

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
GLASSBORO STATE COLLEGE

Revised
5/11/73



PROPOSAL FOR HEALTH AND PHYSICAL
EDUCATION WORKSHOP, 1-3 CREDITS

I. SPONSORSHIP

Department of Health and Physical Education Graduate and Undergraduate Divisions, Dr. Leonard Serfustini, Chairman.

Department Curriculum Committee, Dr. Shirley O'Day, Committee Chairman.

II. RATIONALE OF NEED

In health education and in physical education there is often a need for teachers in the field to update knowledge. In physical education sport activities there are constant changes in rules as well as teaching techniques and coaching strategies. Emphasis in physical education curriculum has changed over the past few years and many teachers feel a need to better prepare themselves to teach such areas as lifetime sports, gymnastics and dance, as well as other aspects of the elementary and secondary curriculum. The number of present teachers and coaches which attend the department sponsored workshops and clinics, for no credit, can verify this.

The American Association of Health, Physical Education and Recreation and many State Departments of Education, including the New Jersey State Department have indicated a lack of properly trained health educators, especially in such areas as consumer health, human sexuality, venereal disease and drug abuse. (The existing Glassboro State College Education Workshop provides a means to accomodate the latter topic.) The New Jersey Health Education one-day venereal disease seminar, in the Spring of 1971, with three hundred secondary teachers attending and the continued success of the Glassboro State College Alcohol Education Workshop seem to verify the expression of need expressed by the national and state organizations.

The Department of Health and Physical Education has offered several clinics, seminars and workshops over the past ten years. Many of these programs have involved the necessary time and in depth study concentration for a particular area of Health and Physical Education, where course credit could have been offered if a means of doing this has been available. Recent examples of such clinics include the Lifetime Sports Clinics in 1969, the Gerontology Seminar in 1971 and the Interdisciplinary Movement and Learning Workshop in 1971.

Other colleges in the state have conducted seminars for credit, either for a single time or continually, in the area of health and physical education. Some examples of this include:

- Trenton State College - Consumer Education Seminar, 2 cr.
- Montclair State college - Human Sexuality Seminar, 3 cr.
- Newark State College - Olympic Swimming-Munich, 2 cr.
- Montclair State College - Movement Education Workshop,

2 cr.

The success of these seminars further emphasize the need for an 'open' workshop for student credit which can provide a means of teachers to update information within their profession.

III. OBJECTIVES OF WORKSHOP FOR CREDIT

- A. South Jersey teachers will have opportunity to enrich and update previous learnings.
- B. Teachers will have opportunity to acquire new information in specific topics within their field.
- C. Teachers will have opportunity to gain information for broadening his scope of involvement within the school activities on a departmental and on an interdisciplinary level.

IV. OUTLINE OF THE PROPOSAL

A. Essence of the proposal

1. Proposals for workshop topic, amount of credits - 1, 2, or 3 graduate or undergraduate credits - must be approved by the Department of Health and Physical Education and the Dean of Professional Studies.
2. Amount and type credit would depend upon the type of proposal. Amount of credit would be determined by number of clock hours workshops are in session - 12 clock hours equals one credit. Therefore, if the workshop was conducted for three hours for four evenings, the workshop would be offered for one credit. If the workshop was offered on a clock hour basis equal to a three credit course, the workshop would be offered for three credits. Level of credit would be determined by type of proposal. A total of three credits could be offered in any scheduling session and a workshop topic can be offered a maximum of once a year.
3. To be offered in the evenings, in winter interim, or Saturday, or in the summer so that teachers in the field could be accommodated. To be conducted each workshop must have a minimum of twelve students.
4. Possible type of workshop topics:
 - a. Specific health-science topics in the elementary and secondary school curriculum. These areas might be such pertinent areas as venereal disease, nutrition, environmental health, human sexuality.
 - b. Teaching and coaching techniques for specific sports activities such as gymnastics, power volleyball, basketball for women, track and field. These activities are mentioned because of recent changes or local public school interest in the activities.
 - c. Sports medicine including recent developments in conditioning, prevention and treatment of athletic injuries.

4. Continued -

- d. Dance education techniques especially in the areas of social, folk, square dance and rhythmical gymnastics.
- e. Movement education exploring the principals of movement carried through all types of physical activity.

V. GENERAL STATEMENT OF TEACHING METHODS

The workshops will be presented as a regular course using lecture, demonstrative student participation, guest lecture and written assignments.

VI. METHODS OF EVALUATION

Evaluative procedures include engaging in class discussion and activities, as well as exhibiting skills and comprehension by oral and written responses.

ADDITIONAL CRITERIA

1. Written proposal for workshop topic for credit must be presented for approval in the form generally followed in developing departmental course syllabus which includes:
 - a. Cognitive, affective performance objectives
 - b. Outline of content
 - c. Instructional techniques
 - d. Methods of evaluation
 - e. Suggested bibliography
2. Topic proposal will be presented for approval through the following steps:
 - a. Departmental Curriculum Committee
 - b. Departmental Council
 - c. Departmental Faculty
 - d. Dean of Professional Studies
3. Final approval must be granted a minimum of six weeks prior to the starting date of any workshop.

*Curriculum -
Primary
Department*

GLASSBORO STATE COLLEGE

Glassboro, New Jersey

Course Proposal
December 15, 1972

- I. Identification of the proposal
- A. Title: CREATIVE EXPERIENCES IN ELEMENTARY/EARLY CHILDHOOD EDUCATION
 - B. Department: Department of Elementary Education
 - C. Sponsor: Dr. Marion N. Clark and the Department of Elementary Education
- II. Statement of purpose
- A. This course is proposed as a required undergraduate course. It will become a part of the bank of required courses of the Teaching-Learning: Theory & Practice section of the new degree model for the Department of Elementary Education. It is designed to expand the creative experience offerings of the required courses, Teaching of Language Arts, Social Studies, and Science in the Elementary School.
 - B. Course is planned to be given initially in the summer of 1973 and in each semester thereafter.
 - C. The Department of Elementary Education currently has qualified staff to service the proposed course.
 - D. At the present time the library holdings are adequate. An extensive staff library will be available to course participants.
- III. Outline of the proposal
- A. Essence of the proposal
 1. Course title: CREATIVE EXPERIENCES IN ELEMENTARY/EARLY CHILDHOOD EDUCATION
 2. Semester hours of credit: 3
 3. Course level and prerequisites: Undergraduate with no prerequisites, primarily for juniors. Although specific prerequisites are not required, students should have had courses in the creative arts of dance, art or music as part of the general education and academic requirements.
 4. Current curriculum pattern into which it falls: Presently the Department of Elementary Education requires 27 hrs. for the specialization Teaching Learning: Theory & Practice. Credit distributions are as follows: a required common core of 18 sh.h. of which this course is planned to be a part, and a bank of restricted electives from which the remaining hours are to be chosen. It is planned that this course will carry 3 numbers: Early Childhood, Kindergarten-Primary, and General Elementary so that the content of each section may vary with the level of the offering.
 5. Enrollment: 22
 - B. Details of the proposal
 1. Uniqueness of the course: This course is designed to provide for an expanded opportunity to plan and participate in creative activities and experiences as they relate to the total curriculum of the early childhood/elementary classroom. A limited provision for such experiences was formerly listed under a 5 credit course. Curriculum II which will no longer be offered in the new degree model for the Department of Elementary Education.

2. Specific objectives of the course:
 - a. to provide an opportunity for exploration, experimentation, and experience in a wide variety of creative expressions suitable to the early childhood education and the elementary classroom.
 - b. to examine the theoretical framework concerned with the nature of creativity and techniques for setting a climate in the classroom that fosters creativity.
 - c. to extend and broaden the required curricular offerings of Teaching Learning: Theory & Practice.
 - d. to provide an opportunity for the student to develop an awareness of his own creative potential so that he will be better able to provide for the development of creativity in children as a function of the total academic curriculum in the elementary school.

3. Scope of the course: Emphasis in this course is placed on creative experiences and activities which are essential to the development of the elementary school child. Attention will be given to strategies of teaching through dramatization, dance, music, and art as these activities relate to the development of the curricular areas of language arts, science, mathematics, and social studies. Techniques for setting conditions for creativity and the creative nature of play are also to be explored.

The principal content for the course would evolve from the following topics:

- a. the nature of creativity (physical, psychological, intellectual, socio-emotional),
- b. setting conditions for creative teaching,
- c. the role of creativity in the elementary and early childhood curriculum,
- d. current research on creativity,
- e. creative experiences & activities: methods and materials appropriate to the developmental level of the child,
- f. integrated creative activities and experiences: methods and materials appropriate to the development of the total early childhood and elementary curricula with specific emphasis on language arts, science, and social studies,
- g. creative problem solving.

Teaching methods: A variety of teaching methods will be used including required readings, group discussions, demonstrations, field experiences short lectures, student projects and reports, and a short paper. Resource persons will be invited to interact with students.

5. Methods of evaluation: Students will be able to demonstrate evidence of progress by:
 - a. participation in class activities and class discussion,
 - b. periodic oral reporting to the class on various topics based on assigned readings or assigned observations,
 - c. writing a short paper relative to a chosen expressive activity,
 - d. student demonstration of planning and executing lessons consistent with the objectives of the course,
 - e. course and instructor will be evaluated by the use of the Student Instructional Report form.

- C. Rationale: In the planning of the new degree model for the department of Elementary Education, the need for a course dealing specifically with creative experiences and activities for the early childhood and elementary classroom became apparent. Formerly a 5 credit course, Curriculum II provided limited opportunity for such experiences. This 5 credit course under the new degree

model will not be offered. The proposed course will deal exclusively with creative experiences and activities for all required early childhood and elementary education curricula areas. Goals of education include the need to be concerned with the self actualization process in the individual. Accordingly it is imperative to encourage future teachers to strive for self-actualization and to prepare these future teachers to recognize, develop, and enhance the creative abilities in children.

- D. Results of consultation: Consultation with curriculum committees within the department of Elementary Education indicated the need for a specialized course in creative activities and experiences. Drs. E. Brannan, G. Brent, Professors B. Brinker, J. Dunn, and R. Fitzmaurice indicated a need for such a course to enrich offerings in **the** areas of teaching language arts, social studies, and science in the elementary school.

Early Childhood Director, Dr. M. Hodes and Professors A. Covi and S. Jorgenson provided input from the early childhood viewpoint.

Chairman Frank Goodfellow, speaking to the needs of the Department of Elementary Education under the new degree model, indicated that a course dealing exclusively with creative experiences and activities should be proposed.

Dean Lawson Brown has reviewed the proposal and suggested areas needing amplification.

- IV. Additional Information: At the January 26 meeting of the Department of Elementary Education, the course was officially endorsed by a unanimous vote.



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

FACULTY SENATE

April 23, 1973

TO: ACADEMIC DEANS
DEPARTMENT CHAIRMEN
SPONSORS
CURRICULUM COMMITTEE MEMBERS
FACULTY SENATE

FROM: The Curriculum and Curriculum Evaluation Committee of the Faculty Senate

A. The Curriculum Committee at its April 9, 1973, meeting approved the following. Implementation is now the responsibility of the appropriate dean.

1. Course Approvals

47-73 Advanced Accounting I & II

(Sponsor, Mrs. Melba Lucas, Administrative Studies)

61-73B Health and Physical Education Workshop

(Sponsor, Dr. Shirley O'Day, H. & P.E. Dept.)

65-73 Mythology (English Department)

66-73 Adolescent Literature (English Department)

67-73 Creative Experiences in Elementary/Early Childhood Education

(Sponsor, Dr. Marion Clark, Elementary Education Department)

2. Course Extensions

0504.320 Managerial Finance

change to

Managerial Finance I and II

(Sponsor, Dr. Pritchard, Administrative Studies)

3. A proposal from the Health and Physical Education Department was approved as follows.

a. Revision of Health and Physical Education Major Program adjusting to Professional Studies Degree Model.

b. Revision of Health Education Major Program adjusting to Professional Studies Degree Model.

B. The following concentration was approved by the Committee and will be presented for Faculty Senate consideration:

64-73 Interdisciplinary Academic Concentration in Literature for
Elementary Education Majors
(Sponsor, Department of English)

C. Please be advised that the Faculty Senate approved the following:

32-73 Concentration in Spanish (2/73)
33-73 Concentration in French (2/73)
34-73 Concentration in German (2/73)
30-73 Spanish Bilingual Concentration for Law/Justice Majors (4/73)
1-73 Undergraduate Major in Geography (4/73)

D. Clarification: The following approved courses were partially listed in the March 5, 1973, report:

53-73 Techniques of Plankton Sampling and Analysis
54-73 Biology of Marine Plankton
55-73 Primary Production - Techniques and Measurement
56-73 Tidal Marsh Sedimentation

These courses are part of the New Jersey Marine Sciences Consortium, sponsored by the Department of Physical Sciences.

JHC:mf

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