

PHED 2602

INTRODUCTION TO TEACHING HEALTH AND PHYSICAL EDUCATION

Semester Hours: 2

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

COURSE DESCRIPTION

Prerequisite: 2.5 GPA required

This course introduces students to the teaching of health and physical education with emphasis on the social, historical, and philosophical bases and the context for education in these fields. The students explore the roles and responsibilities of the teacher, including legal, ethical, and effective practice. Field experience involves observing health and physical education classes in the public schools.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. identify the purpose and objectives of health, physical education, and sport programs and explain the meaning and importance of each
(*Knowledgeable, Proactive, Reflective*)
(Cottrell, Girvan & McKenzie, 2006; Wuest & Bucher, 2006; NASPE, 2004);
2. identify and discuss national (NASPE) and state standards (GPS & PSC) in health and physical education
(*Knowledgeable, Proactive, Reflective*)
(Cottrell, Girvan & McKenzie, 2006; Wuest & Bucher, 2006; NASPE, 2003, 2004);
3. formulate a written personal philosophy of health, physical education, and sport based on an understanding of fundamental differences and philosophical theories
(*Decision Makers, Leaders, Adaptive, Knowledgeable, Proactive, Reflective*)
(Mechikoff & Estes, 2006; NASPE, 2004);
4. discuss how the applied sciences of health and physical education relate to teaching physical activity programs as well as developing wellness lifestyles among students
(*Adaptive, Collaborative, Knowledgeable, Reflective*)
(Cottrell, Girvan & McKenzie, 2006; NASPE, 2004; Wuest & Bucher, 2006);
5. identify the ethical and legal responsibilities of a professional educator
(*Leaders, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective*)
(Cottrell, Girvan & McKenzie, 2006; NASPE, 2006; Wuest & Bucher, 2006);
6. investigate possible career opportunities in health, physical education, and sport and initiate activities to help prepare for a career in the chosen field
(*Decision Makers, Leaders, Adaptive, Collaborative, Proactive*)
(Cottrell, Girvan & McKenzie, 2006; Wuest & Bucher, 2006);
7. examine the heritage of health and physical activity programs from the ancient Greeks to the present through an investigation of how people, programs, and events have influenced existing programs
(*Lifelong Learners, Culturally Sensitive, Knowledgeable, Reflective*)

(Cottrell, Girvan & McKenzie, 2006; Mechikoff & Estes, 2006; Wuest & Bucher, 2006); and

8. analyze current issues and trends in health, physical education, and sport programs and develop personal philosophies and approaches for addressing each (*Decision Makers, Lifelong Learners, Culturally Sensitive, Empathetic, Proactive, Reflective*) (Wuest & Bucher, 2006; Cottrell, Girvan & McKenzie, 2006).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Cottrell, R.R., Girvan, J.T., & McKenzie, J. (2006). *Principles and foundations of health promotion and education*. San Francisco: Pearson/Benjamin-Cummings.

National Association for Sport and Physical Education (2004). *Moving into the future: National standards for physical education* (2nd ed.). Boston: McGraw-Hill.

Wuest, D.A., & Bucher, C.A. (2006). *Foundations of physical education, exercise science, and sport* (15th ed.). Boston: McGraw-Hill.

References

Daniel, E.L. (2006). *Annual editions: Health 07/08* (28th ed.) Boston: McGraw-Hill.

Mechikoff, R.A., & Estes, S.G. (2006). *A history and philosophy of sport and physical education*. Boston: McGraw-Hill.

National Association for Sport and Physical Education (2003). *National standards for beginning physical education teachers*. Oxon Hill, MD: AAHPERD Publications.

National Association for Sport and Physical Education (2006). *Quality coaches, quality sports: National standards for sport coaches* (2nd ed.). Oxon Hill, MD: AAHPERD Publications.

Rink, J.E. (2006). *Teaching physical education for learning* (5th ed.). New York: McGraw-Hill.

Internet Resources

American Alliance for Health, Physical Education, Recreation and Dance
<http://aahperd.org>

American Journal of Health Studies Responsibilities and Competencies for Health Educators
<http://ajhs.tamu.edu/competencies.html>

Georgia Department of Education Quality Core Curriculum Standards and Resources
<http://www.glc.k12.ga.us>

National Health Education Standards
http://www.aahperd.org/aahe/pdf_files/standards.pdf

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

At the conclusion of the course, students will have demonstrated achievement in the areas of *decision making*: using information and knowledge gained as well as field experience exposure to decide on a personal, professional philosophy (**All Assignments**); *leadership*: taking initiative with public school observations, interviews and in-class oral presentations (**Assignments 3, 4**); *lifelong learning*: gaining knowledge of professional associations and opportunities for continued professional development with an awareness of the importance of addressing current issues (**Assignment 2, 3**); being *adaptive*: applying information gained from a philosophical and historical perspective to contemporary issues (**Assignments 2, 3**); *collaboration*: working with classmates, public school teachers and supervising teacher (**Assignment 3, 4**); *cultural sensitivity*: developing an awareness of cultural differences from a historical perspective and an examination of current issues (**Assignment 2, 3**); *empathy*: developing an appreciation for the roles and responsibilities of current health and physical educators (**Assignments 2, 3, 4**); *knowledge*: demonstrating an understanding of objectives, goals and standards addressing current issues for health and physical education framed by a philosophical, historical and social perspective (**All Assignments**); being *proactive*: using field experience observations and knowledge gained as well as cultural sensitivity, empathy, leadership and decision making to formulate a personal philosophy for teaching health and physical education (**All Assignments**); *reflective*: synthesizing field experience and knowledge gained by forming a philosophical position for teaching Health and Physical Education (**Assignment 1**).

Assignments

1. Philosophy Position Paper (50 points)

Students will demonstrate knowledge gained from the class through a philosophy position paper defending the purpose and significant role of health and physical education in public school education.

Course Objectives: 1 & 3

2. Quizzes (60 points: 15 points each)

Four quizzes will cover assigned readings, teacher and student presentations, and in-class discussions. Quizzes will contain multiple choice, short answer and true/false items.

Course Objectives: 1, 2, 4, 5, 6, 7 & 8

3. Class Assignments (60 points: 10 points each)

Students will be actively engaged in learning through six class assignments that involve activities such as: reflection on past experiences, on-line Internet searches and assessments, reports on degree required courses, pre-professional experiences, and current issue debates. Specific directions and grading rubrics will be provided.

Course Objectives: 1, 2, 4, 6, & 8

4. Observations and Interviews (130 points)

Observations (30 points each)

Students will observe one class period of a secondary health class, a secondary physical education class, and an elementary physical education class.

Interviews (20 points each)

Students will conduct an interview with one health instructor and one physical education teacher. Students will submit a written reflection of each field observation and for each teacher interview. Grading rubric will be provided.

Course Objectives: 5 & 6

GRADING POLICY

270-300 = A = 90-100%

240-269 = B = 80-89%

210-239 = C = 70-79%

180-209 = D = 60-69%

179 & below = F = 59% or less

CLASS POLICIES**Attendance**

Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

- a. Death or major illness in a student's immediate family;
- b. Participation in legal proceedings or administrative procedures that require a student's presence;
- c. Religious holy day;
- d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
- e. Required participation in military duties;
- f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
- g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Professional Disposition

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality.

Foliotek

This course does not require students to upload to the electronic portfolio. However, students who plan to enter the teaching certification program should save the philosophy course assignment for future uploading to Foliotek.

Work Credit

No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Academic Integrity and Honor Code Pledge

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery, or threats, and stealing.

Pledge:

Having read the Honor Code for UWG, I understand and accept my responsibility to uphold the values and beliefs described and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will

accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community if I feel there has been a violation of the Honor Code.

** If plagiarism or another act of academic dishonesty occurs, a grade of zero will be given for the course assignment and, if further actions are warranted, the misconduct will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, the *Undergraduate Catalog* and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic
1	Course Introduction and Overview Student Reflection on Past Experiences and Influences from Health, Physical Education & Sport
2	Purpose and Objectives of Health and Physical Education and Sport Programs Self-assessments and Professional Goals
3	Pre-professional Program Review Relations of Applied Sciences to Teaching
4	Philosophies and History of Health, Physical Education and Sport
5	Philosophies and History
6	Professional Associations National and State Standards
7	Investigate Career Opportunities as well as Professional Preparation and Continuing Professional Development
8	Teaching and Coaching Competencies
9	Duties and Legal/Ethical Responsibilities of Professional Educators
10	Discussions of Interviews and Observations
11	Discussions of Interviews and Observations
12	Current Issues and Trends in Health
13	Current Issues and Trends in Physical Education
14	Current Issues and Trends in Sports
15	Development of Professional Philosophies
16	Philosophy Position Paper (Final Project)