I. TITLE: Foundations of Health and Physical Education

II. COURSE DESCRIPTION: 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.

III. PURPOSE: Students learn an overview of the health and physical education profession. In this course there is a major emphasis placed on topics needed to pass the national teacher exam called the PRAXIS test for teacher certification.

IV. COURSE OBJECTIVES: The objectives indicated below are understood to be reflective of, but not limited to those objectives advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS). 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).
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 (KTS #1).
E. Document (notebook) the necessary professional preparation required for the health and physical education student including: (KTS #9)
   1. Programs of Study
   2. Professional preparation curriculum
   3. State requirements
   4. Certifications (PRAXIS exams, KTIP)
   5. Field Experience
   6. Professionalism
F. 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: (KTS #1).
   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.
4. Identify and describe theories and models of health and physical education programs (test)

G. Understand and describe the basic principles of Wellness (quiz, discussion, group work): (KTS #1)
   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

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.

V. 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

VI. 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

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

VIII. RESOURCES: Textbook, Library books, Journals, Internet, etc.

IX. GRADING PROCEDURES:
   For this course, there are four different requirements that determine your grade. Each component taken together adds to 100% of your grade. Notice that forty (40%) percent of your grade is directly related to daily work. You get up to 5 points for a daily lab grade.
   Ten percent (10%) of your grade is professionalism (attitude, collaboration with others, active listening and participation and attendance). Thirty percent (30%) of your grade is related to your work ethic and quality of your work. Twenty percent (20%) of your grade
is based on your study habits for quizzes. Note that attendance is factored into your grade in numerous ways. If you have perfect attendance for the semester, as a reward, you are excused from the final quiz.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grading Component</th>
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<tr>
<td>40%</td>
<td>Class work, group work, presentations, daily lab work</td>
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<tr>
<td>30%</td>
<td>10 Quizzes</td>
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<tr>
<td>20%</td>
<td>Written &amp; Out of Class Assignments</td>
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<tr>
<td>10%</td>
<td>Professionalism (i.e. work ethic, work quality, attitude, collaboration with others dispositions)</td>
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No late assignments will be accepted.

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<th>Grading Scale:</th>
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<td>A = 94 % Exceptional Work – this is where I believe all teachers should be!</td>
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<tr>
<td>B = 85% Good Work</td>
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<tr>
<td>C = 75% Barely Meets any Standard and should do much better to be a teacher!</td>
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<tr>
<td>D = 65% Substandard</td>
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<tr>
<td>F = &lt; 65% Not Acceptable – Does not Pass</td>
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You will do a lot of in-class group work and presentations for this class. You will get out of class what you put into it. For each group project, you will be evaluated by self, group members, and me. You will get lots of practice in this class doing this type of work. Therefore it is very important for you to be here daily.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Undergraduate Bulletin.

- Written or lab work can be made up ahead of time only with an excused absence. Excused absences are for official university sponsored events only and only with proper written notification ahead of time. All other absences are left up to my discretion as to whether they are excused or not. Notify me ahead of time that you will miss and I will give you the make-up work to be turned in prior to your absence.
- Note that missing more than one class will automatically affect your grade as grades are weighted very high for daily participation and work in class.
- I will provide you with grade sheets at least 3 times during the semester beginning around week 5 so that you can see your grade continuously.
- If I notice a pattern or problem with attendance we will have an individual conference first then I will not hesitate to use a negative flag if necessary.
- All work is due at the beginning of class or ahead of time unless prior arrangements are made with the professor! No written work will be accepted by e-mail or as an attachment, unless expressly asked for by the professor.
• Keep track of your calendar. Note there are built in missed days due to my professional absences for conferences, state board duties, etc.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
None.

XIV. 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).

XV. 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.

*****All cell phone, Blackberries, laptop computers, IPods, MP3 players, and all electronic devices MUST be turned OFF during class time.

Note: The professor of this course recognizes that in today’s world cell phones, and other technologies are a familiar and many times needed form of communication for students. However, it is the policy of this professor that any and all of the above mentioned devices shall not be allowed during class without prior consent of the professor. This shall included verbal calling, incoming calls, text messaging, e-mail and the use of cell phones as calculators on tests and quizzes. All electronic devices must be powered off and out of sight and use (i.e. kept in a bag or purse). Should any of these devices be visible, ring, be used,
etc. during class time the student may be asked to leave class and not return for that class period, or the phone will be confiscated for that class period. Upon prior consent of the professor, a student may obtain permission to use any of these devices in case of emergency or critical situation.

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