![C:\Users\lsamples\Documents\Pictures\112DEPT\LOGOS\EPP\ProfessionalTeacherEducationUnits_LogoBlack[1].png]()

**I. HPE 2000 CONTEMPORARY AND HISTORICAL PERSPECTIVES OF HEALTH AND PHYSICAL EDUCATION**

###  KENNESAW STATE UNIVERSITY

 **DEPARTMENT of HEALTH PROMOTION and PHYSICAL EDUCATION (HPE)**

 **SUMMER 2015**

II. INSTRUCTOR: Dr. Tom Donovan

 CC 3041 470/578-6485; email: [tdonovan@kennesaw.edu](https://email.kennesaw.edu/service/home/~/tdonovan%40kennesaw.edu)

 Web Page:  [http://ksumail.Kennesaw.edu/~tdonovan/](http://ksumail.kennesaw.edu/~tdonovan/)

 Office Hours: MW 7:00-8:00 AM

III. CLASS MEETING: MW 8:00-10:45AM CC 2015

IV. TEXT(S):

 **NO TEXT** All Class notes on Dr. Donovan’s web page:  [http://ksumail.Kennesaw.edu/~tdonovan/](http://ksumail.kennesaw.edu/~tdonovan/)

 SUPPLEMENTAL INFORMATION FROM: Freeman, Wm. (2001). Physical Education and Sport in a Changing Society, 6th ed. Allyn & Bacon, Publishing.

**REQUIRED MATERIAL:**

* ***Chalk and Wire e-Portfolio Account –***
* ***Beginning Summer 2007, all newly admitted teacher education candidates will be required to purchase a Chalk and Wire e-Portfolio account. This web-based application will be used in multiple courses throughout your program, but you will only need to purchase your account ONE time since the accounts are good for five years. Accounts must be purchased through the KSU Bookstore. For additional information on how to purchase the account, the purpose of Chalk and Wire, and training opportunities please visit our website at*** [***www.kennesaw.edu/education/chalkandwire/***](http://www.kennesaw.edu/education/chalkandwire/)

V. CATALOG COURSE DESCRIPTION:

 An introduction to the discipline of health and physical education. Emphasis on providing an overview of career options, major programs of study and professional opportunities, and a survey and study of the historical and philosophical principles relative to physical education from a world and U.S. perspective. HPS majors should take this course prior to all 200-400 level major courses.

VI. PURPOSE/RATIONALE:

 The purpose of this course is to expose candidates to the various components of the physical education field. These include both a professional emphasis and a disciplinary (scholarly) emphasis for the area of Physical Education. Candidates are also introduced to traditional educational philosophies and their influence upon physical education, historical individuals and events in physical education which have led to the development of the broad field of physical education.

 **Conceptual Framework:**

 **Abstract:**

Our vision as a nationally recognized Professional Teacher Education Unit (PTEU) is to remain at the forefront of educator preparation. Informed by responsive engagement in collaborative partnerships, we advance educational excellence through innovative teaching in an ever-changing global and digital learning environment. Our mission is to prepare educators to improve student learning within a collaborative teaching and learning community through innovative teaching, purposeful research, and engaged service. The essence of our vision and mission is captured in the theme Collaborative Development of Expertise in Teaching, Learning and Leadership which was adopted in 2002 to express concisely the fundamental approach to educator preparation at KSU.

 The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers, teacher leaders and school leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and to enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, local communities, public and private schools and school districts, parents and other professional partners, the PTEU meets the ultimate goal of bringing all of Georgia’s students to high levels of learning.

 COLLABORATIVE DEVELOPMENT OF EXPERTISE IN TEACHING AND LEARNING

 The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

 **Knowledge:** Candidates are expected to become familiar with the disciplinary subjects which serve as the core for the Physical Education major. These areas include: the broad field of physical education, the cultural, social, and scientific foundations. They should also be knowledgeable of the components of physical fitness and how well they meet those components. The candidates should be aware of the traditional and alternative careers in physical education as well as the issues which will face the professional of the future. **Skill:** Candidates will complete the AAHPERD Health Related Fitness Test for diagnosis of their personal fitness status. The results of the test will help candidates to work on deficient areas and to maintain the areas of success. **Disposition:** Candidates will be exposed to the professional organizations which are represented in our field and strongly encouraged to become actively involved in an association of their choice. This will also help candidates meet admission criteria for the HPS Dept.

 As our candidates prepare to become teachers, they are obligated to study not only human movement and the specific forms of expression (dance, sport, leisure time pursuits, etc.) but also the content that serves as foundation to our discipline, principally, the sciences and behavioral sciences. Upon graduation candidates will be viewed as effective spokespersons for our profession. To that end, our program is deliberately weighted in the scientific and behavioral studies for content and in pedagogy for the development of communicative skills.

 *Knowledge Base:* The knowledge base of this course relies on the disciplinary core of physical education for candidates to understand exactly what is *Physical Education* and from where did it come. This term is used as an umbrella term for the many areas of study in the physical education profession. Candidates also gain information from professionals in the field who are currently performing the jobs desired by the candidates.

 *Use of Technology:* Candidates will utilize the KSU library and its data bases/technology as well as Internet sources to prepare papers for this course. All papers are to be typed or utilize a word processor.

 *Diversity:* The KSU Professional Teacher Education Unit (PTEU) believes *all* learners are entitled to equitable educational opportunities. To that end, programs within the PTEU consist of curricula, field experiences, and clinical practice that promote candidates’ development of knowledge, skills, and professional dispositions related to diversity identified in the unit’s conceptual framework, including the local community, Georgia, the nation, and the world. Curricula and applied experiences are based on well-developed knowledge foundations for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students’ own experiences and cultures. They learn to collaborate and engage with families in ways that value the resources, understandings, and knowledge that students bring from their home lives, communities and cultures as assets to enrich learning opportunities. Candidates maintain high expectations for all students (including English learners, students with exceptionalities and other historically marginalized and underrepresented students), and support student success through research-based culturally, linguistically, and socially relevant pedagogies and curricula.

National Council for Accreditation of Teacher Education. (2008). *Professional standards for the accreditation of teacher preparation institutions.* Washington, DC: NCATE.

## **Unit Performance Outcomes From PTEU Conceptual Framework**

 Outcome 1: Subject Matter Expert

1.1 Candidate demonstrates broad, in-depth, and current knowledge of discipline content.

1.2 Candidate represents content accurately.

1.3 Candidate connects content to other disciplines and applies it to common life experiences.

1.4 Candidate uses pedagogical content knowledge effectively.

 Outcome 2: Facilitator of Learning

 2.1 Candidate demonstrates knowledge of how learners develop, learn and think.
2.2 Candidate successfully motivates students to learn.

 2.3 Candidate creates and implements instruction that embodies multiple cultures and a rich, diverse curriculum.

 2.4 Candidate creates effective, well-managed and active learning environments.

 2.5 Candidate creates environments that reflect high expectations for student achievement.

 2.6 Candidate designs effective instruction.

 2.7 Candidate implements effective instruction that positively impacts the learning of all students.

 2.8 Candidate uses a variety of methods, materials, and technologies.

 2.9 Candidate utilizes a variety of strategies to assessstudent learning.

 2.10 Candidate uses the results of assessments to improve the quality of instruction.

Outcome 3: Collaborative Professional

 3.1 Candidate communicates effectively orally and in writing

 3.2 Candidate reflects upon and improves professional performance.

 3.3 Candidate builds collaborative and respectful relationships with colleagues, supervisors, students,

parents and community members

3.4 Candidate displays professional and ethical behavior.

VII. COURSE GOALS/OBJECTIVES:

 The candidate:

 1. will be able to define the purpose and aim of physical education; examine the contributions of physical education to improve the quality of one's life through the interdisciplinary contributions of the subdisciplines of physical education. (1.1)

 2. will identify the organizational structure of the health and physical education profession, and related periodicals, journals, and associations. (3.1)

 3. will be able to identify the organizational structure of the health and physical education program at Kennesaw State University, and plan course work required for specific programs of study. (1.1)

 4. will be able to identify the various career options associated with physical education, and will evaluate the job characteristics for each option.

 5. will evaluate current events and issues involving the physical education profession in the 1990's-present. (2.2)

 6. will complete the AAHPERD Health Related Fitness Test in order to provide feedback to the candidate regarding his/her fitness level.

 7. will identify the traditional educational philosophies and understand how each influences physical education. (2.4, 3.3)

 8. will develop their personal philosophy of physical education. (1.1, 3.3)

 9. will identify the historical emphasis of physical education from early mankind to the present. (1.1)

 10. will identify noted physical educators, their philosophies, and their historical contributions leading to the development of physical education. (1.3)

 11. will identify important events in the history of physical education. (1.3)

 12. will become active in the KSU HPS Majors’ Club and involved in GAHPERD activities. (3.1, 3.3)

 ASSESSMENT OF GOALS/OBJECTIVES

Your instructor will assess your achievement of each objective in the following ways:

| CourseGoals/Objectives |  Instructional Activity |  Assessment |
| --- | --- | --- |
| 1 | lecture, assignments | exam 1 and definitions |
| 2 | lecture/library | exam 1 |
| 3 | lecture/handouts | exam 1 |
| 4 | Interviews/lecture/assignments | exam 1 |
| 5 | lecture/readings/class discussion | exam 4 |
| 6 | health related fitness evaluation | exam 1 |
| 7 | evaluation of candidates' fitness level | AAHPERD Fitness Test |
| 8 | lecture/discussion | Philosophical paper (INTERNET resource)/Exam 2 |
| 9 | lecture/discussion | exam 3 |
| 10 | lecture/historical paper assigned | exam 4 and historical paper (INTERNET resource) |
| 11 | Lecture/historical paper assigned | Exam 4 and historical paper (INTERNET resource) |
| 12 | KSU Majors’ Club & GAHPERD membership | Candidates are expected to become active in the KSU Majors’ Club & GAHPERD |

VIII. COURSE REQUIREMENTS/ASSIGNMENTS:

 Candidates will complete two (2) interviews with professional in the area of Health and/or Physical Education. The interviews will follow a set of questions provided by the instructor or developed by the candidate.

 Candidates will complete a library assignment in which the candidate will write ten different definitions of "Physical Education."

 Candidates will complete four exams which will include the following chapters/content:

 Exam 1: KSU ool/Dept. Program Requirements.

 Fitness and its components & relationship to the profession; The role of certification in the profession

 Exam 2: Philosophical Aspects of Physical Education, Ross Philosophical Inventory, and Lumpkin Handout

 Exam 3: Early History of PE

 Exam 4: US History of PE

 Candidates will write their personal philosophy as it relates to truth, knowledge, reality, and values of Physical Education. Examine the level(s) of importance of: 1) the individual; 2) society; 3) the mind; 4) the body; 5) the teacher; 6) the student; 7) education and 8) physical education.

 Candidates will write about an historical individual in physical education and should discuss/identify the following: 1) the background of the individual (e.g. education, training, time); 2) accomplishments of the individual; and 3) the contributions of the individual to physical education.

**OR**

 Candidates will write about an historical event in physical education and should discuss/identify the following: 1) the background of the event (e.g. time period, who was involved); 2) importance of the event; and 3) the contributions of the event to physical educa­tion. Document all referenc­es (5-7) using an appropriate format (e.g. APA).

IX. EVALUATION AND GRADING:

 FINAL GRADE: Written exams: Four 80%

 Assignments (papers/definitions) 15%

 Class Participation 5%

 EVALUATION SCALE: 90-100 - A

 80-89 - B

 70-79 - C

 60-69 - D

 Below 60 - F

X. ACADEMIC INTEGRITY:

Every KSU candidate is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs.  Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of candidate identification cards.   Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment,  or a formal hearing procedure, which may subject a candidate to the Code of Conduct's minimum one semester suspension requirement.

XI. ATTENDANCE POLICY:

 Candidates are expected to be in all class sessions and on time. Class participation and attendance are imperative for candidates to achieve the basic objectives of the course and Program. Any candidate missing 4 classes, for any reason, will not receive course credit and will be assigned a grade of "F". Any extreme circumstances or situations will be handled individually.

XII. COURSE OUTLINE: Overview of "Physical Education"

 Definition of appropriate terms in Physical Education

 The Profession vs the Discipline Debate

 The KSU program requirements

 Fitness and its role in the profession

 Completion of Health Related Fitness Test

 Careers in "Physical Education"

 Issues in Physical Education

 New directions and concerns for Physical Education

 Philosophy and Physical Education

 a. Importance of studying philosophy

 b. Traditional Philosophies

 c. Ethics

 d. Developing a personal philosophy of Physical Education

 History and Development of Physical Education Programs

 a. Early Mankind to European Heritage

 b. Early American Physical Education

 c. Twentieth-Century Physical Education

XIII. REFERENCES/BIBLIOGRAPHY:

Lumpkin, A. ( 1994). Physical Education and Sport-A Contemporary Introduction (3rd ed.). St. Louis: Mosby.

Mechikoff, R. & Estes, S. (1993). A History and Philosophy of Sport and Physical Education. Madison,

 Wisc.: Brown & Benchmark Pub.

Siedentop, D. (1994). Introduction to Physical Education, Fitness, and Sport (2nd ed.). Mountain View, CA: Mayfield Pub. Co.

Spears, B. & Swanson, R. (1988). History of Sport and Physical Education in the United States (3rd ed.).

 Dubuque, Iowa: Championship Books.

Van Dalen, D. & Bennett, B. (1971). A World History of Physical Education (2nd ed.). Englewood Cliffs,

 NJ: Prentice Hall, Inc.

Wade, M. and Baker, J. (1994) Introduction to Kinesiology-The Science and Practice of Physical Activity.

 Madison, Wisc.: Brown & Benchmark.

Wuest, D. and Bucher, C. (1991) Foundations of Physical Education and Sport (11th ed.). St. Louis: Moseby Year Book .

*Strategies- A Journal for Physical and Sport Educators*. AAHPERD Reston, VA.

*Journal for Physical Education, Recreation, and Dance.* AAHPERD Reston, VA.