DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: HPE   COURSE NUMBER: 175   CREDIT HOURS: 3

I. TITLE: Foundations of Health and Physical Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):
Designed to provide an overview of health and physical education. This will examine the scope, history, philosophy, aims and objectives of health and physical education programs as well as career opportunities in the field.
Prerequisite(s): none

III. COURSE OBJECTIVES:
These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to
A. demonstrate historical knowledge (written quiz) of the health and physical education profession (KTS #1);
B. demonstrate understanding (written quiz) of the philosophy, aims and objectives of the profession of teaching health and physical education (quiz on organizations such as AAHPERD, national documents, national and state standards, core content and write their own philosophy (KTS #1; CHETL #5);
C. document professional opportunities (written and group assignment) in the field of health and physical education (KTS #9);
D. discuss the challenges and trends affecting health and physical education in schools, neighborhoods and society
E. talk (discussion and group work) and write intelligently (paper) about the role of health and physical education and programs within the context of the school setting including
   1. Defining the curriculum (cognitive, affective, psychomotor).
   2. Describing the fundamental importance of health and physical education to a healthy lifestyle and lifetime of wellness.
   3. Comparing and contrasting the unique outcomes of health and physical education within education.
F. understand and describe the basic principles of Wellness (quiz, discussion, group work)
   1. Concepts of health-related fitness
   2. Role of exercise
   3. Deterrents of wellness: Lifestyle choices
   4. Impact and assessment of physical activity among nation's youth (KTS #1; CHETL #5);
and
G. Write for the field of health and physical education (KTS #1; CHETL #2).
The COE Theme of Educator as Reflective Decision-Maker is included in this course by requiring students to reflect effective teaching strategies observed on video-tape.

The EPSB theme of Diversity is touched on briefly in specific discussions related around topics such as Title IX or gender equity in Sport, sexual orientation discrimination, and physical education for students with disabilities.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:
   A. Meaning and philosophy of health and physical education
   B. Objectives for health and physical education
   C. Role of health and physical education in society and education
   D. Historical foundations of health and physical education
   E. Psychological foundations of health and physical education
   F. Sociological foundations of health and physical education
   G. Preparing for a career in health and physical education
   H. Leadership and professional organizations in health and physical education
   I. Issues and challenges in health and physical education
   J. Future of health and physical education
   K. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
   A. Lecture/discussions focusing on acquisition of knowledge and integration of physical education subject matter with other disciplines
   B. Group Problem Solving requiring application of knowledge
   C. Projects that allow for extension of knowledge and contribution to student’s professional development
   D. Performance Events - group presentations, exams, quizzes

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
   None

VII. TEXT(S) AND RESOURCES:
   LiveText is required for all HPE majors and minors and is good for five years. Livetext can be purchased online or in the MSU Bookstore

VIII. EVALUATION AND GRADING PROCEDURES:
   Exams 50%
   In class assignments/participation* 50%

*Part of your professionalism/participation grade comes from coming to class and actively and appropriately engaging in assignments and class discussion. Most all classes will be worth 25
points, whether it is engaging in class discussion or submitting a written exit slip based on the topic of discussion for the day. Grades will be posted in Canvas.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. **Students should be aware that in-class assignments cannot be made up unless the absence is excused. Your attendance is a significant portion of your grade; if you come to class and participate you will be awarded the most possible points. If you come to class and do not participate, you can expect to only earn half points and if you do not come to class at all, you will earn zero points.**

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**
**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve
the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. Negative flags may be grounds for denial of admission to teacher education and/or student teaching.

*Note: The instructor reserves the right to make any changes in course activities deemed necessary during the semester.*