Resolution #44
1979-1980
Revision of Academic Major in Physical Education

TO: PRESIDENT ALBERT V. BROWN
FROM: THE FACULTY SENATE
Meeting on 5/5/80

RG: X I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: Revision of Academic Major in Physical Education
[see attached]

Signed Robert O. Kemmerling
Date Sent 5/6/80
(For the Senate) 5/7/80
Robert O. Kemmerling, President, Faculty Senate

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT V. BROWN

RE: DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

b. Deferred for discussion with the Faculty Senate on

c. Unacceptable for the reasons contained in the attached explanation

II. III. a. Received and acknowledged
b. Comment:

DISTRIBUTION: Vice Presidents:
Others as identified:

Distribution Date: 5/12/80

Signed: [Signature]
(President of the College)

Date Received by the Senate: __________

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1979-1980-44res.doc
### SUMMARY OF REVISIONS

**Present Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Perspectives</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Psychological Perspectives</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Sociocultural Perspectives</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Philosophical Perspectives</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Seminar in Core Perspectives</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>15</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Proposed Revisions**

*Physiological Perspective of Sport and Exercise  
Kinesiological Perspective of Sport and Exercise  
Psychological Perspectives of Sport, Play and Exercise  
Sociocultural Perspectives of Sport, Play and Exercise  
Historical Perspectives of Sport, Play and Exercise  
Philosophical Perspectives of Sport, Play and Exercise  
Advanced Performance I, Advanced Performance II. (Distributed approximately as follows: 5 credits performance, 3 credits theory)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SME 390-490</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Siminars (Distributed approximately as follows: 4/6 credits performance, 1/6 credits theory)</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**III. Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students select 3 upper division theory courses. (e.g. Psychology of Sport, Theories of Play, Sports Medicine)</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students select 4 upper division theory courses or a combination of performance and theory work. (Guidelines for performance: a. Maximum of 6 credits available; b. No electives available at Advanced I level of skill; only 1 3-credit elective allowed at Advanced II. Additional skill work at Honors level only.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td><strong>30</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

*Each 2-credit course is to be registered separately. However, the 6 required courses will be offered in three, 2-course modules in order to facilitate cross and interdisciplinary work in these areas.*
A SUMMARY OF CHANGES MADE AND THE ANTICIPATED ADVANTAGES OF THOSE REVISIONS

The fundamental principles and structures of the present physical education major program remain operative and intact, respectively, in the proposed revision. We continue to hold to the ideals of liberal education. Students, under the revised guidelines, would continue to learn about sport and other physical activities from a variety of long-standing academic perspectives. They would continue to have opportunities for in-depth scholarship in areas of their own choice. They would continue to develop high-level procedural knowledges (performance skills) in one or more activities. They would continue to receive guidance in "synthesizing" or understanding the juxtaposition of disparate insights on human performance.

Yet, we feel that we can accomplish these several objectives more efficiently and effectively under the structure of the proposed revision. A summary of structural changes and attendant programmatic advantages are listed below.

1. The required academic core is reduced from 15 to 12 credits. Paradoxically, however, foundational work in theory is actually increased. Substantive academic knowledge in the present core is actually presented in four courses (12 credits). Seminar in Core Perspectives is limited, for the most part, to the synthesis of information encountered in those four courses. Thus, on the criterion of substantive knowledge presented, there is parity in credits between the present and proposed theory core curricula.

The total curriculum of the revised major constitutes a moderate increase in foundational theory work, however, because additional academic work has been attached to the Performance/Theory requirement. Specifically, studies in a psychological area called, "Motor Skill Development," will occur in conjunction with the skill work of Advanced Performance I. Eight seminars which include anthropological, aesthetic and other perspectives on physical activity exist in tandem with work on skill in Advanced Performance II. Thus, though credits in the required theory core drop from 15 to 12, there is actually a slight increase in the total credits devoted to academic material and skills.

2. The required performance/theory core is increased from 6 to 8 credits. One and one half credits of this two-credit increase is apportioned to the theory work noted above. One half of one credit is earmarked for increased work on performance itself.

3. The pool of elective credits is increased from 9 to 11 hours. The increase is designed to facilitate needed programmatic flexibility. The major provides a genuine liberal arts background for any number of vocations. Inasmuch as different aspects of liberal studies are more and less foundational for different vocations, as well as different types of graduate study, flexibility here is advantageous.
SUMMARY OF ADVANTAGES

1. A terminal, single-experience synthesis course (PHE #01) is replaced with ongoing synthesis opportunities in each Perspective module, the two required activity courses and elective courses. Of the ability to synthesize (see relationships among different kinds of knowledge) is a skill, the revised curriculum makes better provision for its acquisition by allowing for repetitive practice over, at minimum, a three-semester period.

2. Previous omissions in the required theory curriculum (Aesthetics/Art and History) are added. Anthropology, Motor Learning and the Biological Sciences are strengthened.

3. Honors courses in theory and performance will be available. The needs and interests of our more capable majors will be better met.

4. The percentage of time/credit devoted to performance is increased through elective opportunities. This provides for a better balance between theory and performance than we have at present.

5. Theory courses are grouped to facilitate cross and interdisciplinary study. Yet, the flexibility exists to do much or little conjunctive work, depending upon the ability of students to understand such material, the development of texts which facilitate such learning, as well as the interests and preferences of individual instructors. (Minimal interdisciplinary work is mandated so that synthesis objectives can be met.)

6. A forthright attempt is made to articulate performance with theory. Both required performance courses include learning experiences designed to illuminate connections between theories and facts about activity and actual play.

7. The focal point of physical education is made clearer. We are, without equivocation, devoted to understanding human involvement in sport, play and exercise. This is accomplished both by becoming expert in performing these activities and by taking a variety of academic perspectives on them.
RATIONAL FOR REVISION IN ACADEMIC MAJOR IN PHYSICAL EDUCATION

Professional attention to the emerging academic discipline in physical education first occurred in 1964 (paper presented at the National Convention by Dr. Franklin Henry). Brockport was one of the first to institute an academic major in physical education in 1970, and that program reflected the patterns of organization of the infant discipline. However, since 1970 significant changes have occurred in terms of the quality and quantity of knowledge available and differentiation of subdiscipline areas. In addition to the knowledge explosion, special mention must be made of the proliferation of viewpoints concerning sport, play and exercise from traditional liberal arts perspectives such as the Social Sciences, Humanities and Arts. Even the biological viewpoint has seen tremendous technological advances that have allowed a "deeper" view of sport, play and exercise. The newer viewpoints have manifested themselves by the formation of separate societies (e.g., Sociology of Sport - 1971; Philosophy of Sport - 1972; and History of Sport - 1973) and the formation of academies by the American Alliance for Health, Physical Education, Recreation and Dance (Sport Art - 1976). Growth in the new discipline has also been evidenced by a move toward interdisciplinary study of sport, play and exercise. Finally, there has been a greater emphasis on the study of performance itself as a liberating activity capable of furthering knowledge and understanding.

Collectively these rapid growth spurts have pointed toward new directions for the academic major in physical education. In addition to meeting these new dimensions some deficiencies have been recognized in the current program. Many of our students do not seem to understand the program as it is presently constituted. They fail to see the relationships between various perspectives and fail to understand the connections between the discipline and profession of physical education. Secondly, the attempt to bring about synthesis in a single course offering has more often than not been unsuccessful. Finally, the subject matter of the discipline of physical education, namely performance, constitutes a small portion (20% credit-wise) of the major.

The revised program should remedy these deficiencies by bringing together diverse viewpoints in clusters of two courses at the foundational level, by making synthesis explicit throughout the major and by increasing the curricular focus on performance. The revised program will meet the challenge of the knowledge explosion by including new or improved offerings in Sport History, Sport Anthropology, and Aesthetics. Additional courses will be offered at the advanced theory level. Additionally, more credits will be given to the Biological and Behavioral Sciences areas.
THE ELIMINATION OF PRE-LOL, SEMINAR IN CORE PERSPECTIVES

An important objective of the present and proposed curricula is the ability to synthesize different sorts of knowledge, all of which pertain to sport and other physical activity. We are concerned, in short, that students can "see" the relatedness of knowledge which emerges from different academic disciplines. Currently, we attempt to meet this objective through a time-delayed ex post facto procedure wherein information gained in separate disciplinary perspectives (e.g., Philosophy Perspective, Sociocultural Perspective) is synthesized in the terminal-experience Seminar in Core Perspectives course. Experience with this method has shown that:

1. It is difficult for one instructor to deal effectively with four very diverse sorts of knowledge. Inevitably, the teacher is familiar with one or two disciplines, but far less "comfortable" with the others. 2. It is difficult to synthesize information which was encountered (sometimes 3 or 4 semesters) in the past. Simply, the fact that students have forgotten such information by the time that they enter Seminar in Core Perspectives confounds attempts to interrelate this material. 3. Students are not taught, from the start, that knowledge about sport is interrelated. In fact, the rather isolated disciplinary approach used in the present core suggests otherwise. This further complicates the attempt to teach synthesis at the end of the program.

The proposed revision includes a several-faceted approach to synthesis. 1. Courses in the theory core are grouped by two. Attempts were made in this matching process to pair like or similar types of courses in order to facilitate the recognition of relationships between the disciplines. The strict sciences comprise one module, social sciences another, and philosophy/history the third. Thus, synthesis, we feel, has a better chance to occur when courses already share certain family resemblances. In addition, synthesis occurs "in process" not "after the fact." For reasons mentioned above, this should facilitate the task of interrelating different sorts of knowledge considerably. 2. Some synthesis is to occur in the required performance courses, particularly in Advanced Performance II by way of the two required seminars. 3. Finally, several interdisciplinary courses are available at the elective level. For instance, Theories of Play broaches the subject of "why people play" from several disciplinary foundations. The development of a tentative "final" solution to this issue involves considerable synthesis.

In sum, we anticipate that this multifaceted, "in process" approach to teaching the interrelatedness of knowledge will succeed far better than the single experience, end-of-the-program method currently in use.
THE INCREASE IN ELECTIVES

At a time in history when many programs in higher education are increasing the number of required credits, our proposal may appear to be an anarchism. Yet, because our liberal arts major serves as a foundation for a number of diverse professional programs, high levels of flexibility need to be maintained.

In particular, the revision proposal represents far more aggressive attempts to provide relevant foundational material for students who select the 24-credit Teacher Certification program. Two courses which reside in the liberal arts elective pool will be required of students who elect to work toward New York State teacher certification. Because some 90% of our students seek certification, this two-course requirement (5 credits in total) reduces the size of actual free electives for most individuals. Therefore, the size of the elective pool is increased in the proposed revision in order to retain a degree of free choice for certification-oriented liberal arts students. Students not bound by the certification requirements, of course, would have considerably more ability to determine their own course of study.

The two courses earmarked for certification students are very much liberal arts in nature. Yet, they provide specific sorts of information which is particularly well-suited for future teachers.

The course descriptions are as follows:

**Growth and Development. (3 credits)**

A study of the relationships between physical activity and selected aspects of physiological, psychological, intellectual, and social growth and development. The investigation of these relationships includes atypical as well as typical patterns of human growth and development.

**Analysis of Movement. (2 credits)**

A study which focuses upon the observation, analysis and description of movement skills. Emphasis is placed upon quantitative analyses— including the use of descriptive systems, application of basic laws and principles of physics, and the recognition and correction of errors.
RATIONAL FOR REVISION IN ACADEMIC MAJOR IN PHYSICAL EDUCATION (PERFORMANCE)

The new curriculum provides for five levels of instruction in selected sports. This will at once allow us to be more discriminating in selecting correct entry points for students (given their diverse levels of competence) and better able to promote growth toward excellence or mastery in performance.

The current performance curriculum allows for three (when Sport Science skill courses are selected) or four levels of instruction (when Significance of Human Movement courses are chosen). This state of affairs limits our ability both to initiate instruction at points which are appropriate for different students and facilitate learner growth to genuinely advanced levels.

The force of these two arguments is, in part, dependent upon the existence of at least five, somewhat discrete plateaus of accomplishment for the activities to be included in the new curriculum. Thus, it is incumbent upon us to describe, as clearly as we are now able, the skill-grounded behaviors, the newly-won freedoms, at each of the levels of growth. In this proposal, we have provided one exemplar description.

Distinction in level is shown in two ways. Partly, difference in ability is shown through the acquisition of different kinds of skills. Better players do more and different things than their lesser-skilled counterparts. And partly, difference in ability is shown by the degree of mastery of the same kinds of skills. Better players do the same sorts of things as lesser athletes; only they do them more efficiently, in better balance, faster, with better timing and the like.

It is also hoped that these descriptions show that the range of skill taught within the five levels is appropriate for our mission within the college at large. Beginning and intermediate courses would provide the full complement of sportsperson students with opportunities to gain a variety of healthful, enjoyable recreational skills for a lifetime of activity. The needs of students who have not had the benefit of extensive sport training, but nevertheless enjoy participating and improving, would be met. Advance and honors courses would provide physical education majors and qualified elective students with the opportunity to pursue levels of excellence and mastery which have long been the goals of higher education (though not often in relationship to so-titled "physical activity").

Beginning and intermediate courses in the revised curriculum, as they do now, stand outside of the physical education major program. Students, however, are to be able to elect the intermediate course for one credit or two while the beginning level remains at one credit. It was felt that opportunities which are "inexpensive" for students in terms of time and credit should be preserved. Also, while it must be done in a cursory manner, basic rules, strategies and skills can be covered in a one-credit introductory experience. Thus, the single credit initial-experience part of the performance curriculum is to be retained.
Intermediate credits were increased for two reasons. First, additional instruction and experience (that is now provided) is needed by some major and elective students who are to take the advanced courses. Simply, one credit beginning and introductory courses do not allow for the development of adequate skills for entry into the major performance curriculum. While we anticipate that many major students will enter Brockport with a good skill background, one which would permit them to enter the skill curriculum at the advanced level. we know that many majors are deficient in performance competencies. Provision needs to be made for them. The two-credit intermediate skill option would eliminate this present omission.

Furthermore, students who choose to terminate their institutionally-guided improvement after intermediate course work will have achieved higher levels of skill than was heretofore possible. The present, one-credit intermediate courses meet as infrequently as two times/week, for 1½ hours/session during only half of a semester. This relatively short contract time has, in many cases, prohibited the achievement of genuinely "adequate" levels of performance ability. Personal satisfactions of many students who wanted to emphasize work on a given sport (by electing the intermediate class) have been left wanting. Professionally beneficial spinoffs from such coursework for major students also have been severely curtailed. 1

We believe that the time, energy and dedication needed to develop human skills of many different sorts are, in fact, quite similar. For instance, nurturing the skills to think philosophically, reason scientifically, write and speak clearly, take accurate historical perspectives or play a musical instrument effectively is usually done over an extended time. The amount of growth which normally occurs in such skills under the rubric of a one-credit offering is extremely limited. Such is also the case with the non-verbal skills of sport. The two-credit intermediate course proposal "takes" that fact more seriously.

Human Liberation Through a Balanced Higher Education

The increase in credits for performance within the major is significant. Where currently students take approximately 4.5 credits in actual performance work (about 1.5 credits of the current 6 credit "performance requirement" is taken with theory work), some ten credits would be available for performance gains in the new curriculum. Approximately 5 credits would be required with an additional 5 (1 credit of 6 would be reserved for theory work) available as electives to qualified students. Yet, we do not believe this to be excessive for the following reasons:

1While we propose to increase intermediate skill courses from one to two credits, there is still an important function for the one hour intermediate offering. Teacher preparation will require, should their own curricular revisions be accepted, that students demonstrate intermediate skill in eight different activities. For their purposes here (those of assuring that students have considerable breadth in skill experience) the one credit intermediate experience is sufficient. Thus, for a minimum of a two-year trial period, we suggest that both one and two credit intermediate courses be offered in order to accommodate these diverse needs.
1. The predominance of coursework under the college-wide seventy-five credit liberal studies requirement would still emphasize verbal, cognitive skills and knowledge. The ratio of ten (if all skill electives are taken) or five (if only the requirement is completed) credits to sixty-five or seventy hours, respectively, still seems to preserve an emphasis for cognitive liberal studies.

2. We regard skill courses as our own form of "laboratory" experience, as "sensations" during which theoretical insights can be tested or applied and new theoretical questions arise.

3. We understand that many individuals who have attained even the highest capabilities to think, reason, write, speak, take reflective perspective or perform musically often do not fully understand the nature of their skills. A philosopher, for instance, may be able to detect a fallacy in a most complicated argument, and yet be unable to say how he came to such an insight. A writer may be able to express a subtle notion with great artistry, while at once being a novice in formal writing theory. However, to an extent, we honor the philosopher for his ability to think and the writer for his ability to compose and are willing to leave it to others to try to explain the anatomy of such mastery. The acquisition and retention of the skill itself traditionally, at least, has merited considerable praise and support.

In the extent to which this is true, we believe that the acquisition and retention of the non-verbal, movement skills of our domain deserve educational support. If knowing how to do things well (even though doing may not be fully and explicitly understood) constitutes a portion of education and perhaps an element of human liberation, then we fail to understand the need for an atypical preponderance of theory in physical education.

We do feel, however, that theory complements (rather than replaces) physical skill. To be able to perform intentionally and with sensitivity is a form of knowing, albeit an incomplete one. It brings with it a measure of human liberation, though this falls short of our full potential to be free. The capacity to play and understand its significance, to run efficiently and know the mechanics of efficiency, to swim and know the physics of buoyancy and propulsion is more enlightening than either form of knowledge by itself. To say how something was done is complemented by the skill to do that very thing. We hope that the proposed mixture of theory and practice better permits our graduates both to "say" and to "do" than is allowed in the present curriculum.
THEORY COMPONENTS OF THE PERFORMANCE COURSES

Advanced Performance I (4 credits)

Theory Content:

A. Motor Skill Development in Sport and Exercise. Approximately 18-20 clock hours of instruction on the research, the theory and demonstrated fact surrounding human motor skill acquisition.

B. Introductory sport knowledge. Instruction, provided by the individual sport/exercise teachers, on conditioning and warm-up techniques, the rules of the game and relevant background or historical information on the specific activity selected by students.

C. Introductory knowledge of general activity/theory relationships. Instruction on the relationship between actual performance and the kind of information covered in the 12-credit theory core.

Rationale

A. The combining of a major segment of sport theory ("Motor Skill Development in Sport and Exercise") with actual in-the-gym or on-the-field activity has been long talked about and desired by many of us in physical education. In the present curriculum, where nearly all theory is taught apart from performance, students have difficulty understanding what one has to do with the other. In the revision, on the other hand, students will actually be attempting to improve their own motor skills while, at the same time, learning what scholars know about such acquisitions.

The segment on "Motor Skill Development" will be taught by a single instructor who is an expert in this area. Thus, individual skill instructors, some of whom have not studied this subject matter at the graduate level, will not be required to teach outside of their areas of expertise. Yet, they will be expected to be conversant about the material presented to their students so that they can fruitfully assist in the theory--performance articulation process.

B. We believe that "liberated" performance students should, at minimum, be knowledgeable about certain fundamental issues in their own sport.

C. The close juxtaposition of "Motor Skill Development" and actual performance should guarantee an understanding of the friendly relationship between sport and one element of our liberal arts theory work. We feel obligated to introduce students to other such relationships.
THEORY COMPONENTS OF THE PERFORMANCE COURSES

Advanced Performance II (.4 credits)

Theory Content:

A. Right topical and interdisciplinary seminars. Four seminar topics (two dealt with from an anthropological perspective and two from an aesthetic orientation) will be required. A variety of other perspectives will be taken on a number of performance-related issues, such as: "Sport Specific Conditioning," "Stress: Facilitator or Inhibitor of Performance," "The Ethics of Competition," "Sport Specific Subcultures," "The Effect of Personal History/Previous Experience on Present Skill," and "Fact and Fiction in 'Psyching' an Opponent." Students will elect any four of these topical seminar sessions.

B. Advanced II level understanding of rules, strategy, etiquette.

Rationale

A. Many students, by the "time" that they take Advanced Performance II, will have completed much (if not all) of the theory core. Thus, the four elective seminars can include interdisciplinary material at a beyond-introductory level.

These curricular experiences are purposely designed to be interdisciplinary in nature to reinforce (and demonstrate) the relatedness of all knowledge. (This is a task which is attempted currently in HHE 453, Seminar in Core Perspectives.)

The four required Seminars in the art/aesthetics and anthropology of sport, exercise and play will introduce students to these orientations, both to expand their awareness of ways in which activity can be studied and to provide a basis upon which decisions about electives in these areas can be made.

It is hoped too that the Seminars will provide a forum for noted off-campus speakers in physical education.

B. Liberally educated performers should, we think, be expected to have such knowledge. (i.e. the understanding of rules, strategy and etiquette, listed under "B" above)
IMPLEMENTATION PROCEDURES

Courses from the past major program are to be phased out over a seven semester period. (This complies with the regulation that students who enter college under one set of requirements cannot be forced to meet new guidelines.) Sophomore and freshmen, however, will be advised to enter or switch to the new program. Thus, most of the regular course offerings from the old program would terminate after 1–5 semesters. Directed studies would permit the few remaining "old program" students to complete their work.

Upper division theory courses (3 credit offerings) remain much the same in the new program. This is expected to facilitate the completion of major work for those who initiated studies under the prior program.

a. Transfer Students. Individuals could transfer some major course work. For the Perspective area, a segment of the grouped courses could transfer in. Such students would meet during the portion of the grouped course time which is devoted to the course which they lack. Synthesis objectives would be met in other portions of the curriculum.

b. Spring, 1981 Offerings. Accommodations need to be made for all new transfer students, newly-declared physical education majors already on campus, sophomores who will begin their major course work and majors who began work under the old program but choose to complete studies under the new requirements. We estimate the following numbers of students in each category:

<table>
<thead>
<tr>
<th>Category</th>
<th>Estimated Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers</td>
<td>50</td>
</tr>
<tr>
<td>Newly declared majors (upper class)</td>
<td>10</td>
</tr>
<tr>
<td>Sophomores and Juniors beginning major</td>
<td>75</td>
</tr>
<tr>
<td>Old major electives</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190</strong></td>
</tr>
</tbody>
</table>

Students in various degrees of completion under the old program are estimated to be 250. Inasmuch as all of these individuals have completed at least some of their perspectives and performance work, a lower ratio of seats/students is required.

Thus, Spring, 1981 course offerings are expected to be:

<table>
<thead>
<tr>
<th>New Program</th>
<th>Credits</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>PHR XXX History Perspective of Sport, Play and Exercise</strong></td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td><strong>PHR XXX Philosophic Perspective of Sport, Play and Exercise</strong></td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>B. <strong>PHR XXX Psychological Perspective of Sport, Play and Exercise</strong></td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td><strong>PHR XXX Sociological Perspective of Sport, Play and Exercise</strong></td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Seats</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>PHE XXX Kinesiological Perspective of Sport and Exercise</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>PHE XXX Physiological Perspective of Sport and Exercise</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>D. Advanced Performance I (normal complement of activities)</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>E. Advanced Performance II (normal complement of activities)</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Full complement of Upper Division theory courses, as in present program.</td>
<td></td>
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<tr>
<td>G. Honors courses would not be needed during the first semester of operation for the new program. They would be initiated in the Fall, 1981.</td>
<td></td>
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</tbody>
</table>

**Old Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Seats</th>
</tr>
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<tbody>
<tr>
<td>PHE 301 Bio. Perspectives</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>PHE 302 Psych. Perspectives</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>PHE 303 Soc. Perspectives</td>
<td>3</td>
<td>50</td>
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<tr>
<td>PHE 304 Phil. Perspectives</td>
<td>3</td>
<td>50</td>
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<tr>
<td>PHE 401 Sem. in Core</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>SPT Sport Seminars (3 sports)</td>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>SME 390/490 Sig. or Mvmt. (5 sports)</td>
<td>3</td>
<td>90</td>
</tr>
</tbody>
</table>
Evaluation of the Physical Education Major Curriculum Revision

The new curriculum shall be reviewed at the start of the fifth semester of operation. Given an initiation date of January, 1981, the review process will begin during the Spring semester, 1983.

The Chairperson of the Liberal Arts Physical Education Unit (or otherwise designated administrative officer of this curriculum) shall appoint a review committee no later than the end of December during the 4th semester of operation for the new curriculum. The committee is to report to the chairperson no latter than June 30 of the following year.

General guidelines for composition of the review committee are as follows:

1. It shall be composed of no fewer than five fulltime members of the Faculty of Physical Education and two undergraduate students.

2. The chairperson of the Division will serve as consultant to the committee.

3. One faculty member appointed to the committee shall have major teaching responsibilities in one or more professional areas of physical education. The remaining faculty members on the committee, however, must have primary and predominant teaching responsibilities in the Liberal Arts major.

4. The chairperson of the committee is to be elected by all committee members from among the fulltime, non-administrative faculty members who have been appointed to the committee. Willingness to accept the appointment constitutes willingness to serve as chairperson of the committee, if elected.

The functions of the review committee are as follows:

1. The committee is to confine its review to the worthiness of the structure and content of the curriculum as opposed to the effectiveness of individuals working within that structure and with that content.

2. The committee shall review and comment specifically upon the merits of the more noteworthy elements of the curriculum including minimally:
   a. The structure and content of the perspectives
   b. The structure and content of the required performance classes, including the theory components of each course.
   c. The structure and content of the performance and academic honors programs
d. The success of synthesis within the total curriculum

e. The apportionment of electives-requirements within the curriculum

f. The degree of "fit" between the curriculum and the diverse student needs, interests and abilities (if not covered in relationship to the above issues).

3. The committee is encouraged to deal with any additional issues which it deems significant in the physical education major curriculum.