



MOREHEAD STATE UNIVERSITY
College of Science and Technology
Department of Health, Wellness, and Physical Performance

Foundations of Health and Physical Education
HPE 160-001 (face to face)
MWF1 11:30-12:30, LHB
Fall 2010

Professor: Mark Deaton, M.Ed., CSCS, ABD, m.deaton@moreheadstate.edu
Office: Laughlin Health Building, 217-C, 783-2460
Hours: (M-F 9-3) Schedule posted on office door or by appointment
Semester: 8/23/10 – 12/17/10

COURSE DESCRIPTION: (3-0-3). History, principles, philosophy, outcomes, standards, and assessments that establish the theoretical foundation of future health and physical education teachers, health and experience science professionals. 3 credit hours

PRE-REQUISITE: None

“Community Engagement: A light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia – preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the college and unit, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO’s):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

INTENDED STUDENT LEARNER OUTCOMES & METHODS FOR ACHIEVING INTENDED LEARNER OUTCOMES: The student will:
Students will demonstrate the following:

1. Knowledge of the historical and philosophical frameworks for health and physical education teaching, exercise science, and health promotion (Assessment: in class activity, philosophy paper, exams).
2. Understanding of the professional goals, objectives, learning domains, and content of the professions and their relationship to wellness and holistic health (Assessment: Exams, portfolio, in class activities).
3. Recognition of the various professional organizations, audiences, program delivery options, and understanding of the differences and similarities of the two (Assessments: Exams, in class activities, job finding, presentation)
4. Knowledge of essential program components and understanding of the integration of these into school or non-school programs that will meet the needs of people throughout the life span (in class activities, exams).
5. Understanding and respect for diversity and individual differences in both the school and non-school settings (exams, in class activities, job finding).
6. Understanding of career opportunities in the health and physical education settings. Knowledge of the current trends and issues confronting each profession (job finding, exams, in class activities).
7. An awareness of and ability to select and use a variety of human and technical resources to enhance professional effectiveness (Exams, presentation, job finding, portfolio).

ADDITIONAL PROFESSIONAL STANDARDS MET BY THESE OBJECTIVES:
Health Educator Entry Level Responsibilities:

7. Communicate and Advocate for Health and Health Education

NCATE/ EPSB Accreditation Alignment of Conceptual Framework Outcome's CFO's and SLO's:

Program:	HPE P-12		HPE 160		
Aligned with Assessment (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board(EPSB)	American Association Of Health Education (AAHE)	NCATE
Exams (40%) CFO:1,2 SLO:1-4, 6, 7	1	2.29, 2.31, 5.1, 5.4	Diversity Assessment Literacy	Responsibility 7	1, 4
Philosophy Paper (10%) CFO:1,3 SLO:1	1	2.29, 2.31, 5.1, 5.4	Literacy Technology	Responsibility 7	1, 4
Portfolio (10%) CFO:3 SLO:2,7	1	2.29, 2.31, 5.1, 5.4	Assessment Technology	Responsibility 7	1, 4
Job Finding (10%) CFO:3 SLO:3, 5, 6, 7	1,8	2.29, 2.31, 5.1, 5.4	Diversity Literacy	Responsibility 7	1, 4
Presentation (10%) CFO:3 SLO: 5	1, 6,8	2.29, 2.31, 5.1, 5.4	Assessment Literacy Technology	Responsibility 7	1, 4
In Class activities (20%) CFO: SLO:1-7	1,6, 8	2.29, 2.31, 5.1, 5.4	Diversity Assessment Literacy Technology	Responsibility 7	1, 4

Assignment Descriptions

Assessment (percent value) And SLO alignment	Course learning activities descriptions
Philosophy Paper: 10 pts SLO:1	You will develop your personal philosophy regarding health education, health promotion, exercise science, and/or physical education.
Job Search: 10 pts SLOs:3, 5, 6, 7	You will bring in a collection of three job ads for your chosen profession. Each ad will be appropriate for persons graduating with a degree in your current major (Bachelors on ad!!!). Students will print out the job ads and staple each together for a complete packet of three total job ads. This activity reinforces job finding skills, knowledge of competencies associated with your field of study, and asks students to be familiar with sources for job finding for future reference.
Presentation: 15 pts SLO: 5	You will develop and present an 5-6 minute worksite/school/community health or fitness presentation for your peers. You may use almost any presentation style you like: powerpoint, discussion, activity, lecture, etc.
Professional Portfolio: 25 pts SLOs:2,7	As a continuing project throughout the semester, you will develop a portfolio of your work. Portfolio will contain resume, philosophy, sample presentations, etc.
In class assignments/Online assignments – 6 @ 10 pts each (60 pts) SLOs:1-7	The purpose of these assignments is to gain immediate feedback regarding student understanding of topics discussed in class. Sometimes, there will be online assignments given. The in class assignments include: interview ?’s, historical poster, resume, acronyms, role model, timeline. There are no make ups allowed for in class assignments.
Exams: 4 @ 100 pts each (400 pts) SLOs:1-4, 6, 7	The exams (4) will cover reading assignments and materials presented in class. Format for exams will be multiple choice, matching, and true/false. Each exam is worth 100 pts (4 exams total). Final exam schedule.
TOTAL= 520 points	

REQUIRED TEXT:

- 1) Cottrell, R. R., Girvan, J. T., and McKenzie, J. F. (2009) Principles and foundations of health promotion and education (4th ed.). San Francisco, CA: Benjamin Cummings.
- 2) Lumpkin, A. (2011). Introduction to Physical Education, Exercise Science, and Sport Studies. (8th ed.) McGraw-Hill, New York, NY.

All Teacher Education Program students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu.)

Course Evaluation: All work carries a point value and will be averaged for the final grade.

COURSE REQUIREMENTS, ASSESSMENTS, EVALUATIONS/VALUE:

Exams (4)	400
Philosophy Paper	10
Portfolio	25
Job Search	10
Presentation	15
In class activities	60
TOTAL	520

Grading Scale	
Grade	Percentage
A	90-100
B	89-80
C	79-70
D	69-60
E	59 and below

Attendance Policy:

Class attendance and participation is required. Every student is permitted to have 3 unexcused absences (but keep in mind that he/she will still not be allowed to make up the unexcused in-class assignment). Please note that there is no penalty for absence due to documented university business. You must provide proper documentation of your activity in order to be excused from class and submission of assignments. An attendance sheet will be passed around during each class. Each student is responsible for signing the sheet. If you are tardy it is your responsibility to sign the sheet after that class is over. Even if a student says that he/she was present on a previous date but forgot to sign the attendance sheet, it will still result in an absence! Tardiness (5 min. after class begins) of 3 times equals 1 unexcused absence. 15 minutes late (extreme) will result in 1 unexcused absence.

A student may make up written tests and assignments with an acceptable documented excuse. Documented excuses are to be presented to the professor on the **first** class meeting back. Assignments must be turned in during the first class session back. The professor determines final decisions on excuses. Make up exams will be given during the regular final exam period or at a time designated by the professor.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at

<http://www.moreheadstate.edu/emergency>

Assessment strategies used include but are not limited to tests and quizzes, written assignments including essays, oral presentations to peers, and portfolio. Students in small groups will plan, present, and lead an activity. Also, teacher education majors are given the opportunities to develop group cooperative and leadership skills through leading team activities. Technology employed includes computers, audiovisual equipment, and testing devices. Students are advised to select an item from the class to include in their professional portfolios.

Please note:

- All pagers, cell phones and other electronic devices must be turned off during class.

- If you miss a class, it is your responsibility to check with the professor for updates on assignments.
- Plagiarism of others work will result in zero points for that assignment.

HPE 160 - 001
Tentative Weekly Schedule

Week	Topics	Readings	Assignments
1	Intro, syllabus, begin lectures Background	CH 1	Read syllabus, text, prepare!
2	History	CH 2	Historical Poster, Timeline
3	Philosophy (Health)	CH 3	Philosophy paper, Read
4	Theoretical foundations	CH 4	Read
5	EXAM I	CH 1-4	Exam 1, Read
6	Settings, Agencies/Associations/Organizations	CH 7, 8	Acronyms, Read
7	Future Trends	CH 10	Read
8	EXAM II, Dynamic Fields	CH 1	Exam 2, Interview ?'s, Read
9	Professions	CH 3	Resume, Read
10	Philosophy (PE, Ex Sci, Sports)	CH 4	Presentations, Read
11	Selecting a Career	CH 5	Job Search, Read
12	Preparation for a Career	CH 6	Read
13	Exam III, 20 th & 21 st Century	CH 9	Exam 3, Read
14	Opportunities and Challenges	CH 10	Read
15	Leadership for Active Living	CH 12	Role Models, Read
16	Review for final	Review	Portfolio due, Review
FINAL EXAM WEEK		Exam Schedule	Final Exam

Course calendar (subject to change)