVERSITY CURRICULUM PROPOSAL

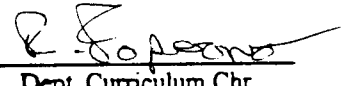
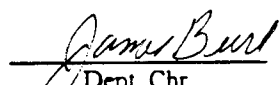
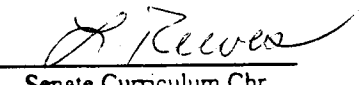

PROPOSAL TITLE: Teaching Concepts of Individual and Dual Sports (R)

CHECK APPROPRIATE: UNDERGRADUATE GRADUATE SEMESTER HOURS

SPONSOR(S): James J. Burd, Department of Health and Exercise Science

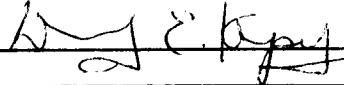
DEPARTMENT/TELEPHONE # Health and Exercise Science / 4785

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

Step #1 (Department)	Step #2 (Receipt)	Step #3 (School)
<input checked="" type="checkbox"/> Approved (Date) 10/23/97 <input type="checkbox"/> Not Approved (Date) <div style="text-align: center;">  Dept. Curriculum Chr. 10/23/97 Reviewed (Date) </div> <div style="text-align: center;">  Dept. Chr. </div>	SCC# 97-98-141 <div style="text-align: center;"> 10-24-97 Date Received Senate  Senate Curriculum Chr. </div>	Reviewed Date: 11/3/97 <input checked="" type="checkbox"/> Recommend to Approved <input type="checkbox"/> Recommend NOT to Approve Forward for Open Hearing: <input checked="" type="checkbox"/> WITHOUT Reservations <input type="checkbox"/> WITH Reservations: Comments: <div style="text-align: center;">  School Committee Chr. </div>

Step #4 (Academic Dean): Recommended NOT Recommended Conditionally Recommended (See Comments)

Comments:

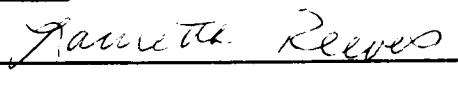
Dean Signature/Date  3/1/98

Step #5 (Senate Curriculum Committee): Open Hearing Date: 3/23/98 Approved by Curriculum Committee Date 3-23-98

Returned to Sponsor(s) for the following reason:

Step #6 (Senate) Date announced/voted on at Senate 4/28 If voted on: Approved NOT Approved

Date forwarded to Executive Vice President/Provost _____

Senate Curriculum Committee chair Signature/Date:  5/11/98

Step #7 (Executive Vice President/Provost): Date Received _____

Approved MAY 21 1998

NOT Approved If no, reasons are as follows:

Student Credit Hours _____

Faculty Load Hours _____

Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date) 5-1-98

Executive Vice President/Provost Signature [Signature]

Registrar

Date Approved Course Description Received _____

Hegis Taxonomy and Course Number Assigned _____

Date Signature of Registrar [Signature]

Notification Forward:

Senate Curriculum Committee Chairpersons

Department Chairpersons

Academic Dean(s)

Registrar

Sponsor(s)

COURSE PROPOSAL

1. Details:
 - a. Course Title: Teaching Concepts of Individual and Dual Sports
 - b. Sponsor: James J. Burd
 - c. Credit Hours: (3)
 - d. Course Level: undergraduate (sophomore)
 - e. Prerequisites: none
 - f. Implementation: September 1998
 - g. Curricular Effect: Major requirement for the Teacher Certification Specialization. This course will result in a one credit hour reduction in individual and dual sports requirements.
 - h. Adequacies: Present full time staff is adequate. No additional resources or finances are required.
 - i. Library Resources: Adequate
2. Rationale: Teaching Concepts of Individual and Dual Sports is designed to prepare students to successfully teach these activities in school physical education classes. Students will develop expertise in planning curriculum, teaching skills in a number of sports, instructing classes with accepted methodologies and classroom management. Emphasis will be placed on using technology and molding instruction to facilitate core state standards.
3. Essence of the course:
 - a. Objectives: By the completion of this course the student will be able to:
 1. Describe the characteristics of skilled performance in a variety of individual and team sports
 2. Discuss how movement concepts, biomechanical principles and motor learning are important factors in skill development
 3. Demonstrate knowledge of organization rules, equipment, strategy and etiquette of each sport presented in class
 4. Describe functional methods and procedures that can be utilized when

4. Describe functional methods and procedures that can be utilized when teaching individual and dual sport skills.
5. Discuss accepted teaching methodologies used to teach cognitive aspects of individual and dual sports
6. Specify how guided practice can be organized and executed to effectively develop sport skills
7. Show how technology can be utilized in teaching individual and dual sports
8. Explain how teaching content involving individual and dual sports can help facilitate the State Core Content Standards

b. Topical Outline:

1. Individual and Dual Sports overview and orientation
2. Planning for teaching individual and dual sports
 - Philosophical implications
 - Developing useful objectives
 - The teaching learning process
 - Evaluation as a tool
3. Teaching Tennis
 - Overview
 - Understanding the game
 - Teaching basic skills
 - Concepts of classroom instruction
 - Doubles and singles play
4. Teaching Badminton
 - Overview
 - Understanding the game
 - Teaching basic skills
 - Concepts of classroom instruction
 - Doubles and singles play
5. Track & Field
 - Overviews
 - Teaching basic skills
 - Concepts of classroom instruction

6. Golf
 - Overview
 - Understanding the game
 - Teaching basic skills
 - Concepts of classroom instruction
7. Self-defense and combative
 - Overview
 - Understanding self defense, wrestling and combative
 - Teaching skills
 - Concepts of classroom instruction
8. Ancillary activities
 - Overview
 - Concepts of classroom instruction

c. Instructional Techniques

1. Lecture
 - Discussion
 - Demonstration
 - Guided practice
 - Reciprocal instruction
 - Audiovisual aids
 - Presentation
 - Projects

d. Evaluation and Grading Procedures

1. Participation
2. Written examinations
3. Written assignments
4. Class presentations

e. Course Evaluation

1. Student evaluations
2. Peer observations
3. Review by department curriculum committee

Teaching Concepts in Individual and Dual Sports
0837.???
3 Semester Hours

Catalogue Description:

This course is designed to prepare Health and Exercise Science Teacher Certification students to successfully teach specific sport activities in the school setting. Students are exposed to rules, strategies, organizations and skill development in individual and dual sports. Emphasis is placed on the teaching and learning process throughout the various grade levels.