MURRAY STATE UNIVERSITY
COURSE SYLLABUS

DEPARTMENT OF ADOLESCENT, CAREER AND SPECIAL EDUCATION
COURSE NUMBER: PHE 605 CREDIT HOURS: 3

I. TITLE: Curriculum in Health and Physical Education K-12

II. CATALOG DESCRIPTION: A study of health and physical education curriculum with emphasis on sociological settings, aims and objectives, content coverage, organizational structure, teaching/learning practices, evaluation, and curricular relationships with school and community.

III. PURPOSE: To develop the student’s understanding of health and physical education curriculum through readings, classroom activities, lectures and library experiences.

IV. COURSE OBJECTIVES: By the end of the semester the students will have:
A. Identified and written a philosophy and theory of curriculum development in health and physical education which reflects contemporary professional trends. (Experienced Teacher Standard 4)
B. Assessed the role of community and school in curriculum development and financing. (Experienced Teacher Standard 3)
C. Examined an organizational structure for curriculum development. (Experienced Teacher Standard 3,5)
D. Identified resources and research for health and physical education curriculum development and assembled a resource file. (Experienced Teacher Standard 3)
E. Visited or written to a minimum of five community resources and distributed learning materials to the class. (Experienced Teacher Standard 3)
F. Critiqued a curriculum guide or an ongoing curriculum project with regard to aims and objectives, content coverage, organizational structure, teaching practices, and evaluation. (Experienced Teacher Standard 3,5,6)
G. Developed a unit in health and/or physical education. This unit will include measurable objectives (needs assessment instruments), diagnostic and prescriptive programming ideas. (Experienced Teacher Standard 3,6)
H. Developed and taught an “innovative teaching strategy” for health or physical education. (Experienced Teacher Standard 10)
I. Designed a public relations plan which utilizes communication skills.

V. CONTENT OUTLINE:
A. Philosophy and theory
B. Defining health and physical education—aims, objectives, roles, and goals.
C. Formulating a philosophy for curriculum development.
D. Organizational structure
E. Role of the community
F. Community resources  
G. Resources files  
H. Instructional programs—aims, objectives, content, organization, teaching strategies, evaluation.  
I. Curriculum guides, course development unit plans, lesson plans.  

VI. **INSTRUCTIONAL ACTIVITIES**: Lecture, discussion, written examination, also see Section IV.  

VII. **FIELD AND CLINICAL EXPERIENCES**: See Section IV  

VIII. **RESOURCES**: Local health agencies, recreational areas, commercial fitness establishments, libraries, schools.  

IX. **GRADING PROCEDURES**: students will be graded on completion of the objectives listed above:  

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<tr>
<th>Percentage</th>
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<tr>
<td>90% - 100%</td>
<td>A</td>
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<tr>
<td>80% - 89%</td>
<td>B</td>
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<td>70% - 79%</td>
<td>C</td>
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<td>60% - 69%</td>
<td>D</td>
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X. **ATTENDANCE**: This course adheres to the policy published in the MSU Graduate Bulletin.  

XI. **ACADEMIC HONESTY POLICY**: Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.  

XII. **TEXT AND REFERENCES**: To be established by the instructor and students.  

XIII. **PREREQUISITES**: None