

0835-131 12

Glassboro State College Senate Curriculum Committee

Approval Form

Proposal Title: Introduction to Health and Physical Education

Sponsor(s) Ms. Edith Thompson Dept.: Health & Physical Ed. Ext. 7114

Dr. Mary Putman 2 Cr.

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change (please name deletion or credit/title/catalog change)

Undergraduate Graduate 2 Credit Hours

Step 1 (Department) <input checked="" type="checkbox"/> Approved <u>Oct. 3, 1991</u> <small>Date</small> <input type="checkbox"/> Not Approved <u>Edith J. Thompson</u> <small>Dept. CC Chairperson</small> <input checked="" type="checkbox"/> Reviewed <u>12/1/91</u> <small>Date</small> <u>Mary A. Putman</u> <small>Dept. Chairperson</small>	Step 2 (Receipt) <input checked="" type="checkbox"/> SCC# <u>91-92-22</u> Proposal Received _____ <small>Date</small> <u>Susan Blumenthal</u> <small>SCC Chairperson</small>	Step 3 (School CC) Reviewed <u>1/1/92</u> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved Comments: <u>Mary A. Putman</u> <small>School Curr. Comm. Chairperson</small>
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Step 4 (Academic Dean) <input checked="" type="checkbox"/> Recommend <input type="checkbox"/> Not Recommend <input type="checkbox"/> Conditionally Recommend (see comments) Reviewed <u>1/17/92</u> <small>Date</small>	Comments: See letter. <u>Ray E. Kopy</u> <small>Signature, Dean of School</small>
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Step 5 (SCC) Open Hearing <u>2/7/92</u> <small>Date</small> <input checked="" type="checkbox"/> Approved by Senate Curriculum Committee <u>2/7/92</u> <small>Date</small> <input type="checkbox"/> Returned to sponsor(s) for the following reasons:	
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Step 6 (Senate) Presented to Senate <u>2/21/92</u> <small>Date</small> Notification to Executive Vice-President/Provost <u>2/21/92</u> <small>Date</small>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved <u>Don Hatheway</u> <small>Signature, SCC Chairperson</small>
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Step 7 (Executive V.P./Provost)

Received _____

If no, reasons are as follows: ^{Date}

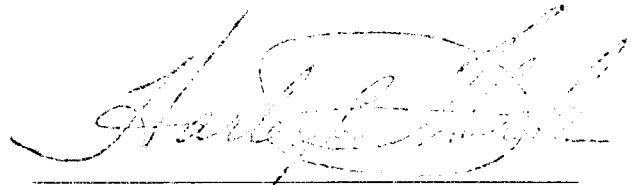
Approved Yes No

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed APR 3 1992
Date



Signature, Executive Vice-President/Provost

Registrar

Approved course description received 2 Apr. 92
Date

Hegis Taxonomy and Course Number assigned 0835.131

BZ Kelsey for DB
Signature, Registrar

2 Apr. 92
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

GLASSBORO STATE COLLEGEz
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

NEW COURSE PROPOSAL
(INTROHPE.NCP)

I. Details:

- A. Course Title: Introduction to Health and Physical Education
- B. Sponsors: Dr. W. F. Bradley and Ms. Mary Marino
Edith Thompson, Curriculum Chairperson
Department of Health and Physical Education
- C. Credit Hours: Two semester hours
- D. Course Level: Undergraduate, Freshman
- E. Curriculum Effect: Health and Physical Education major requirement
- F. Prerequisites: None
- G. Implementation: Fall 1992 (Fall offering only)
- H. Adequacy of Staff: The Health and Physical Education Department has a number of qualified faculty to teach the proposed course. No additional faculty is needed.

II. Rationale:

Portions of two courses (History and Philosophy of Health and Physical Education, and Foundations of Health and Physical Education) will be absorbed into this course. An explanation of the four specialization areas within the department will be included. This introductory course, through general and broad-based concepts, is designed to provide exposure to the overall profession. Historical developments, philosophies, scientific foundations and their relationship to health and physical education are the main focus. Upon completion of this course, students should have a basic understanding of the profession and its related areas so an objective decision can be made as to whether they wish to further pursue Health and Physical Education as a major and/or make other career choices.

III. Essence of the Course:

A. Objectives:

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

1. Write a definition of health and physical education and cite its basic objectives.
2. Discuss, in verbal and written form, the historical, philosophical, psychological, sociological, biological, and biomechanical foundations of the profession.

3. Trace the development of professional preparation in the United States: people, places, and events.
4. Define motor learning and list at least five of the principles of learning, as given in class.
5. Name the nine major systems of the body and discuss the effect physical activity has on each.
6. Tell what is meant by the term "common language" and give some examples within sports and activity.
7. Describe how scientific theory is translated into practical and usable information for the teacher.
8. Discuss the health-wellness movement and distinguish between fad and trend.
9. 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.
10. Differentiate between courses/programs which are required, elective and selective.
11. List some of the qualities, duties and responsibilities of teachers in general and the Health and Physical Education teacher specifically, and how students may/can be affected by the teacher.
12. List some of the qualities, duties and responsibilities of Health and Physical Education professionals in non-school settings.
13. Define the terms "professional preparation" and "professional development".

B. Topical Outline:

1. Physical Education: definitions, principles, scope
 - a. definitions
 - b. purpose and objectives
 - c. heritage and contributions
 - d. allied and related areas
2. The Discipline-Profession Debate
 - a. what is an academic discipline
 - b. what is a profession
 - c. organizations, associations and services
 - d. contributions to and from other fields
3. Historical Foundations
 - a. European heritage
 - b. physical education in early America
 - c. twentieth-century physical education
 - d. development at Glassboro State College

4. Philosophical Foundations
 - a. the traditional philosophies
 - b. developing a personal and a professional philosophy
 - c. using philosophy to understand and improve teaching
 - d. philosophical forces and their influence
5. Psychological Foundations
 - a. theories of learning
 - b. motor learning and motor development
 - c. psychological benefits from physical activity
 - d. relating personality, self-concept, and academic achievement
6. Sociological Foundations
 - a. human nature: characteristics, demands, needs
 - b. moral development and values
 - c. play and sports as socializing forces
 - d. the global influence of sports and activity
7. Biological Foundations
 - a. our physiological makeup: systems
 - b. holistic health and the health-wellness trend
 - c. biological values of activity and training
 - d. gender, race and special populations
8. Biomechanical Foundations
 - a. emergence and growth of biomechanical equipment and techniques used to analyze motion
 - b. terminology and common language within physical education, sport and physical activity
 - c. movement: principles and concepts
 - d. putting theory into practical terms: what can teachers learn from scientists
9. Issues in Health and Physical Education
 - a. health-wellness and activity: trend or fad
 - b. job security versus career burnout
 - c. generalist versus specialist
 - d. is physical education for everyone
10. Trends and the Future
 - a. major and non-major programs: required, elective, selective, obsolete
 - b. the umbrella gets smaller: health, athletics, dance, recreation and leisure, intramurals, graduate programs
 - c. new names and a changing image
 - d. the 21st century: will the non-traditional become traditional

11. Teachers and Teaching
 - a. qualities, duties and responsibilities
 - b. management and instructional skills
 - c. the teaching-learning environment
 - d. principles of motor learning
12. Career Opportunities in Non-school Settings
 - a. athletic trainers
 - b. adult fitness
 - c. exercise science
 - d. leisure and recreation
 - e. dance
 - f. allied health fields
13. Career Selection and Preparation
 - a. professional: preparation, development
 - b. career potentials and factors which influence one's choice
 - c. teaching and coaching: conflict or comrades
 - d. getting a job: education and experiences

C. Evaluation and Grading:

1. Knowledge - composite of quizzes and tests
2. Attendance and Participation
3. Assignments - class projects and outside tasks
4. Subjective evaluation by instructor

D. Course Evaluation:

1. Instructor critique
2. Written evaluation by class members
3. Review by department curriculum committee

IV. Results of Consultation:

The department of Health and Physical Education has reviewed and approved this new course proposal.

NEW COURSE PROPOSAL: Introduction to Health and Physical
Education

Catalogue Description - 0835 --- --

2 S.H.

This course is required for students majoring in Health and Physical Education. 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.