

ROWAN UNIVERSITY CURRICULUM PROPOSAL

PROPOSAL TITLE: Fitness and Adventure Activities

ECK APPROPRIATE: UNDERGRADUATE GRADUATE SEMESTER HOURS

SPONSOR(S): Edith Rowand

DEPARTMENT/TELEPHONE # Health and Exercise Science 4785

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

Step #1 (Department)

Approved (Date) 10/23/97

Not Approved (Date)

R. Fajardo
Dept. Curriculum Chr.

10/23/97
Reviewed (Date)

James Burd
Dept. Chr.

Step #2 (Receipt)

SCC# 97-98-122

10-24-97
Date Received Senate

J. Reeves
Senate Curriculum Chr.

Step #3 (School)

Reviewed Date: 11/3/97

Recommend to Approved

Recommend NOT to Approve

Forward for Open Hearing:

WITHOUT Reservations

WITH Reservations:

Comments:

J. Reeves
School Committee Chr.

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

Comments:

Dean Signature/Date

[Signature] 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 4-28-98 If voted on: Approved NOT Approved

Date forwarded to Executive Vice President/Provost 5/11/98

Senate Curriculum Committee chair Signature/Date: J. Reeves 5/8/98

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

___ Approved

___ NOT Approved If no, reasons are as follows:

Student Credit Hours _____

Faculty Load Hours _____

Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date) 5/26/99

Executive Vice President/Provost Signature [Signature]

Registrar

Date Approved Course Description Received 5/

Hegis Taxonomy and Course Number Assigned _____

Date/Signature of Registrar [Signature]

Notification Forward:

_____ Senate Curriculum Committee Chairperson

_____ Department Chairpersons

_____ Academic Dean(s)

_____ Registrar

_____ Sponsor(s)

COURSE PROPOSAL

1. Details:

- a. Course Title: **FITNESS AND ADVENTURE ACTIVITIES**
- b. Sponsor: Edith S. Rowand
- c. Credit Hours: (3)
- d. Course Level: undergraduate/ freshman (100 level)
- e. Prerequisites: none
- f. Implementation: 1999/each spring semester
- g. Curricular Effect: Major requirement for the Health and Exercise Science Academic Core. This course is a combination of two courses of one semester hour each (Physical Fitness and Adventure Activities) that will be phased out. The content of the former adventure course was very limited in scope as compared to this expanded course.
- h. Adequacies: Present full time staff is adequate. Some additional resources and finances for additional materials and training will needed over time, but not for implementation.
- i. Library Resources: It is recommended that the following books be added to compliment the current holdings.

Ellmo, Wendy, and Graser, Jill, (1990) Adapted Adventure Activities. Dubuque: Kendall/Hunt.

Fortier, Steve, editor. (1991) Youth Leadership in Action. Dubuque: Kendall/Hunt.

Haven, Mark D. (1990) Bridges to Accessibility: A Primer for Including Persons with Disabilities in Adventure Curricula. Dubuque: Kendall/Hunt.

Henton, Mary (1996) Adventure in the Classroom. Dubuque: Kendall/Hunt.

Kreidler, W.J. and Furlong, L. (1995) Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Aged Programs. Hamilton, MA: Project Adventure, Inc.

Nadler, R.S. and Luckner, J.L. (1992) Processing the Adventure Experience: Theory and Practice. Dubuque: Kendall/Hunt.

Project Adventure, Inc., staff. (1991) Adventure Programming Workshop Manual. Dubuque: Kendall/Hunt.

Rohnke, Karl. (1989) Cowstails and Cobras II: A Guide to Games, Initiative, Ropes Courses and Adventure Curriculum. Dubuque: Kendall/Hunt.

_____ and Butler, Steve. (1995) Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership. Dubuque: Kendall/Hunt.

_____. (1984) Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities. Dubuque: Kendall/Hunt.

Sakofs, M. and Armstrong, G.P. (1991) Into the Classroom: The Outward Bound Approach to Teaching and Learning. Dubuque: Kendall/Hunt.

Webster, Steve E. (1989) Ropes Course Safety Manual: An Instructor's Guide to Initiatives, and Low and High Elements. Dubuque: Kendall/Hunt.

2. Rationale:

The Health and Exercise Science major needs to become familiar with the many avenues in which adventure activities can be expanded upon in their various tracks. The body of knowledge known as experiential (adventure) education, based on research and complete with national training programs, has been expanding greatly in recent years. Sponsors of such trainings are the Association for Experiential Education, Outward Bound and Project Adventure, Inc. Experiential education includes a well-defined philosophy and promotes the "challenge by choice" principle which is closely related to the Rowan ambition of character through challenge. (This rationale pertains to aspects of this new course which is different from the two courses which will be phased out and combined in this course. Refer to Curricular Effect under Details.)

3. Essence of the Course:

a. Objectives: The student will:

1. demonstrate a level of skill proficiency in physical fitness that will enable them to adequately participate.
2. recognize and apply all safety techniques related to participation, and in assisting others where appropriate.

Objectives continued:

3. analyze, interpret and apply the physiological principles presented in various physical fitness development programs.
4. make modifications and adaptations of skills, equipment rules, strategies and etiquettes appropriate to the purposes of the various activities.
5. acquire skill in teaching techniques, management and organizational behaviors, and safety procedures appropriate for each activity.
6. gain experience with a variety of evaluation techniques utilized to determine the level of a learner's success.
7. plan programs and/or units for physical education classes or recreational/corporate, etc., learning environments.
8. discuss and respond to assignments or text questions centered around the potential for personal renewal and self-discovery benefits of having confronted and succeeded in participation in risk and challenge activities beyond the scope of everyday living.
9. discuss and respond to assignments or text questions regarding dealing with different populations, i.e. young, middle aged, older adults, athletes, non-athletic, and special needs individuals.

b. Topical Outline/Content

1. Physical Fitness

(a). Parameters of Fitness

- (1). cardiorespiratory endurance
- (2). flexibility
- (3). muscular strength
- (4). muscular endurance
- (5). body composition

(b). Types (modes) of Training

- (1). anaerobic vs. aerobic
- (2). stretching programs
- (3). resistance training

(c). Physiological Principles

- (1). warm-up and cool down
- (2). frequency
- (3). intensity
- (4). time (duration)
- (5). type (mode)
- (6). overload
- (7). law of specificity
- (8). breathing
- (9). threshold and target zone (heart rate monitoring)

- (d). Conditioning Programs
- (1). Emphasis on cardiorespiratory endurance
 - + rhythmic aerobics
 - + step aerobics
 - + aqua-aerobics
 - + jogging
 - + interval
 - (2) Emphasis on flexibility
 - + static vs. ballistic stretching
 - + passive resistance
 - + with breathing for conscious relaxation
 - (3) Emphasis on muscular strength
 - + weight training
 - sets, reps, resistance determination, failure
 - free weights, Universal, Nautilus, etc.
 - strategies, breathing, and safety procedures
 - types of contractions (isotonic, etc.)
 - (4). Emphasis on muscular endurance
 - weight lifting (a-d under c-1)
 - calisthenics (own body weight as the resistance)
 - body toning exercises
 - (5). Emphasis on body composition
 - + follow American College of Sports Medicine (ACSM) recommendations
 - + body types (ectomorph, mesomorph, endomorph)
- (e). Benefits
- (1). Physiologically
 - + specific to body system function
 - + hypertrophy, sculpting and shaping of muscles
 - + posture improvement
 - (2). Psychologically
 - + stress release
 - + energy restoration
- (f). Training Guidelines for Special Populations
- (1). adaptations for various age and ability levels
 - + impact levels, heart rate, resistance, mode etc.
 - (2). responsibility and accountability
 - (3). follow-through and commitment to various individuals

Training Guidelines for SP continued:

- (4). the components of a good program
 - (5). being creative and willing to adapt
 - (6). proper attire (for self and group)
 - (7). where and what to study
 - (8). how and where to achieve various certifications
2. Adventure Activities (Experiential Education)
- (a). History and Background
 - (b). Qualities of Adventure
 - (c). The Theoretical Framework
 - (1). The Experiential Learning Cycle
 - + The Full Value Contract
 - + Challenge by Choice Principle
 - + Processing Models, Sequence, Content and Strategies
 - (d). Adventure Leadership
 - (1). The Basics
 - + The Leader's Role
 - + Elements of a Successful Program
 - Fun, and More Fun
 - + Functional Leadership
 - Setting Boundaries
 - Creating Energy
 - Bringing Clarity
 - Using the A.P.P.L.E. Facilitation Model
 - + Facilitating (Debriefing)
 - Zeroing in on the Values
 - (d). Adventure Activities in the Classroom
 - (1) Promoting:
 - + Cooperation
 - + Communication
 - + Emotional Skill Building
 - + Appreciating Diversity
 - + Conflict Resolution
 - (e). Adventure Activities Indoors or Outside
 - (1). Ice Breakers
 - (2). Warm-ups
 - (3). Games
 - (4). Initiatives
 - (5). Stunts
 - (6). Trust
 - (7). Closures
 - (f). Low Course
 - (1). Guidelines
 - (2). Management and Training Issues
 - (3). Safety Principles
 - (4). Activities
 - (g). High Course
 - (1). Management, Training and Safety Issues
 - (2). Activities (Field Trips initially)

c. Evaluation and Grading:

1. Physical Fitness

- (a). Assessments of health-related components
- (b). Participation in developmental programs
- (c). Assessments in the utilization of
 - (1) Various types of equipment
 - (2) Measurement and tracking devices
- (d). Participation in a wide variety of aerobic activities
- (e). Observations and written assignments
- (f). Tests and Exams

2. Adventure Activities

- (a). Participation
- (b). Utilization of various hand apparatus
- (c). Safety maneuvers
- (d). Creativity to solve various challenges
- (e). Observations and reading assignments
- (f). Written reports or notebook compilation
- (g). Evaluations and oral presentations
- (h). Field Trip(s)
- (i). Quizzes and or Tests and Exams

d. Course Evaluation

- 1. Student evaluations
- 2. Peer observations
- 3. Department curriculum review

4. Results of Consultations (N/A)

CATALOG DESCRIPTION

Fitness and Adventure Activities

This course is designed to provide students with insight in the application of fitness and adventure activities. Students will develop skill in designing fitness programs for individuals with differing needs and abilities. In addition, fundamentals of experiential and adventure education will be highlighted along with an overview of cooperative education and active learning. Students will become aware of a variety of methods for incorporating this discipline into the physical education curriculum.