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Glassboro State College Senate Curriculum Committee

Approval Form

Proposal Title: Change in Hegis Numbers Team Sports (0835.203) Individual Sports (0835.221)

Sponsor(s) Mary L. Putman Dept.: Health & Physical Ed Ext. 7110
Edith Thompson

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

Undergraduate Graduate _____ Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>10/18/91</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Edith Thompson</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>10/18/91</u> Date</p> <p><u>Mary L. Putman</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>91-92-24</u></p> <p>Proposal Received _____ Date</p> <p><u>Dorothy Hathaway</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>12/18/91</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>Mary L. Putman</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean)

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 1/17/92
Date

Comments:
See letter.

[Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing 2/7/92 Approved by Senate Curriculum Committee 2/7/92
Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 2/21/92 Approved Not Approved
Date

Notification to Executive Vice-President/Provost 2/21/92 [Signature]
Date Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received _____

Date

If no, reasons are as follows:

Approved Yes No

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

[Handwritten signature]

Signature, Executive Vice-President/Provost

Registrar

Approved course description received 27 Feb 92
Date

Hegis Taxonomy and Course Number assigned see attached

[Handwritten signature]

Signature, Registrar

27 Feb 92
Date

Notification forwarded:

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

Glassboro State College
 Department of Health & Physical education
 MINOR CURRICULUM CHANGE

1. DETAILS

A. Title changes and hegis number assignments requested:
 Change 0835.221 Individual & Dual Sports (1-6 S.H. variable credit) to separate courses (1 S.H. each) and 0835.203 Team Sports (1-7 S.H. variable credit) to separate courses (1 S.H. each) and reconfigure some of the activities into a new bank of courses entitled Lifetime and Recreational Activities as described below.

B. Sponsors: Health & Physical Education Department
 Ms. Edith Thompson, Curriculum Chairperson
 Dr. Mary L. Putman, Dept. Chairperson

C. Essence of the Proposal:

The Health and Physical Education (HPE) major courses entitled Individual and Dual Sports (0835.221) and Team Sports (0835.203) are currently two separate courses carrying variable credit. The HPE majors currently repeat each course until 5 S.H. credit in different individual and Dual Sports and 6 S.H. in different Team Sports (Total = 11 S.H.) are completed.

The HPE Department requests to change these course titles and hegis numbers as follows:

<u>From:</u>	<u>To:</u> (suggested Hegis #)
0835.221 Individual & Dual Sports (1-8 S.H.)	0835.243 I & D: Archery (1 S.H.) ✓
	0835.247 I & D: Badminton (1 S.H.) ✓
	0835.245 I & D: Bowling (1 S.H.) ✓
	0835.246 I & D: Golf (1 S.H.) ✓
	0835.247 I & D: Self Defense (1 S.H.) ✓
	0835.248 I & D: Tennis (1 S.H.) ✓
	0835.249 I & D: Track & Field (1 S.H.) ✓
0835.250 I & D: Wrestling (1 S.H.) ✓	
0835.203 Team Sports (1-7 S.H.)	0835.253 Tm.Sp: Basketball (1 S.H.) ✓
	0835.254 Tm.Sp: Field Hockey (1 S.H.) ✓
	0835.255 Tm.Sp: Football (1 S.H.) ✓
	0835.256 Tm.Sp: Softball/Baseball (1 S.H.) ✓
	0835.257 Tm.Sp: Soccer (1 S.H.) ✓
	0835.258 Tm.Sp: Volleyball (1 S.H.) ✓
0835.259 Tm.Sp: Women's Lacrosse (1 S.H.) ✓	

Lifetime	0835.261	L & R: Adventure Activities (1 S.H.)
Recreational	0835.262	L & R: Aerobic Activities (1 S.H.)
Activities	*0835.263	L & R: Swimming (1 S.H.)
(1-4 S.H.)	*0835.264	L & R: Physical Fitness (1 S.H.)

A new bank of courses entitled Lifetime Recreational Activities is formed from logical combinations of existing activity courses. The requirement for Health and Physical Education majors will be to select 4 S.H. from Individual & Dual Sports, 4 S.H. from Team Sports and 3 S.H. from Lifetime & Recreational Activities. In the latter category, Swimming and Physical Fitness will be required of all majors (as is the current requirement) leaving the students only one choice from the remaining two activities.

2. RATIONALE:

A. Need: Separate hegis numbers will insure that the activities completed by students will be recorded by title on advisement and official transcripts. This will simplify the registration and advisement process for HPE majors.

B. Curricular Effect: There is no change in the H.P.E. program semester hour requirements. The HPE major will still be required to complete a minimum of 11 SH. of sports and activity courses. The Individual and Dual Sports become 4 S.H., the Team Sports become 4 S.H. and the new bank of Lifetime and Recreational Activities becomes 3 S.H.

COURSE SYLLABUS: (see attached)

Individual and Dual Sports
 Team Sports
 Lifetime and Recreational Activities

GLASSBORO STATE COLLEGE
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Syllabus for:
INDIVIDUAL AND DUAL SPORTS (0835.221 - 231)

PHILOSOPHY:

The courses included in Individual and Dual Sports are designed to provide the prospective physical educator with the skills and knowledges necessary to becoming a teacher/leader in sports activities. We believe that skill and knowledge proficiency in a variety of individual sports and lifetime activities are necessary components of leadership in health and physical education

OBJECTIVES:

The student will be able to:

1. demonstrate a level of skill proficiency in the sport/activity that will enable the student to adequately participate.
2. identify and use acceptable behaviors, rules, strategies and etiquettes appropriate to the purpose of the sport/activity.
3. apply knowledge of basic movement, physical laws, biological structures, and developmental characteristics of learners in order to develop skill progressions and analyze skill performance.
4. make modifications and adaptations of skills, equipment, rules, and game strategies based upon the age, skill physical characteristics and special needs of individual learners.
5. plan programs and/or units for physical education classes or recreational learning environments.
6. develop objectives for teaching the sport/activity.
7. acquire skill in teaching techniques, management and organizational behaviors, and safety procedures appropriate to the sport/activity.
8. realize there are a variety of evaluation techniques which can be utilized to determine the level of a learner's success in meeting objectives.
9. recognize the importance of all safety concerns related to teaching various individual sports and apply teaching techniques that maximize student/participant safety.
10. identify the health, wellness, and fitness benefits derived from participation in individual and dual sports.

COURSE CONTENT

Individual Sports course content may include, but is not limited to:

1. Historical development
2. Terminology
3. Equipment use and care including audio-visual aids
4. Fundamental Skills pertaining to the sport/activity

5. Strategies (individual and team)
 6. Teaching/Coaching techniques
- COURSE CONTENT (con.t)

7. Special game situations (ie: lead-up games)
8. Rules, officiating & etiquette
9. Safety procedures specific to the sport/activity
10. Training and conditioning pertaining to the sport/activity
11. Teaching modifications for individual differences
12. Learner assessment (skills & knowledges)

EVALUATION:

A. Evaluation of Students:

1. Course assignments
2. Skill evaluation
3. Cognitive testing
4. Class participation
5. Teaching evaluation

B. Evaluation of Course:

1. Student feedback
2. Colleague evaluations: college and public school
3. Evaluation by Health and Physical Education Curriculum Committee

CATALOG DESCRIPTION:

0835.216 - 223 Individual and Dual Sports : Archery, Badminton, Bowling, Golf, Self Defense, Tennis, Track and Field, Wrestling

1 S.H. each -

These courses will prepare majors in Health and Physical Education to teach and/or lead various activities in the areas of individual sports. Students will develop fundamental skill proficiencies and knowledge of rules, strategies, teaching methods and skill analysis in the respective sport. Health and Physical Education majors must select, with advisement, at least four individual sports.

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GLASSBORO STATE COLLEGE
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Syllabus for:
TEAM SPORTS (0835.202 - 209)

PHILOSOPHY:

The courses included in Team Sports are designed to provide the prospective physical educator with the skills and knowledges necessary to becoming a teacher/leader in sports activities. We believe that skill and knowledge proficiency in a variety of team sports and activities are necessary components of leadership in health and physical education.

OBJECTIVES:

The students will be able to:

1. demonstrate a level of skill proficiency in order to adequately participate in the sport.
2. analyze skill performance and realize appropriate applications or selected principles of learning.
3. demonstrate a knowledge of lead-up activities, modified and related games, and skill progressions leading to participation in the sport.
4. realize the importance of the need to modify and adopt skill, rules, equipment and game strategies based upon the age, skill and special needs of individual learners.
5. understand teaching techniques for skill development and improvement in the sport.
8. realize there are a variety of evaluation techniques which can be utilized to determine the level of a learner's success in meeting objectives.
9. recognize the importance of all safety concerns related to playing and teaching team sports and apply teaching techniques that maximize student/participant safety.

COURSE CONTENT:

Team Sports course content may include, but is not limited to:

1. Historical development
2. Terminology
3. Equipment use and care including audio-visual aids
4. Fundamental Skills pertaining to the sport/activity
5. Strategies (individual and team)
6. Teaching/Coaching techniques
7. Special game situations (ie: lead-up games)

8. Rules, officiating & etiquette
9. Safety procedures specific to the sport/activity
10. Training and conditioning pertaining to the sport/activity
11. Teaching modifications for individual differences
12. Learner assessment (skills & knowledges)

EVALUATION:

A. Evaluation of Students:

1. Course assignments
2. Skill evaluation
3. Cognitive testing
4. Class participation
5. Teaching evaluation

B. Evaluation of Courses:

1. Student feedback
2. Colleague evaluation: college and public school
3. Evaluation by Health and Physical Education Curriculum Committee

CATALOG DESCRIPTION:

0835.202 - 209 Team Sports: Basketball, Field Hockey, Football, Softball/Baseball, Soccer, Volleyball, Women's Lacrosse

1 S.H. each

These courses will prepare majors in Health and Physical Education to teach and/or lead various activities in the areas of team sports. Students will develop fundamental skills and knowledges in the respective sports. Rules, strategies, player positions, analysis of movement, modified games and teaching techniques will be emphasized. Health and Physical Education majors must select, with advisement, at least four team sports.

GLASSBORO STATE COLLEGE
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Syllabus for:
LIFETIME AND RECREATIONAL ACTIVITIES (0835.213,214,225,226)

Revised: 1991
Dr. Brenda Bolay

PHILOSOPHY:

The courses included in Lifetime and Recreational activities are designed to provide the prospective physical educator with the skills and knowledges necessary to becoming a teacher/leader in recreational sports and activities. We believe that these types of activities are becoming increasingly relevant to today's society and are being taught with increasing frequency in New Jersey public schools. This, the skill and knowledge proficiency in a variety of lifetime activities are necessary components of leadership in health and physical education.

OBJECTIVES; -

The student will be able to:

1. demonstrate a level of skill proficiency in the sports/activity that will enable the student to adequately participate.
2. identify and use acceptable behaviors, rules, strategies and etiquettes appropriate to the purpose of the sport/activity.
3. apply knowledges of basic movement, physical laws, biological structures, and developmental characteristics of learners in order to develop skill progressions and analyze skill performance.
4. make modifications and adaptations of skills, equipment, rules, and game strategies based upon the age, skill physical characteristics and special needs of individual learners.
5. plan programs and/or units for physical education classes or recreational learning environments.
6. develop objectives for teaching the sport/activity.
7. acquire skill in teaching techniques, management and organizational behaviors, and safety procedures appropriate to the sport/activity.
8. realize there are a variety of evaluation techniques which can be utilized to determine the level of a learner's success in meeting objectives.
9. recognize the importance of all safety concerns related to teaching various recreational activities and apply teaching techniques that maximize student/participant safety.

COURSE CONTENT:

Recreational Activities course content may include, but is not limited to:

1. Historical development and current societal contexts
2. Terminology
3. Equipment use and care including audio-visual aids
4. Fundamental Skills pertaining to the sport/activity
5. Strategies (if appropriate)
6. Teaching/Coaching techniques
7. Special game and learning situations (i.e.: lead-up games, pre-conditioning, etc.)
8. Rules, officiating & etiquette
9. Safety procedures specific to the activity
10. Training and conditioning pertaining to the activity
11. Teaching modifications for individual differences
12. Learner assessment (skills & knowledges)

EVALUATION:

A. Evaluation of Students:

1. Course assignments
2. Skill evaluation
3. Cognitive testing
4. Class participation
5. Teaching evaluation

B. Evaluation of Course:

1. Student feedback
2. Colleague evaluations: college and public school
3. Evaluation by Health and Physical Education Curriculum Committee

CATALOG DESCRIPTION:

0835.213,214,225,226 Lifetime and Recreational Activities:
Adventure Activities, Aerobic Activities, Physical Fitness,
Swimming

1 S.H. each

These courses will prepare majors in Health and Physical Education to teach and/or lead various activities in the areas of lifetime sports and recreational activities. Students will develop fundamental skill proficiencies and knowledge of rules, strategies, teaching methods and skill analysis in the respective activity. Health and Physical Education majors must select, with advisement, at least three Lifetime/Recreational Activities.