

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course ___ Course Prefix Change ___ Course Deletion
 ___ Course Revision ___ Course Number and/or Title Change ___ Catalog Description Change

HPED 214 Health Fitness and Gymnastics

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

___ This course is also proposed as a Liberal Studies Course. ___ Other: (e.g., Women's Studies, Pan-African)
 ___ This course is also proposed as an Honors College Course.

3. Program Proposals

___ New Degree Program ___ Program Title Change ___ Program Revision
 ___ New Minor Program ___ New Track ___ Other

Current program name Proposed program name, if changing

4. Approvals	Date
Department Curriculum Committee Chair(s) <i>Mobilon Fatyoto Boyles</i>	3-21-03
Department Chair(s) <i>Clare Khan</i>	3-21-03
College Curriculum Committee Chair <i>[Signature]</i>	3-24-03
College Dean <i>Charles J. Zovic</i>	3-24-03
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate (include title) <i>Joseph Domaradi TECC</i>	3-24-03
UWUCC Co-Chairs <i>Gail S. Schuist</i>	4/15/03

RECEIVED

* where applicable

MAR 25 2003

LIBERAL STUDIES

COURSE SYLLABUS

I. Catalog Description

1 class hour
2 lab hours
1 credit
1c-2l-1cr

HPED 214 Teaching Health Fitness and Gymnastics

Prerequisite: HPED 200

Provides the health and physical educator with an overview of the fundamentals and techniques of instructing personal fitness and gymnastics. Includes opportunities for skill development, analysis, and strategies for incorporating fitness and gymnastics into the physical education curriculum.

II. Course Objectives:

At the completion of this course, the student will:

- A. list and explain the five components of health-related fitness.
- B. identify and apply activities appropriate for developing a balanced health fitness plan.
- C. recognize risk factors related to various levels of fitness training.
- D. create and apply safety guidelines for participation in fitness activities.
- E. participate in fitness activities and evaluate personal progress.
- F. demonstrate a commitment to personal fitness/wellness.
- G. identify various activities, games, and sports requiring specific skill-related fitness components.
- H. create lesson plans for teaching fitness to a variety of age levels.
- I. design instructional plans to implement healthy programs of weight reduction, maintenance, or gain based on body composition.
- J. implement strategies to enhance communication with the learner.
- K. perform beginner and advanced beginner tumbling and apparatus skills.
- L. develop routines for the floor and various apparatus.
- M. demonstrate appropriate spotting techniques for various skills and age groups.
- N. spot partners correctly demonstrating understanding of the potential for injury.
- O. effectively sequence and teach basic gymnastics skills and routines.
- P. design developmentally appropriate activities for various age and skill groups.
- Q. analyze basic and advanced beginner gymnastic skills and offer corrective feedback.
- R. identify Pennsylvania standards related to health fitness and gymnastics and apply these standards in curriculum and instructional planning.

III. Course Outline:

During the week, one class period will be spent going over principles of fitness and gymnastics. The other two class periods will be spent participating in activities and skill development. Students will also have opportunities for practice teaching during labs.

Week 1:	Overview of course Introduction to fitness activities and gymnastics Overview of principles of fitness (frequency, intensity, type, time) Fitness activities across the lifespan Safety guidelines for fitness facilities and classroom settings	3 hours
Week 2:	Flexibility/Body Composition <ul style="list-style-type: none"> • Activities appropriate for maintaining flexibility 	3 hours

- Ballistic and static stretching (proper stretching before and after activity)
- Flexibility/stability exercises for given parts of the body
- Safety guidelines for flexibility training

Week 3:	Planning appropriate warm-up and cool down activities Aerobic fitness <ul style="list-style-type: none"> • Benefits • Age appropriate activities (walking, cycling, jogging, aerobic dance, step aerobics, swimming) • Developing lessons for aerobic activities Achieving and maintaining a health-enhancing level of physical fitness	3 hours
Week 4:	Muscular Strength/Endurance <ul style="list-style-type: none"> • Proper exercises and techniques for age appropriate strength training • Identifying the relationship between muscular strength and power, agility, and flexibility • Developing appropriate and complete muscular strength/endurance profiles • Risk factors associated with weight training and weight lifting 	3 hours
Week 5:	Circuit training <ul style="list-style-type: none"> • Developing appropriate stations for various skill levels and abilities • Organizing and implementing circuit training plans 	3 hours
Week 6:	Planning and evaluating a fitness program Fitness components of various games, activities, and sports Focusing on the fitness component of these games, activities, and sports	3 hours
Week 7:	Demonstration of fitness plans	3 hours
Week 8:	Introduction of gymnastic activities Teaching and demonstrating skills Stunts and tumbling skills	3 hours
Week 9:	Teaching and demonstrating skills continued Pyramids Floor exercise	3 hours
Weeks 10-11:	Teaching and demonstrating skills continued Pommel horse Parallel bars (even & uneven) Vaulting Horizontal bar Balance beam	6 hours
Week 12:	Age appropriateness and sequencing of activities	3 hours
Weeks 13-14:	Demonstration of teaching and spotting techniques	6 hours
Week 15:	Final Exam	2 hours

IV. Evaluation:

- A. Final Written Exam – 20 points
- B. Teaching demos – 20 points
 - Demonstration of a health fitness lesson
 - Demonstration of a gymnastics lesson
- C. Fitness planning – 20 points
- C. Routine creation and performance – 10 points
- D. Spotting techniques – 10 points
- E. Competency check – 10 points
- F. Skill improvement and active participation – 10 points

V. Sample Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

VI. Attendance Policy:

Students are expected to attend each class. The instructor recognizes students' need to miss class because of illness or personal emergencies. Three allowable absences will be permitted over the course of the semester. Students are responsible for any work missed due to absences.

VII. Textbook: None required.**VIII. Special Resource Requirements:**

ATTIRE: Shorts and short sleeve shirt. No sweat or warm-up pants.

IX: Bibliography:

American College of Sports Medicine. (1998). ACSM Fitness Book, Champaign, IL: Human Kinetics Publishing.

Centers for Disease Control (1998). Active Youth: Ideas for Implementing CDC Physical Activity Promotion Guidelines, Champaign, IL: Human Kinetics Publishing.

Jackson, A., Morrow, J., Hill, D., & Dishman, R. (1999). Physical Activity for Health and Fitness, Champaign, IL: Human Kinetics Publishing.

Kirchner, G., & Fishburne, G. (1997). Yearly Programs, Units and Daily Lesson Plans: Physical Education for Elementary School Children, 10th Edition, Boston: McGraw Hill Publishing.

Kirchner, G., & Fishburne, G. (2001). Physical Education for Elementary School Children With Lesson Plans and Powerweb, Boston: McGraw Hill Publishing.

Pangrazi, R.P. & Dauer, V.P. (1995). Dynamic Physical Education for Elementary School, 11th Edition, Boston: McGraw Hill Publishing Company.

Prentice, W. (2004). Get Fit – Stay Fit, Boston: McGraw Hill Publishing.

Pryor, E., Colledge, S., & Goodman Kraines, M. (2000). Keep Moving: Fitness Through Aerobics and Step, Boston: McGraw Hill Publishing.

**Course Analysis Questionnaire
HPED 214 Health Fitness and Gymnastics**

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course is designed for Health and Physical Education majors who are seeking teacher certification. The content of this course prepares them to instruct fitness activities and gymnastics in grades kindergarten through grade twelve. Students must demonstrate competency in these areas to be in line with current NCATE standards and successfully pass the Health and Physical Education core of the PRAXIS exam.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

This course is one of two that will replace the currently required HPED 211 Dance, Rhythmic Activities, and Gymnastics. It will include the content in the gymnastics part of the course being deleted from the program. The dance content will be covered in HPED 215 Teaching Dance and Rhythmic Activities, a new course also being proposed.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).**

This course has not been offered before at IUP.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

This is not a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course will not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

Other institutions of higher education have similar 1 credit courses in gymnastics and rhythm. Examples include Lock Haven University (HPED 218 Tumbling and Gymnastics, 1 cr); Messiah College (Gymnastics I, 1 cr); Slippery Rock University (PE 108 Gymnastics Fundamentals, 1 cr; PE 260 Teaching Fitness, 1 cr)

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

The accrediting body of the National Association for Sport and Physical Education requires students to successfully complete a course that covers the topics presented in this course.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

This course will be taught by a faculty member of the Department of Health and Physical Education.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

No other department on campus teaches a course that covers similar material.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments?**

This course will not be cross-listed with other departments.

- B4 Will seats in this course be made available to students in the School of Continuing Education?**

This course will be available to HPE majors and those who have met the prerequisites.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

Faculty resources are adequate.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

No additional resources will be needed to teach this course.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

There are no plans to have resources for this course covered by grant funding.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered each fall and spring semester.

C5 How many sections of this course do you anticipate offering in any single semester?

One section of this course will be offered each fall and spring semester.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

It is expected the enrollment of each section will be between 25 and 30 students. This has been determined by current trends in lower level classes in HPE.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

There are no recommendations for class size by professional societies but use of equipment and concerns for safety requires classes to be under 30.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course will not be taught as a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

This course is being added to bring the program in line with national and state standards
This new course is being developed as a result of the 120 credit program mandate.