A C A D E M I C S E N A T E

AGENDA

Wednesday December 9, 1981

2:00 p.m. SSC 107

INFORMATION

Completion of Search Committee, Dean, School of Health and Human Services

CONSENT CALENDAR

AS 81-63/Ex. COMMITTEE APPOINTMENTS

Staff representative, ad hoc Search Committee, Dean, School of Health and Human Services: LAURIE BISSET, Student Health Center
BARBARA RAINES, School of Business & Public Administration

AS 81-64/CC,GPPC,Ex. CATALOG CHANGES

The Academic Senate approves the following degree designation changes to the CSU, Sacramento Academic Master Plan, effective under the 1982-84 University Catalog.

From M.S. in Business Administration: Accounting option to M.S. in Accountancy.

From B.A. in Social Welfare and B.A. in Corrections to B.A. in Social Work: options to be specified.

From B.A. in Physical Education: options in Teacher Credential Waiver Program and Dance to B.S. in Physical Education: options in Credential Waiver Program, Dance, Pre-Therapy, Biodynamics, Athletic Training.

From B.S. in Recreation and Park Administration to B.S. in Recreation and Leisure Studies; and from M.S. in Recreation and Park Administration to M.S. in Recreation and Leisure Studies.

From B.A. in Health and Safety to B.S. in Health and Safety.

From B.S. in Public Administration to B.S. in Business Administration: option in Public Management.

AS 81-65/CC,Ex. CERTIFICATE IN PUBLIC ECONOMICS

The Academic Senate approves the Certificate Program in Public Economics (Attachment A).

AS 81-66/UTEC,CC,Ex. PHYSICAL EDUCATION WAIVER PROGRAM

The Academic Senate approves the Physical Education Waiver Program (Attachment B).

AS 81-67/AP,Ex. ACADEMIC CALENDARS, 1982-83 and 1983-84 - moved to Regular Agenda

The Academic Calendars for 1982-83 and 1983-84 (Attachment C) are approved.

REGULAR AGENDA

AS 81-62/Flr. MINUTES

Carried

Approval of Minutes of November 11 and November 18, 1981 meetings.

Carried as amended

AS 81-68/FacA,Ex. SABBATICAL LEAVES - TIE BREAKING

The Academic Senate approves the policy of using all part-time teaching at CSU, Sacramento as a criterion for tie breaking in determining sabbatical leaves.

Carried

AS 81-69/FacA,Ex. LEAVES WITH PAY

In response to President Johns' disapproval of AS 81-21, the Academic Senate reaffirms the policy stated in FACULTY MANUAL section 5.10.03.C as follows:

> Providing the application for sabbatical leave meets the eligibility requirements of section 43000, Title 5, the major criterion for recommendation for sabbatical leave shall be the number of years since the last leave.

(2) AS 81-70/GPPC, CC Certificate in Canadian Studies
Carried unanimously.

(1) AS 81-67 Academic Calendars
Carried. Hand vote.

(3) AS 81-71/Flr NAR alliance
Carried unanimously

(4) AS 81-72/Flr Light Rail
Carried unanimously

Annex "A"

The Certificate Program in Public Economics will be as follows:

Required Courses:

Econ. 104. Introduction to the American Economy (Waived if Econ 1A and 1B have been taken)
Econ. 197. Integrative Seminar in Public Economics

Elective Courses: (Four courses to be taken from the following list)

Econ. 123. Environmental Economics
Econ. 125. Land Economics
Econ. 130. Government Finance
Econ. 132. State and Local Government Finance
Econ. 150. Labor and Manpower Economics
Econ. 160. Industrial Organization Economics
Econ. 162. Energy Economics
Econ. 180. Urban Economics
Econ. 185. Regional Economic Analysis and Development

Substitution Option: Either Econ. 100B Imtermediate Micro-Economic Theory or Econ. 141 Introduction to Econometrics may be substituted for one elective course.

ATTCH B

CALIFORNIA STATE UNIVERSITY,
SACRAMENTO

PHYSICAL EDUCATION WAIVER PROGRAM

Physical Education Curriculum Committee
Doris E. Fennessy, Chairperson

SINGLE-SUBJECT RYAN ACT WAIVER PROGRAM

I. Title: Physical Education

II. Number of Units to Complete the Major: 60

The Physical Education Credential major requires a minimum of 60 units. A minor in some other teaching field is desirable but not essential. The required 60 units include:

Common Core for all BS Degree Options

*BS 22 Human Anatomy (3)
**BS 128 Physiology (4)
PE 151 Kinesiology (3)
PE 152 Physiology of Exercise (3)
PE 158 Theory of Motor Learning (3)

* Recommended prerequisite BS 10
** Recommended prerequisite Chem 6A

Required Courses

PE 100 Fundamentals of Movement (2)
PE 110 Women and Sport OR
PE 137 Sociology of Sport OR (3)
PE 160 Psychology of Sport
PE 134 Historical and Philosophical Foundations of Physical Education (3)
PE 140 Evaluation in Physical Education (3)

TOTAL: 27 Units

ELECTIVES (5-9 Units)

PE 110 Women and Sport (3)
PE 137 Sociology of Sport (3)
PE 139 Principles of Leadership & Communication (3)
PE 156 Care of Athletic Injuries (3)
PE 157 Therapeutic Exercise (3)
PE 160 Psychology of Sport (3)
PE 161 Management of Interscholastics & Intramurals (2)
PE 161.3 Sports Officiating (2)
PE 170 Interdisciplinary Approach to Physical Education (2)
PE 176 Motor Development of the Atypical Child (3)

SKILL ANALYSIS (24-28 Units)

GROUP I - Gymnastics
PE 141 Analysis of Gymnastics (3)

GROUP II - Aquatics
PE 142 Analysis of Aquatics (3)

GROUP III - Dance/Rhythms (Select one)
PE 143.1 Analysis of Folk/Square/Ballroom (3)
PE 143.2 Analysis of Creative Dance Forms (3)

GROUP IV - Team Sports (Select two)
PE 144.1 Analysis of Basketball (2)
PE 144.2 Analysis of Flag Football (2)
PE 144.3 Analysis of Soccer (2)
PE 144.4 Analysis of Softball (2)
PE 144.5 Analysis of Volleyball (2)

GROUP V - Individual Sports (Select two--one from A and one from B)

A	B
PE 145.1 Analysis of Archery (2)	PE 145.4 Analysis of Badminton (2)
PE 145.2 Analysis of Golf (2)	PE 145.5 Analysis of Tennis (2)
PE 145.3 Analysis of Track & Field (2)	PE 145.6 Analysis of Racquetball (2)

GROUP VI - Elementary
PE 146 Analysis of Basic Skills & Game Activities for the Elementary School (2)

GROUP VII - Combatives (Select one)
PE 147.1 Analysis of Wrestling (2)
PE 147.2 Analysis of Self Defense (2)

GROUP VIII - Conditioning (Select one)
PE 148.1 Analysis of Weight Training (2)
PE 148.2 Analysis of Exercise Forms (2)

GROUP IX - Recommended Courses (Select one course from this group or above groups to total 24 units. If less than 9 units are taken from the Electives, the remaining required units may be taken from any of the analysis courses.)

PE 149.1 Analysis of Backpacking (2)	PE 149.4 Analysis of Skin & Skuba (2)
PE 149.2 Analysis of Skiing (2)	PE 149.5 Analysis of Sailing & Canoeing(
PE 149.3 Analysis of Field Hockey (2)	PE 149.6 Analysis of Cycling (2)

PRE-PROFESSIONAL COURSES (only one unit may be taken toward the major)
PE 195
PE 195.1
PE 195.3
PE 195.5

In addition, the student must complete the General Education requirements and the three phases of the Professional Education Program.

Course titles, unit values and descriptions

PE 100. Basic Fundamentals of Movement. 2 units.

Principles and experiences in the basic fundamentals of movement, including study of balance, motion, leverage, force, spin. Analysis of basic locomotion, axial and sport skills. This course should be taken during the first semester at CSUS. Lecture one hour, laboratory two hours.

PE 110. Women and Sport. 3 units.

The role of women in sport; an inquiry into traditional and contemporary attitudes and practices regarding the woman's role in the sporting world.

PE 134. Historical and Philosophical Foundations of Physical Education. 3 units.

An examination of historical events that have influenced the philosophy of physical education, past and present, including a study of selected leaders of physical education; the identification of societal forces in cultures which lead to philosophical beliefs and concepts relative to the structure of the discipline of physical education.

PE 137. Sociology of Sport. 3 units.

Analysis of sport as a social institution and the interrelations between sport and societal subsystems. Consideration of the attitudes, values, and behaviors associated with sport. Analysis of contemporary problems associated with sport: race relations, the traditional and emergent role of women, leisure behavior, aggression and violence, and policital and economic concerns. Analysis of a sociological problem within the context of sport.

PE 139. Principles of Leadership and Communication. 3 units.

Social actions and behavioral patterns as influenced by the communication process; experimental approaches to techniques of interpersonal and small group relationships and leadership; the constantly evolving communication media as instruments of behavioral change.

PE 140. Evaluation in Physical Education. 3 units.

The selection, analysis and administration of physical performance tests and the statistical treatment of the results. Ryan Act credential candidates must take this course before or concurrently with Phase II.

PE 141. Analysis of Gymnastics. 2 units.

PE 142. Analysis of Aquatics. 2 units.

PE 143.1. Analysis of Folk/Square/Ballroom Dance. 3 units.

PE 143.2. Analysis of Creative Dance Forms. 3 units.

PE 144.1. Analysis of Basketball. 2 units.

PE 144.2. Analysis of Flag Football. 2 units.

PE 144.3. Analysis of Soccer. 2 units.

PE 144.4. Analysis of Softball. 2 units.

PE 144.5. Analysis of Volleyball. 2 units.

PE 145.1. Analysis of Archery. 2 units.

PE 145.2. Analysis of Golf. 2 units.

PE 145.3. Analysis of Track & Field. 2 units.

PE 145.4. Analysis of Badminton. 2 units.

PE 145.5. Analysis of Tennis. 2 units.

PE 145.6. Analysis of Racquetball. 2 units.

PE 146. Analysis of Basic Skills and Game Activities for the Elementary School. 2 units.

PE 147.1. Analysis of Wrestling. 2 units.

PE 147.2. Analysis of Self Defense. 2 units.

PE 148.1. Anlaysis of Weight Training. 2 units.

PE 148.2. Analysis of Exercise Forms. 2 units.

PE 149.1. Analysis of Backpacking. 2 units

PE 149.2. Analysis of Skiing. 2 units.

PE 149.3. Analysis of Field Hockey. 2 units.

PE 149.4. Analysis of Skin & Scuba Diving. 2 units.

PE 149.5. Analysis of Sailing and Canoeing. 2 units.

PE 149.6. Analysis of Cycling. 2 units

PE 151. Kinesiology. 3 units.

Anatomical and physiological concepts and physical laws as applied to human movement; the study of the analysis and performance of human movement, emphasizing effects of both individual and environmental variables. Lecture two hours, laboratory three hours. Prerequisites: Bio S 22 or equivalent.

PE 152. Physiology of Exercise. 3 units.

The study of circulatory, respiratory and metabolic response to exercise in many under various physiological and ambient conditions. Lecture two hours, laboratory three hours. Prerequisite: Bio S 128 or equivalent.

PE 156. Care of Athletic Injuries. 3 units.

Application and methods of caring for and preventing athletic injuries through strapping, padding, conditioning, etc.; practical application of first aid and a basic introduction to treatment and rehabilitation of common athletic injuries.

PE 157. Therapeutic Exercise. 3 units.

A practical overview of motor assessment and the application of biomechanical principles in the prescription of developmental, therapeutic and rehabilitation exercises. Prerequisites: Bio S 22 and PE 151 or permission of instructor.

PE 158. Theory of Motor Learning. 3 units.

Examination of contemporary theories of motor skill acquisition with emphasis on major issues and controversies to which research has been directed. Lecture two hours, laboratory three hours.

PE 160. Psychology of Sport. 3 units.

The application of research findings from psychology and related fields as they apply to teaching and learning in sport: human factors of performance, personality, motivation, learning and stress presented; socio-psychological factors of working with individuals and groups in sport. Prerequisite: Psych 1A (or equivalent) or permission of instructor.

PE 161. Management of Interscholastics & Intramurals. 2 units.

The organization and conduct of secondary school interscholastic and intramural athletic programs, California Interscholastic Federation regulations, budgets, schedule making, league organization, game management, classification and other related factors.

PE 161.3. Sports Officiating. 2 units.

Rules, mechanics and officiating procedures in all sports found in interscholastic, intercollegiate and AAU athletic programs; practical experience in officiating in a wide variety of sports. Opportunities for taking national officiating examinations. (May be repeated once for credit)

PE 170. Interdisciplinary Approach to Physical Education. 2 units.

Reinforcing classroom subjects through movement experiences. Emphasis on theory, research, and practical application.

PE 176. Motor Development of the Atypical Child. 3 units.

A study of the genetic, pre-natal, perinatal and pathology affecting the sequential motor development of the child. Inquiry will be made into the reflexes, sensory, integration methods of motor assessment, physical fitness needs and sensory stimulation for the atypical child.

IV. Outline of proposed four-year program.

The probable number of units taken each semester will be between 15 and 18. The attached advising sheet (6a) shows a typical four-year program. Wherever possible, prerequisites are recommended in General Education groups.

V. Analysis of Scope and Content.

See accompanying sheets.

VI. Supplementary Information.

A. Evolvement of the Program.

The genesis of the curriculum was the findings, conclusions and recommendations of the Professional Studies Committee of the Physical Education Department. In an attempt to innovate, upgrade and update the professional physical education curriculum, the committee sought and received input from the sources cited below.

(1) Undergraduate physical education major students, fifth year students and graduate student at California State University, Sacramento were surveyed as to the existing professional curriculum and their suggestions for change and/or modification. (2) Graduates of CSUS with successful teaching experience in physical education were surveyed regarding their opinions of the profesisonal preparation curriculum they had experienced, and in light of their teaching experiences, what recommendations for change and modification would be desirable. (3) Teachers within the public schools who had worked with physical education student teachers, physical education department chairpersons and school administrators were surveyed regarding strengths and weaknesses of student teachers and the general impression they had of the physical education student teacher and/or coaches and areas of professional preparation which they thought needed improvement. (4) Faculty members of the Physical Education Department and Athletics Department were surveyed and interviewed regarding recommendations for change and modification.

The findings of the committee were carefully reviewed and analyzed by the Professional Studies Committee. In many instances, similar and related recommendations for change and/or modifications were clearly evident. In light of the findings, conclusions and recommendations, the Professional Studies Committee began to re-structure the old and build a new professional preparation curriculum. Following eighteen months of

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Bachelor of Science Degree--Physical Education Major

CREDENTIAL OPTION

Freshman Year		Date Completed			Date Completed
GE Group IA	(3)		GE Group I	(3)	
GE Group IB	(3)		GE Group IIA	(4)	
GE Group IC	(3)		GE Group IIB	(3)	
GE Group IIA	(3)		GE Group IIC	(3)	
GE Group IV	(2)		GE Group III	(3)	
PE 100	(2)		GE Group IV	(2)	
Total 16 Units			Total 18 Units		

Sophomore Year					
GE Group II (ABC)	(3)		GE Group IIC	(3)	
GE Group IIB	(3)		GE Group III	(3)	
GE Group III	(3)		GE Group IV	(3)	
Bio S 22	(3)		Bio S 128	(4)	
PE Group I	(3)		PE 134	(3)	
PE Group V	(2)		PE Group IV	(2)	
Total 17 Units			Total 18 Units		

Junior Year					
PE 140	(3)		PE 152	(3)	
PE 151	(3)		PE 110/137/160	(3)	
PE Group II	(3)		PE Group III	(3)	
PE Group VI	(2)		Phase I	(8)	
PE Group IX	(2)				
PE Electives	(2-3)				
Total 15-16 Units			Total 17 Units		

Senior Year					
PE 158	(3)		Phase III	(10)	
Phase II	(4)		PE Electives	(3-6)	
PE 178	(3)				
PE Group V	(2)				
PE Group VII	(2)				
PE Group VIII	(2)				
Total 16 Units			Total 13-16 Units		

*General Education must include 6 units of advanced study and one lab course in Group IIA.

--All core and analysis courses must be completed before entering Phase III.

deliberation, the committee proposed the new program to the Physical Education Curriculum Committee. The Curriculum Committee and the Professional Studies Committee jointly made minor adjustments in the proposal and sent it on to the faculty of Physical Education and Athletics for their approval. The proposed reorganization was accepted with enthusiasm.

B. Comparison of Old Program with New

In the 1980-82 catalog, a major in Physical Education for the Bachelor of Arts degree consisted of 55 units. The required core courses are Bio S 22, Bio S 128, PE 100, 134, 140, 151, 152, 158, and one of the following: PE 110, 137 or 160. Five units are required in physical education electives. Twenty-three (23) units are required within the skill analysis courses (PE 140 and 147 series). The men's and women's requirements are identical within the required core and physical education electives. Vast differences exist between the men's and women's skill analysis courses in both course offerings and the grouping of courses.

The "new" credential option would provide for a major in Physical Education for the Bachelor of Science Degree and consist of 60 units. The required core courses would remain the same as in the 1980-82 catalog. The five common core courses that would exist within all the Physical Education options would be Bio S 22, Bio S 128, PE 151, 152 and 158. The Physical Education Pre-Therapy Option and Dance Option would add to their existing four common core courses PE 158 to establish the five common core courses for a Bachelor of Science degree. Five to nine units would be required within the physical education electives. PE 195s and PE 198 would be dropped from the electives grouping and PE 170 and 176 would be added. The addition of PE 170 and 176 courses, representing an elementary physical education focus, would provide balance to a credential program that certifies students grades K through 12. Twenty-four (24) to twenty-eight (28) units would be required within the skill analysis courses. Men's and women's requirements would be identical and comply to the guidelines of Title IX. The title Men's and Women's prefacing 140 and 147 series courses has been dropped, combining numerous courses into single co-ed courses. Skill analysis groupings were established, similar to the 1980-82 men's analysis grouping, which corresponds directly to the stated requirements of the Commission on Teacher Preparation and Licensings Scope and Content statements. Two courses have been added to the skill analysis courses, PE 146 and PE 148.2. Both courses are specifically addressed within Scope and Content statements and were deemed very important within the research surveys conducted by the Professional Studies Committee.

The unit value of each single activity course has been dropped to 2 units and each multiple activity course has been given a unit of 3. If less than 9 units are taken from the Physical Education electives, the remaining required units may be taken from any of the analysis courses not previously taken. PE 195 courses (fieldwork) are groups together under the title Pre-Professional Courses from which one unit may be taken and counted towards the 60 units required for the major.

C. Compatibility with phase programs.

The four-year planning sheet (6a) shows which courses in the major are recommended with each phase of the Professional Education Program. These major courses will be scheduled so that there will be no conflicts with the off-campus phase programs. Because of the large number of men and women majoring in physical education, several sections of each required course are offered each semester. Thus it will be possible to have at least one section of each offered at a time when a student in the phase program can be on campus. Other sections will be offered at other times to take care of students who are unable to follow the pattern on 6a because: they work and are carrying lighter loads; they are transfer students; they are participating in intercollegiate athletics; or other reasons exist.

D. Staffing needs.

The proposed major program for the Ryan Act Credential Option is essentially very similar to the existing program. The major changes lie with the skill analysis courses as necessitated by Title IX. Although courses have been added to the curriculum additional courses have been deleted and no new staffing needs are anticipated.

E. Cost.

The number of physical education majors within the Credential Option has remained fairly consistent during the past few years. Thus the student-faculty ratio, as far as majors are concerned; will probably not change markedly from the present one. It is not possible to quote a specific student-faculty ratio for the major program because all of the faculty in physical education teach in two or three of these areas: general education courses, general elective courses, major program and graduate program.

No increase, other than a normal one because of constantly increasing prices for instructional supplies and equipment, is projected for the O.E. budget. We do not separate the budget in terms of the areas listed above. For example, volleyballs are bought to be used indiscriminately for general education, general elective and major courses. The same is true for large pieces of equipment, such as apparatus for gymnastics classes.

F. Duplication of Courses.

Even though this program has courses in the biological, sociological, psychological, historical and philosophical foundations, to our knowledge there is no duplication of courses in biology, sociology, psychology, history or philosophy. That is because this program deals with the respective foundations of physical education in each case.

Although other courses on campus might deal with some of the concepts under 7.0 of the Physical Education Scope and Content, especially courses in the Department of Health and Safety Studies, the relationship of health and safety concepts to physical activity is the emphasis in the physical education courses.

G. Other.

1. A continuous flow of suggestions and evaluation of the major program is obtained from elementary and secondary school teachers of physical education and administrators in the Sacramento area, relayed to the faculty and the Curriculum Committee by the supervisors of student teaching.

2. Regular, annual meetings are held with CSUS physical education faculty and the faculty of the Community Colleges in the area. The main purpose of these meetings is to help the Community College physical education faculty understand the professional curriculum so that they can advise students who plan to transfer to CSUS and major in physical education. However, many suggestions for improvement of the credential curriculum have been obtained at these meetings.

ANALYSIS OF SCOPE AND CONTENT

PHYSICAL EDUCATION

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
1.0 Biological Foundations		
1.1 Kinesiology		
1.1.1 Demonstrate knowledge and understanding regarding functional human anatomy, particularly musculo-skeletal structural characteristics, as applied to movement analysis and design, and to the analysis of motor skills.	PE 100 Fundamentals of Movement	A study of mechanical principles underlying human movement, in general. Analysis of types of movement and how they are used in the many kinds of activity involved in the whole realm of physical education.
	PE 151 Kinesiology	The study of osteology, myology and syndesmology with particular emphasis on the appendicular skeleton, covering: structure and action of striated muscle; numbers and shapes of muscles; origins and insertions of muscles; role of a muscle during action (agonist, antagonist, fixator, stabilizer, synergist, neutralizer) kinds of muscular contraction; kinds of gross body movements (sustained force, passive, ballistic guided or tracking, dynamic balance, and oscillatin All joint movement covered on the basis of the muscle action involved, structure of the joint and movement expected.
	PE 156 Care of Athletic Injuries	Study of musculo-skeletal anatomy as applied to prevention and care of athletic trauma.
	PE 157 Therapeutic Exercise	Typical and atypical structural characteristics as applied to analyzing movement in therapeutic exercises for short term or long term handicaps.
	PE 176 Motor Development of the Atypical Child	Demonstrate differences in atypical response in basic motor skills and methods of evaluating maturi of motor skills within musculo-skeletal framework.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
1.1.2 Demonstrate understanding and appreciation of the influence which man's unique structure exerts on his motor capabilities and limitations.	PE 100 Fundamentals of Movement	Investigation of attributes of good posture, causes of poor posture and postures during walking, running.
	PE 151 Kinesiology	Kinesiological analysis of: evolution and development of erect posture; criteria for good posture; causes of poor posture; correction of poor posture; walking, running and jumping; actions and mobility of joints.
	PE 157 Therapeutic Exercise	Investigation of the influence of individual differences in structure as they limit movement scar tissue, overweight, deformity, atrophy, muscle boundness, or as they allow too much movemen (torn or overstretched ligaments, paralysis).
	PE 158 Theory of Motor Learning	Study of the proprioceptive mechanisms and their effect on motor performance.
	PE 160 Psychology of Sport	Capabilities of female athletes in high level performance.
	PE 176 Motor Development of the Atypical Child	Study of how a child and his unique structure inhibits and facilitates movement and sensory integration.
	PE 110 Women and Sport	Investigation of influence of sex differences in structure as they relate to female physical activity capabilities.
1.1.3 Demonstrate competency in evaluating and analyzing motor performance in terms of biomechanical principles and laws	PE 100 Fundamentals of Movement	Laboratory experiences emphasize visual observation of changes in body positions and focus existed duri physical movement. Primary discussion of 1) the center of gravity and its movement; 2) forces involved in movement; 3) common levers used in physic activities; 4) importance of balance and maintenanc of equilibrium during human movement; 5) basic move ment patterns used in sports and games.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
1.1.3 (Continued)	PE 151 Kinesiology	Biomechanics of human motion: techniques for determining the center of gravity in man; tracing the movement of the center of gravity of the body and/or individual segmented centers of gravity as a means of determining movement patterns. Biomechanical principles are applied in analyzing daily movements with particular emphasis on those movements as applied to sports, dance & games. Solution of theoretical problems using principles of mechanics and individual analysis using cinematographical techniques. Topics covered are: forces, kinematics, kinetics of rotary motion, levers and angles of pull and resistance, and equilibrium.
	PE 157 Therapeutic Exercise	Evaluation biomechanical principles of exercise.
	PE 176 Motor Development of the Atypical Child	Testing for strength, flexibility, balance, agilit cardiovascular and muscular endurance, and perceptual motor abilities to analyze and evaluate mature (spiral/alternating) movement.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming and Diving	Application of learnings in basic fundamentals of movement and kinesiology to analysis and evaluation of specific dance and sport motor performance.
1.2 Physiology of Exercise		
1.2.1 Demonstrate knowledge and understanding regarding immediate, as well as long term, physiological responses which the body experiences as a result of exercise.	PE 152 Physiology of Exercise	Laboratory experiments dealing with heart rate, blood pressure and temperature responses which the experiences during exercise. Critiques of researc studies of the chronic effects of long term exercise effects.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURS
1.2.1 (Continued)	PE 157 Therapeutic Exercise	Study of various methods of increasing muscular strength and endurance, including isometric, isotonic, isokinetic and combinations of these, for both short term and long term rehabilitatic programs.
	PE 176 Motor Development of the Atypical Child	Study of physiologic need of child (regardless how handicapped) for physical activity.
1.2.2 Demonstrate ability to design and conduct instructional programs in accordance with essential physiological considerations and principles.	PE 152 Physiology of Exercise	As part of each laboratory experiment the stude applies the scientific principle studied to an operational phase of an instructional situatior
	PE 157 Therapeutic Exercise	Students design corrective exercises and modifi games in accordance with specific structural ar physiological handicaps.
	PE 176 Motor Development of the Atypical Child	Students design an experimental activity progra (as a mini search) for atypical children.
	PE 179 Games & Physical Activities for the Handicapped	Students design and conduct peer teaching/activ programs for handicapped.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team & Individual Sports, Swimming & Diving	Application of learnings in basic fundamentals movement and physiology of exercise to skill progressions in specific dance and sport activi
1.2.3 Demonstrate competency in communicating the physiological benefits and values to be derived from regular physical activity.	PE 152 Physiology of Exercise	Field experiments on heart rate, oxygen uptake, anaerobic capacity. Response data are then rel to given game and/or sport situations. Conclus are drawn in terms of immediate and long term responses of the body.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
1.2.3 (Continued)	PE 157 Therapeutic Exercise	Students do field work in the area of exercise for a handicap, here they demonstrate their ability to communicate the physiological benefits and values derived from regular physical exercise
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming & Diving	Analysis of the physiological benefits and values to be derived from the specific activity involved in each course.
1.2.4 Demonstrate ability to interpret and apply research findings in exercise physiology to the instructional program.	PE 152 Physiology of Exercise	As part of each of 13 experiments, student interp and applies the findings to games, sports, dance and everyday life situations. In addition, findings are interpreted in light of completed research in a given area of study.
	PE 157 Therapeutic Exercise	Application of research findings to instruction of exercise, i.e.: research in ballistic bounce is interpreted by giving patients needing flexibility long slow static stretches and research in progressive resistance exercise is applied by progressively increasing the number of repetition sets, speed, and amount of weight.
	PE 176 Motor Development of the Atypical Child	Students apply new research in neuro physiology and reflex integration in their mini search.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports	These research findings are especially applicable to the principles of conditioning for participati in the respective activity.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURS
1.3 Physiological and Motor Functioning		
1.3.1 Demonstrate understanding and appreciation of the complexity, adaptability and functioning capability of the human organism required for skillful motor performance	PE 152 Physiology of Exercise	Experiments conducted to observe the adaptabilit and functioning capacity of the human body duri stress and recovery, using the treadmill, bench stepping, and bicycle ergometer tests.
	PE 158 Theory of Motor Learning	Study of neuro-ohysiological theories of learnin cybernetic learning models, individual & organ-ismic variables which affect learning, neuro-muscular perceptual and propioceptive structures
	PE 157 Therapeutic Exercise	Devising exercises to adapt exercises for specif needs by isolating specific muscles for strength ening, stretching and endurance.
	PE 176 Motor Development of the Atypical Child	Helping the neuromuscular handicapped child to move effectively by facilitation and by helping them adapt the environment to their needs.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team & Individual Sports, Swimming & Diving	Recognition of the wide range of individual differences in performance of the skills involve in each activity.
	PE 160 Psychology of Sport	Motivational techniques for performance at all levels of athletic participation. Role of coaches, team leaders and individual in motivatic
1.3.2 Identify and demonstrate understanding of the components of physiological and motor fitness	PE 152 Physiology of Exercise	Laboratory experiments involving both aerobic and anaerobic fitness.
	PE 157 Therapeutic Exercise	Evaluate the components of fitness in handicapped individuals in order to plan an exercise program.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
1.3.2 (continued)	PE 176 Motor Development of the Atypical Child	Evaluate the components of motor fitness in handicapped child and facilitate his functioning towards increased level of fitness
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming & Diving	Analysis of the components of physiological and motor fitness as applied to a specific activity; recognition of the variations in levels of fitness needed from activity to activity.
1.3.3 Demonstrate knowledge and understanding of anatomical and physiological deviations in the human organism and the effects on motor performance.	PE 152 Physiology of Exercise	Experiments relating to oxygen uptake & body composition: body composition determined via skinfold and hydrostatic weighing; blood analysis done in order to demonstrate physiological deviations between sexes and between trained and untrained individuals.
	PE 157 Therapeutic Exercise	Apply the knowledge of anatomical and physiologic deviations and their effect on exercise by devici corrective or modified exercise.
	PE 176 Motor Development of the Atypical Child	Demonstrate knowledge of anatomical and physiolo deviations in atypical child as it pertains to sensory motor integration and perceptual motor activities.
	PE 179 Games & Physical Activities for the Handicapped	Apply knowledge by shortening time of play, shortening length of field, lowering the net, modifying the rules.
	PE 110 Women and Sport	Investigation of influence of physiological deviations between sexes as they relate to femal athletic capabilities.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
1.3.4 Demonstrate understanding of the scientific basis for prevention and care of injuries common to physical education, sport and athletic activities	PE 152 Physiology of Exercise	Experiments conducted which demonstrate the value of the stress EKG and oxygen uptake capacity tests prior to engaging in hard physical work.
	PE 156 Care of Athletic Injuries	Analyze procedures involved in the care and prevention of injuries in physical activities in terms of scientific principles of physiological and motor functioning.
	PE 157 Therapeutic Exercise	Develop exercises for correcting body mechanics to avoid injury and to set up conditioning exercis programs for the acute injury rehabilitating strength, endurance and flexibility.
	PE 161 Management of Interscholastics and Intramurals	Provision for the health and safety of all participants in athletic programs, based on scientific principles
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming and Diving	Application of scientific principles to performanc of specific skills in ways to prevent injury.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
2.0 Sociological Foundations		
2.1 Sport, Dance and Recreation in the U.S. Culture		
2.1.1 Analyze the role and significance of sport dance & recreational activities in contemporary American Society	PE 110 Women and Sport	Analysis of role of sport in contemporary development of female athlete's position in society.
	PE 137 Sociology of Sport	Sport as a social institution and its interrelationship with societal subsystems; the course adopts a macro-social perspective with focuses on the structure, function and processes related to sport, dance and recreational activities and the interchange with society and culture.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team & Individual Sports, Swimming & Diving	Analyze the place of each activity in the total educational program and the role of each in terms of present-day society, as well as predictions of future trends.
3.1.2 Demonstrate knowledge and understanding of ethnic, social & cultural aspects of dance, sport, games and recreation	PE 137 Sociology of Sport	Problems related to leisure, race relations, the role of women in sport, the mass media, international relations, & sport, dance & recreation as forms of commercialization are examined. Analyzed are the social problems manifest in sport and recreation as elements of contemporary society.
	PE 139 Principles of Leadership and Communication	Understanding of problems of social interaction.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports	Where appropriate, analysis of the ethnic and cultural aspects of each activity in terms of contemporary practices throughout the world.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
2.1.2 (continued)	PE 160 Psychology of Sport	Reactions of males and females, children and adolescents to the situations in sports and games Role of games and sports in learning the culture of a particular country, section of a country, or age group.
2.2 Potential in Competitive activities	PE 110 Women and Sport	Study of interaction of female participant with society, the changing female image, and the femal participant's special problems.
2.2.1 Demonstrate knowledge and understanding of the potential for human interaction and social behavior occurring incompetitive activities	PE 137 Sociology of Sport	Analysis of social processes occurring in sport settings with focus on small group, team and individual involvement. Examination of the underlying processes (cooperation, conflict, competition) occurring in school, family, communi and society at large. Pursuance of naturalistic studies, reporting observations of selected sporting situations reflecting such processes, with emphasis on the relationship between competition and group/team interaction.
	PE 139 Principles of Leadership and Communication	Study of social actions and behavioral patterns influenced by the communication process, with emphasis on human interaction and social behavior occurring in competitive activities.
	PE 179 Games & Physical Activities for the Handicapped	Study of the potential for human interaction and social behavior in competitive activities among handicapped individuals.
	PE 160 Psychology of Sport	Study of social factors and the athlete: team and individual performance; interaction of spectators and athletes; the changing social image of the female athlete; special problems of athletes from minority groups.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
2.2.1 (continued)	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming and Diving	Analysis of specific situations in the various activities in terms of the development of the skills of human interaction and social behavior, including understanding and appreciation of the values of sportsmanship, respect for and appreciation of officials and respect for others' skills.
2.3 Social Development	PE 110 Women and Sport	Study of relationship of the female's involvement in athletics and the female's social development.
2.3.1 Demonstrate knowledge and understanding of the social learnings involved in experiencing human movement and its effect on personality, perception and motivation.	PE 137 Sociology of Sport	Examination of sport as a form of communication through the micro-social analysis of social interaction occurring in physical activity. Treatment of the roles of play, behavior and socia interaction in games as forms of socialization. Analysis of the influence of physical activity on the individual's social development.
	PE 139 Principles of Leadership and Communication	Study of roles as they evolve in structured experiences. Examination of small group theory and the use of communication to motivate/ facilitate group interaction.
	PE 176 Motor Development of the Atypical Child	Observation of changes in personality, perception and motivation as handicapped children participate in physical activities especially designed for the
	PE 160 Psychology of Sport	Application of research findings from psychology and related fields to sport situations in terms of the development of personality, perception and motivation. Study of socio-psychological factors which affect personality and motivation, while engaging in physical activity; the aftereffe of such experiences, especially in emotionally charged competitive situations.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURS
2.3.1 (Continued)	PE 161 Management of Inter-scholastics & Intramurals	Analysis of a code of ethics for athletics and its relationship to personality development and motivation for socially acceptable behavior.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
3.0 Psychological Foundations		
3.1 Physical Growth & Development		
3.1.1 Demonstrate knowledge and understanding of physical growth and development with emphasis on sensory motor development	PE 110 Women and Sport	Study of characteristic sex differences in motor development as they relate to athletic capabilit
	PE 158 Theory of Motor Learning	Study of physical growth and motor development pattern from birth to maturity; relate growth and motor development to changes in motor performance and motor learning.
	PE 160 Psychology of Sport	The relationship between sensory motor developme and the development of sport skills, with emphas on the psychological factors of sport situations effects of sports participation on growth and development of children & adolescents.
	PE 161 Management of Interscholastics and Intramurals	Study of the characteristics and needs of boys a girls and the contributions of athletic experien to sensory motor development.
	PE 176 Motor Development of the Atypical Child	Study of growth and development of typical and atypical child. Analysis of the sensory motor development and integration. Study of the blind deaf and brain-damaged child with emphasis on sensory motor stimulation and activities to aid in physical growth and mature motor developme
	PE 178 Methods of Teaching Physical Education (in Phase II)	Physical characteristics of children; developmen sequences in movement, language, perception and thought processes; planning programs for optimal perceptual motor development.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
3.2 Motor Learning		
3.2.1 Demonstrate understanding of the principles of motor learning including motivation, and their application to the teaching/learning of motor skills	PE 158 Theory of Motor Learning	Principles of motor learning include: skill acquisition, learning theories and models, feedb generality and specificity, motivation, transfer retention, motor development and structure, moto ability intelligence, perception, personality, anxiety and stress, emotion; relationship of these principles to instructional organization and methods.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming & Diving	The application of principles of motor learning to the development of skills, analysis of skills correction of errors in execution and the coachi of skilled performers in all of the activities involved in these courses.
	PE 178 Methods of Teaching Physical Education (in Phase II)	The application of principles of motor learning as they apply to the development of skills, error corrections and teaching strategies of young children.
	PE 176 Motor Development of the Atypical Child	Using principles of motor learning to assist in motivating motor development of atypical child.
3.3 Self-Realization		
3.3.1 Demonstrate understanding of the relationship between participation in movement activities and self-realization	PE 110 Women and Sport	Analysis of relationship of sports participation and development of the female athlete's self-concepts.
	PE 139 Principles of Leadership and Communication	Analysis of interpersonal and small group relationships through observations of participations in movement activities and uses of leadership in various types of situations.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
3.3.1 (Continued)	PE 176 Motor Development of the Atypical Child	Designing activities in which handicapped childre can experience success in movement no matter how handicapped and the contribution of this participation to self-realization.
	PE 160 Psychology of Sport	Study of examples of sports participation in terms of self-realization; ways of helping individuals achieve their greatest potential through sports.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team & Individual Sports, Swimming & Diving	Analysis and evaluation of each activity as a self-testing and individualized program of self-development and self-realization; understanding and acceptance of one's role on a team, as well as an individual performer; selection of teams.
	PE 178 Methods of Teaching Physical Education (in Phase II)	Self-realization developed through movement activities and development of tasks and themes which call for problem solving and creative expression; development of tasks and themes which provide an opportunity for each individual to respond at his own skill level; development of tasks and themes which call for total physical and mental involvement; development of tasks and themes which create an awareness of self through partner, small group and large group activities.
3.4 Personality Dynamics		
3.4.1 Demonstrate knowledge and understanding of the relationship of personality dynamics and participation in physical activities.	PE 110 Women and Sport	Analysis of research regarding personality paradigms of the female participant.
	PE 158 Theory of Motor Learning	Personality dynamics: personality and physical activity, analysis of personality traits, personality and sports participation, personalit and athletics, personality and motor learning.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
3.4.1 (Continued)	PE 139 Principles of Leadership and Communication	Problems of personality dynamics in terms of development within small groups within structure experiences.
	PE 160 Psychology of Sport	Analysis of research findings on the relationshi between personality development and conflicts and sports participation, as well as aspects of the behavior of spectators at sporting events. Personality characteristics of athletes and coaches; ways to study and define personality; athletes compared to non-athletes; problems of the superior athlete; reactions of coaches; aggression in sport.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
4.0 Historical-Philosophical Foundations		
4.1 History of Physical Education in the United States		
4.1.1 Demonstrate understanding and knowledge of the historical development of physical education, to include the general purposes and function of physical education in the United States	PE 110 Women and Sport	Historical development of the female's participati in sport.
	PE 134 Historical & Philosophical Foundations of Physical Education	Physical Education in education for nationalism, 1787 to date; aims of education; aims of physical education; promotion, program, methods of leaders of physical education.
	PE 140-series courses: Analysis of Dance, Gymnastics; Team and Individual Sports	This historical development of each activity; analysis of its role as a part of the total program of physical education and its place in the entire educational program; contributions of each activity to the purposes and objectives of physical education.
4.1.2 Analyze the role and significance of physical education professional organizations and their function in the development of professional standards and ethics	PE 134 Historical & Philosophical Foundations of Physical Education	Rationale, leaders, major functions, services and publications of the following national organizatio Association for the Advancement of Physical Education (1865-1900); American Physical Education Association (1900-1930); Society of College Gymnasium Directors (1900-1930); National Association for Physical Education of College Women; National College Men's Physical Education Association; American Academy of Physical Educatic American Association for Health, Physical Educatio and Recreation; National Education Association; American College of Sports Medicine.
	PE 156 Care of Athletic Injuries	The historical development of athletic training.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
4.1.2 (Continued)	PE 157 Therapeutic Exercise	Historical development of corrective and exercise therapy and the role of professional organizations in the development of remedial and adaptive physical education.
4.2 Philosophy of Physical Education		
4.2.1 Demonstrate understanding and knowledge of the philosophical basis of physical education.	PE 134 Historical & Philosophical Foundations of Physical Education	Identification of the objectives of physical education as developed in the philosophies of leaders in the field and application of them to affective, cognitive or psychomotor domains of learning; how the organic, neuromuscular, emotion social and interpretive objectives are being met.
	PE 161 Management of Interscholastics and Intramurals	Relationship of the philosophical basis of physical education to the organization and conduct of athletic programs.
4.2.2. Demonstrate understanding of the meaning and significance of human movement.	PE 134 Historical & Philosophical Foundations of Physical Education	Application of the meaning of human movement to the philosophical basis of the conduct of the physical education program.
	PE 178 Methods of Teaching Physical Education (in Phase II)	Significance and meaning of human movement developed through movement exploration and analysis.
	PE 110 Women and Sport	Investigation of current trends in sports participation for women in relation to future tren

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
4.2.3 Identify current issues problems and emerging trends in physical education in their philosophical significance.	PE 134 Historical & Philosophical Foundations of Physical Education	Analyze current issues and trends through a study of contemporary programs of physical education; study of the educational philosophies of idealism, experimentalism, naturalism and existentialism; application of these concepts to past, present & future programs, applying metaphysics, epistomolo axilogy & logic. Study of the philosophies of outstanding leaders in the field in terms of thei concepts of the discipline of physical education.
	PE 137 Sociology of Sport	Relationship between the sociological aspects of current issues, problems and trends and their philosophical bases.
	PE 139 Principles of Leadership and Communication	Problems and organizatonal development in relation to current issues and trends.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team & Individual Sports, Swimming & Diving	Study of current issues, problems and trends in the performance of various activities, due partly to changes in philosophy as reflected in rule changes and partly to accomplishments of outstanding performers and improved equipment and facilities.
	PE 161 Menagement of Interscholastics and Intramurals	Current issues, problems and trends in the field of athletics analyzed on a philosophical basis and then on a practical basis.
	PE 178 Methods of Teaching Physical Education (in Phase II) PE 198 Secondary School Problems (in Phase III)	Study of current trends in education which influence the conduct of physical education: open classrooms, disadvantaged children, minority groups, individualized instruction, etc.
	PE 110 Women and Sport	Study of current trends and issues in female sport participation as related to past and future trends.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
5.0 Evaluation and Management		
5.1 Program Goals and Objectives		
5.1.1 Identify the goals of physical education as specified in the Physical Education Framework for California Public Schools	PE 134 Historical & Philosophical Foundations of Physical Education	Identification of the goals of physical education on a philosophical basis, through the study of the philosophies of leaders in the field.
	PE 140 Evaluation in Physical Education	Historical and philosophical bases of measurement identification of the Framework, implementation of the Framework, and relationship of the Framework to the philosophic basis.
	PE 161 Management of Interscholastics and Intramurals	Study of the goals of athletics as they relate to goals of physical education in the Framework.
5.1.2 Identify performance/ instructional objectives which lead to the fulfillment of the goals of physical education in the psychomotor, affective and cognitive domains.	PE 140 Evaluation of Physical Education	Taxonomies of educational objectives: behavioral objectives; objectives with performance standards; affective, psychomotor and cognitive domains; writing acceptable performance objective writing items which test attainment of objectives
	PE 140-series courses: Analysis of Dance, Gymnastics, Team & Individual Sports, Swimming & Diving	Performance/instructional objectives in the psychomotor, affective and cognitive domains are the base for the participation in all of the activities involved in these courses. Evidence of achievement of these objectives is obtained through testing.
5.2 Psychomotor Tests		
5.2.1 Demonstrate knowledge and understanding of standardized tests utilized to measure physiological and motor performance.	PE 140 Evaluation in Physical Education	Fitness and motor ability testing; nature and purpose, standardized tests, implementation of results, evaluation of tests.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
5.2.1 (Continued)	PE 152 Physiology of Exercise	Standardized tests used in laboratory experiments: Balke Treadmill, Harvard Step, Astrand Bicycle, Margaria Anaerobic, Cooper Aerobic, etc.
	PE 157 Therapeutic Exercise	Use of standardized tests to measure strength, range of motion and endurance of each part of bod;
	PE 158 Theory of Motor Learning	Laboratory experience with tests and instruments used to measure: response time, sensory acuity, Perceptual acuity, anxiety, fine motor skills.
	PE 176 Motor Development of the Atypical Child	Sensory motor and perceptual motor tests for screening atypical from regular population and evaluation of these tests in reference to the needs of the handicapped.
5.2.2 Demonstrate knowledge and understanding of the criteria for selection and techniques for construction of psychomotor tests.	PE 140 Evaluation in Physical Education	Evaluation of sports skills: evaluation of existing standardized tests, reliability and validity of skills tests, components of a skills test, administration and evaluation of skills tests.
5.3 Pupil Evaluation		
5.3.1 Demonstrate knowledge and understanding of evaluation designed to critique the success of physical education in meeting individual needs	PE 140 Evaluation in Physical Education	Written test construction, administration and evaluation; statistical procedures and grading. Evaluation of knowledges and understandings (affective and cognitive); item form; norm referenced testing; criterion referenced testing; individualized instruction evaluation.
	PE 157 Therapeutic Exercise	Use of evaluation techniques to critique the success of exercise used to help individuals remediate or adapt to their injury or handicap

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
5.3.1 (Continued)	PE 176 Motor Development of the Atypical Child	Evaluation techniques to develop IEP for each individual.
5.3.2 Demonstrate knowledge of the principles involved in the assissment of pupil progress in physical education	PE 140 Evaluation in Physical Education	In areas of statistical procedures, grading, and California Physical Performance Test administrati evaluation of pupil progress; different types of grading procedures; using standardized norms; making standardized norms; selection of the best evaluative instruments.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual sports, Swimming & Diving	Assessment of progress experienced throughout these courses, in the respective activities; underlying principles of this assessment stressed
	PE 157 Therapeutic Exercise	Principles of assessment are used to evaluate the progress of remedial exercises.
	PE 176 Motor Development of the Atypical Child	Sensory motor or perceptual motor tests are given to a small population (1-20). Some activity is given and then the group is retested to assess the pupil progress.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
6.0 Instructional Subject Matter		
6.1 Psychomotor Skills, Rules and Strategies		
6.1.1 Demonstrate knowledge of skills, rules and strategy concepts in the areas of instruction for ages 4-12 (early childhood through grade 6) set forth in the Physical Education Framework for California Public Schools.		
6.1.1.1 Demonstrate knowledge of basic movement skills	PE 100 Fundamentals of Movement	Knowledge tests are given, covering the basic movement skills.
	PE 176 Motor Development of the Atypical Child	Movement exploration and tests of knowledge of basic movement skills are given with some modifications for handicapped children.
	PE 178 Methods of Teaching Physical Education (in Phase II)	Knowledge tests covering an analysis of movement education in terms of time, space, quality, relationships, development of individualized movement tasks, locomotor and non-locomotor movemen
6.1.1.2 Demonstrate knowledge of skills in rhythmical activities	PE 143.1/143.2 Analysis of Folk/Square/Ballroom and Analysis of Creative Dance Forms	Understanding the teaching of skills through tests in rhythmic movements; folk, square, social and modern dance skills on an elementary and high school level.
	PE 178 Methods of Teaching Physical Education (in Phase II)	Knowledge tests concerning creative rhythms, including free movement and interpretations of music, words, songs, ideas, as well as story plays to musi

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
6.1.1.3 Demonstrate knowledge of skills in stunts on/off mats and apparatus.	PE 141 Analysis of Gymnastics	Knowledge and understanding tests in basic gymnastic stunts and skills for the elementary school level.
	PE 176 Motor Development of the Atypical Child	Knowledge tests of skills of this nature that are suitable for atypical children.
	PE 178 Methods of Teaching Physical Education (in Phase II)	Knowledge tests in: stunts and tumbling--self stunts, partner stunts, group stunts, basic rolls and balances; educational gymnastics--floor work, apparatus with mats, including homemade and improvised equipment
6.1.1.4 Demonstrate knowledge of fundamental skills in aquatics	PE 142 Analysis of Aquatics	Knowledge and understanding tests in basic swimming, diving, water polo and synchronized swimming skills.
6.1.1.5 Demonstrate knowledge of physical fitness activities	PE 157 Therapeutic Exercise	Tests of knowledge of physical fitness exercises and activities involving strength, flexibility and endurance.
	PE 176 Motor Development of the Atypical Child	Tests of strength flexibility balance, endurance agility for young children.
	PE 179 Games & Physical Activities for the Handicapped	Fitness activities for the Handicapped.
	PE 178 Methods of Teaching Physical Education (in Phase II)	Knowledge tests include physical fitness activiti suitable for elementary school children.
6.1.1.6 Demonstrate knowledge of skills, rules and strategy concepts in games and sports.	PE 178 Methods of Teaching Physical Education (in Phase II)	Knowledge of skills, rules and stretegy concepts low organized games and lead-up games for sports.
	PE 179 Games & Physical Activities for the Handicapped	Knowledge of games suitable for the handicapped.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
6.1.2 Demonstrate knowledge of skills, rules and strategy concepts in the areas of instruction for ages 11-19 (grades 7-12) set forth in the Physical Education Framework for California Public Schools.		
6.1.2.1 Demonstrate knowledge of skills, rules & strategy concepts for aquatic activities.	PE 142 Analysis of Aquatics	Written tests of knowledge of basic and advanced skills and of strategy and rules for the secondar school level.
6.1.2.2 Demonstrate knowledge of basic movement skills.	PE 100 Fundamentals of Movement	Written tests covering basic movement skills.
	PE 176 Motor Development of the Atypical Child	Basic movement skills as applied with typical vs. atypical boys and girls.
6.1.2.3 Demonstrate knowledge of skills and rules of combatives	PE 147.1 Analysis of Wrestling PE 147.2 Analysis of Self-Defense	Written tests on skills and rules for wrestling, self-defense, judo, aikido, Tae Kwon Do for the secondary school level.
6.1.2.4 Demonstrate knowledge of skills, rules and strategy concepts of gymnastics	PE 141 Analysis of Gymnastics	Written tests on gymnastics skills and rules and strategy concepts in gymnastics for boys and girls at the secondary school level.
6.1.2.5 Demonstrate knowledge of skills, rules and strategy concepts of individual and dual sports.	PE 145.4 Analysis of Badminton PE 145.5 Analysis of Tennis PE 145.6 Analysis of Racquetball PE 145.1 Analysis of Archery PE 145.2 Analysis of Golf PE 149.6 Analysis of Cycling PE 149.2 Analysis of Skiing PE 149.1 Analysis of Backpacking	Written tests on skills, rules and strategy concepts (if apprpriate) in tennis, archery, badminton, golf, for the secondary school level.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURS
6.1.2.5 (Continued)	PE 179 Games & Physical Activities for the Handicapped	Test on skills and rules of individual and dual sports as modified for the handicapped.
6.1.2.6 Demonstrate knowledge of physical fitness activities	PE 176 Motor Development of the Atypical Child	Test on knowledge and understanding of activiti designed to improve the physical fitness of the handicapped child.
	PE 179 Games and Physical Activities for the Handicapped	Games are given which will increase physical fitness of the handicapped.
	PE 140 Series Courses: Analysis of Dance, Team and Individual Sports, Swimming and Diving	Tests include activities involved in improving physical fitness as a means of conditioning for performance & competition.
6.1.2.7 Demonstrate knowledge of dance skills	PE 143.1 Analysis of Folk/Square/ Ballroom	Tests on knowledge and understanding of skills social, folk and square dance.
	PE 143.2 Analysis of Creative Dance Forms	Tests on knowledge and understanding of basic movement skills (locomotor and non-locomotor) needed for creative and rhythmical expression through movement. Tests on knowledge and understanding of movement concepts for modern dance, fundamentals of steps and rhythmic patterns, composition and style, skills.
6.1.2.8 Demonstrate knowledge of skills and rules of social and family recreation activities	PE 140 Series: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming & Diving	Tests on knowledge and understanding of skills suitable for social and family recreation, if they involve activities normally taught in the secondary schools.
	PE 179 Games and Physical Activities for the Handicapped	Knowledge and understanding of skills and rules of social and family recreation activities as they are modified for the handicapped.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
6.1.2.9 Demonstrate knowledge of skills, rules & strategy concepts of team sports.	PE 149.3 Analysis of Field Hockey PE 144.3 Analysis of Soccer PE 144.2 Analysis of Flag Football PE 144.1 Analysis of Basketball PE 144.5 Analysis of Volleyball PE 144.4 Analysis of Softball	Tests on skill, knowledge of skill, rules and strategy concepts in soccer, softball, flag football, backetball, volleyball.
6.2 Psychomotor Proficiency		
6.2.1 Demonstrate psychomotor proficiency in the instructional subject matter areas defined in the Physical Education Framework for California Public Schools.	PE 140 Series: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming & Diving	Skill tests in all of the activities involved in the courses in this series.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
7.0 Health and Safety Concepts Relating to Physical Activity		
7.1 Physical Activity and Health		
7.1.1 Identify the role of physical activity in dynamic living and its contribution to health and the worthy use of leisure time.	PE 152 Physiology of Exercise	Laboratory findings studied in the light of their application to long term health maintenance
	PE 156 Care of Athletic Injuries	Study of the role of athletic activities in the development and maintenance of health and physica well-being.
	PE 157 Therapeutic Exercise	Observation of the effect of physical exercise and its contribution to health and safety.
	PE 176 Motor Development of the Atypical Child	Use leisure time as students work with the handicapped and see them get stronger and happier
	PE 179 Games and Physical Activities for the Handicapped	Use of sensory motor of perceptual motor activiti as recreational activities.
	PE 140-series courses: Analysis of Dance, Individual and Team Sports	Analysis of the contribution which each activity in the course can make to health and a construc-tive use of leisure time.
7.1.2 Identify the effects of drugs, fatigue and restrictions due to illness to mental & physical health.	PE 152 Physiology of Exercise	The use of drugs and their effect on work performance. Laboratory experiments performed which demonstrate the immediate effects of drugs on circulatory and pulmonary adjustments to exerc

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
7.1.2 (Continued)	PE 156 Care of Athletic Injuries	Analysis of the physical and psychological problems related to the injured athlete and the role of fatigue in the incidence of injuries. Study of the effects of drugs, nutrition, conditi and fatigue on health and athletic performance. Study of the contraindications of activity and competition which accompany certain illnesses and injuries.
	PE 157 Therapeutic Exercise	Analysis of drugs in relation to therapeutic exerc
	PE 176 Motor Development of the Atypical Child	Observation of the effects of drugs on mentally retarded children; of the effects of fatigue and physical restrictions on mental and physical health in working with various kinds of handicapped children.
	PE 160 Psychology of Sport	Psychological effects of drugs, fatigue and illness or injury on the performance in sports; reactions of athletes and coaches.
7.2 Safety		
7.2.1 Demonstrate an understanding of the role of safety as it relates to physical activities, including the recognition of safe and unsafe practices	PE 151 Kinesiology	In the biomechanical analysis of daily activities and various physical education activities, correct movement patterns which will eliminate unnecessary strain are identified. This involves lifting, squatting, kneeling, sitting, standing, pushing, special exercises and numerous sports skills.
	PE 156 Care of Athletic Injuries	Development of an understanding of the role of safe and the prevention of injuries in improving athleti performance and success in competition. Safety of the individual (incorrect body mechanics) and safet of equipment and facilities.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
7.2.1 (Continued)	PE 176 Motor Development of the Atypical Child	The role of safety in all physical exercise expecially safe and unsafe practices in working with epileptics, blind, diabetics, spastics, etc. How to avoid exercises that may cuase damage to one part of the body while ostensibly helping another. The role of safety in handling the atypical child in sensory integration and perceptual motor activities.
	PE 140-series courses: Analysis of Dance, Gymnastics, Team and Individual Sports, Swimming & Diving	In each course there is emphasis on how to perfor the skills and, if appropriate, the entire game or dance in the safest possible manner, helping each student to recognize and learn how to elimin unsafe practices and hazards inherent in the facilities.
	PE 161 Management of Interscholastics and Intramurals	The importance of proper medical examinations before participating in athletics, proper sanitation of athletic facilities and procedures for proper insurance of all athletes.
	PE 178 Methods of Teaching Physical Education (in Phase II)	Safety practices on the playground, elementary gymnasium or all-purpose room, and classrooms that are used for activity.
7.3 Personal Hygiene, Posture and Nutrition		
7.3.1 Demonstrate understanding of the importance of personal hygiene, posture and nutrition to personal well-being	PE 151 Kinesiology	Study of the relationship between postures and movement activities; evaluation of the causes of poor posture; establishment of the criteria for good postures for various kinds of activities in daily life as well as in sports and dance.

SCOPE AND CONTENT	COURSE NUMBER AND TITLE	HOW SCOPE AND CONTENT IS MET WITHIN COURSE
7.3.1 (Continued)	PE 152 Physiology of Exercise	Study of the effects of nutrition on work performance through laboratory experiments. Glycogen loading and fluid balance are included in these studies.
	PE 156 Care of Athletic Injuries	The relationships between cleanliness, posture and nutrition in the athlete are studied in terms of improved performance and general health and well-being.
	PE 157 Therapeutic Exercise	Study of good body mechanics in exercise. Students learn to evaluate posture by three different method and to devise exercises for forward head, kyphosis, round shoulders, lordosis, scoliosis, tidial torsion, flat feet and bowed legs.
	PE 140-series courses: Analysis of Dance, Gymnastics, Individual and Team Sports, Swimming and Diving	In each activity there are many appropriate posture and these are studied in terms of body efficiency and proficiency in performance of the respective skills of the activity. Cleanliness and nutrition are included when it is evident that some individuals need assistance in those areas.
	PE 161 Management of Interscholastics and Intramurals	Training rules and the relationship to hygiene and nutrition with respect to athletic performance as well as to general well-being.

Attach. C

ACADEMIC CALENDAR 1982-83

Fall Semester 1982

July 23, 1982 (Friday	Computer Assisted Registration Deadline for Fall Semester
Aug. 25, 1982 (Wed)	Academic Year Begins
Aug. 25-26, 1982 (Wed-Thurs)	Add/Drop and In-Person Registration
Aug. 30, 1982 (Monday)	Instruction Begins
Sept. 6, 1982 (Monday)	Labor Day (Holiday)
Sept. 9, 1982 (Thurs)	Admission Day Observance (Campus Open, Classes Held)
Oct. 11, 1982 (Monday)	Columbus Day (Campus Open, Classes Held)
Nov. 11, 1982 (Thurs)	Veterans Day Observance (Campus Open, Classes Held)
Nov. 25-26, 1982 (Thurs-Fri)	Thanksgiving Recess
[illegible] 6-10, 1982 (Mon-Fri)	Dead Week
Dec. 10, 1982 (Friday)	Last Day of Instruction
Dec. 13-17, 1982 (Mon-Fri)	Final Examinations
Dec. 24-31, 1982 (Fri-Fri)	Christmas/New Years Recess
Dec. 20-23 & Jan 3-5	Fall Term Grades Due
Dec. 20, 1982-Jan. 18, 1983	Winter Recess (Students)
Jan. 6-18, 1983	Winter Recess (Faculty)
Jan. 5, 1983 (Wed)	Last Day of Fall Semester

Spring Semester 1983

Dec. 20, 1982 (Monday)	Computer Assisted Registration Deadline for Spring Se
Jan. 19, 1983 (Wed)	Spring Semester Begins
Jan. 19-20, 1983 (Wed-Thurs)	Add/Drop and In-Person Registration
Jan. 24, 1983 (Monday)	Instruction Begins
Feb. 12, 1983 (Saturday)	Lincoln's Birthday
Feb. 21, 1983 (Monday)	Washington's Birthday Observance (Campus Open, Classes H
March 28-April 1, 1983 (Mon-Fri)	Spring Recess
May 9-13, 1983 (Mon-Fri)	Dead Week
May 13, 1983 (Friday)	Last Day of Instruction
May 16-20, 1983 (Mon-Fri)	Final Examinations
May 21, 1983 (Saturday)	Commencement
May 23-27, 1983 (Mon-Fri)	Spring Grades Due
May 27, 1983 (Friday)	Last Day of Academic Year
May 30, 1983 (Monday)	Memorial Day (Holiday)

ACADEMIC HOLIDAYS 1982-83

		Campus Open/Closed	
Labor Day	September 6, 1982		X
*Admission Day	September 9, 1982	X	
*Columbus Day	October 11, 1982	X	
*Veterans Day	November 11, 1982	X	
Thanksgiving	November 25-26, 1982		X
Christmas Eve	December 24, 1982		X
New Years Eve	December 31, 1982		X
Lincoln's Birthday	February 12, 1983	X	
Washington's Birthday	February 21, 1983	X	
Spring Recess	March 28-April 1, 1983		
Memorial Day	May 30, 1981		X

* Admission Day is always used as an in-lieu holiday to cover the day after Thanksgivin

Columbus Day and Veterans Day may be used as in-lieu holidays for Christmas Eve and New Year's Eve.

Fall 1982	Pay Periods	Instr Days	Exams	Other	Total Work Days
September	(8/25-9/30)	23		3 (Registration & Orientation)	26
October	(10/1-11/1)	22			22
November	(11/2-12/1)	20			20
December	(12/2-12/31)	7	5	4 (Grades)	16
January	(1/1-1/5)			3 (Grades)	3
		72	5	10	87
Spring 1983					
February	(1/19-3/1)	27		3 (Registration & Orientation)	30
March	(3/2-3/31)	18			18
April	(4/1-4/30)	20			20
May	(5/1-5/31)	10	5	5 (Grades)	20
		75	5	8	88
		147	10	18	175

ACADEMIC CALENDAR 1983-84

Fall Semester 1983

July 29, 1983 (Friday)	CAR Deadline for Fall Semester
Aug. 24, 1983 (Wed)	Academic Year Begins
Aug. 24-25, 1983 (Wed-Thurs)	Add/Drop & In-Person Registration
Aug. 29, 1983 (Monday)	Instruction Begins
Sept. 5, 1983 (Monday)	Labor Day (Holiday)
Sept. 9, 1983 (Friday)	Admission Day (Campus Open, Classes held)
Oct. 10, 1983 (Monday)	Columbus Day Observance (Campus Open, Classes he
Nov. 11, 1983 (Friday)	Veterans Day (Campus Open, Classes held)
Nov. 24-25, 1983 (Thurs-Fri)	Thanksgiving Recess
Dec. 5-9, 1983 (Mon-Fri)	Dead Week
Dec. 9, 1983 (Friday)	Last Day of Instruction
Dec. 12-16, 1983 (Mon-Fri)	Final Examinations
Dec. 19-23, 1983 (Mon-Fri) Jan. 3-4, 1984 (Tues-Wed)	Fall Term Grades Due
Dec. 26, 1983-Jan. 2, 1984 (Mon-Mon)	Christmas/New Year's Recess
Dec. 19, 1983-Jan. 24, 1984 (Mon-Tues)	Winter Recess (Students)
Jan. 5-24, 1984 (Thurs-Tues)	Winter Recess (Faculty)
Jan. 4, 1984 (Wednesday)	Last Day of Fall Semester

Spring Semester 1984

Dec. 20, 1983 (Tuesday)	CAR Assisted Deadline for Spring Semester
Jan. 25, 1984 (Wednesday)	Spring Semester Begins
Jan. 25-26, 1984 (Wed-Thurs)	Add/Drop and In-Person Registration
Jan. 30, 1984 (Monday)	Instruction Begins
Feb. 13, 1984 (Monday)	Lincoln's Birthday (Campus Open, Classes held)
Feb. 20, 1984 (Monday)	Washington's Birthday (Campus Open, Classes he

Spring Semester 1984 (Continued)

April 16-20, 1984 (Mon-Fri)	Spring Recess
May 14-18, 1984 (Mon-Fri)	Dead Week
May 18, 1984 (Friday)	Last Day of Instruction
May 21-25, 1984 (Mon-Fri)	Final Examinations
May 26, 1984 (Saturday)	Commencement
May 28-31, 1984 (Mon-Thurs)	Spring Grades Due
May 28, 1984 (Monday)	Memorial Day (Holiday)
May 31, 1984 (Thursday)	Last Day of Academic Year

ACADEMIC CALENDAR 1983-84

Fall Semester	Pay Periods	Instr Days	Exams	Other	Total Work Days
September	(8/24-9/30)	24		3 (Registration & Orientation)	27
October	(10/1-10/31)	21			21
November	(11/1-11/30)	20			20
December	(12/1-12/31)	7	5	5 (Grades)	17
January	(1/1-1/4)			2 (Grades)	2
		72	5	10	87

pring Semester					
February	(1/25-2/29)	23		3 (Registration & Orientation)	26
March	(3/1-3/31)	22			22
April	(4/1-5/1)	17			17
May	(5/2-5/31)	13	5	4 (Grades)	22
		75	5	7	87
		147	10	17	174

ACADEMIC HOLIDAYS 1983-84

		Campus Open/Closed	
Labor Day	Sept. 5, 1983 (Monday)		X
*Admission Day	Sept. 9, 1983 (Friday)	X	
Columbus Day	Oct. 10, 1983 (Monday)	X	
Veteran's Day	Nov. 11, 1983 (Friday)	X	
Thanksgiving	Nov. 24-25, 1983 (Thurs-Fri)		X
Christmas	Dec. 26, 1983 (Monday		X
New Year's	Jan. 2, 1984 (Monday)		X
Winter Recess	Jan. 5-24, 1984 (Thurs-Tues)		
Lincoln's Birthday	Feb. 13, 1984 (Monday)	X	
Washington's Birthday	Feb. 20, 1984 (Monday)	X	
Spring Recess	Apr. 16-20, 1984 (Mon-Fri)	X	
Memorial Day	May 28, 1984 (Monday)		X

* Admission Day is an in-lieu holiday for the day after Thanksgiving.