

Prairie View A&M University
A Member of the Texas A&M University System
Prairie View, Texas

Physical Education for Secondary Education

Department of Health and Human Performance Whitlowe R. Green College of Education

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Virtual Office Hours: None
Course Location: Intramurals/New Gym, Room 5
Class Meeting Days & Times: TBA
Course Abbreviation & Number: HUPF 4073
Catalog Description: Examination of current reports, documents and components of quality physical education instruction and curricula. Emphasis is on curricular and evaluative concepts designed to assist the candidate in selecting, appraising, utilizing and analyzing movement related materials, resources, and instruments for secondary education.
Prerequisites: 12 hours of advanced Human Performance courses
Co-requisites: None

Required Text:

Pangrazi, R. & Darst, P. (2006). *Dynamic physical education for secondary school students* (5th ed.). San Francisco, CA: Pearson Education, Inc.
(ISBN: 0-8053-7882)

Recommended Text:

Fronske, H. (2005). *Teaching cues for sport skills for secondary school students* (3rd ed.). Boston: Pearson/Benjamin Cummings.
(ISBN: 0-8053-5454-9)

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.
(ISBN:0-88314-909-5)

WebCT: WebCT is a tool that Prairie View A&M University uses to improve the educational experience with Internet-enabled technology that connects students, faculty, researchers and the community in a growing network of education environments dedicated to better communication, collaboration and content.

TrueOutcomes Statement: TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net.

Access to Learning Resources: PVAMU Library:

phone: (936)261-1500;

web: <http://tamu.edu/pvamu/library/>

University Bookstore:

phone: (936)261.1990;

web: <http://www.bkstr.com/Home/10001-10734-1?demoKey=d>

University Writing Center

phone: (936)261.3700

web: www.acad.pvamu.edu/content/langcomm/writing_ctr.html

Course Overview: As candidates embark upon a future in Health and physical education, it is important that each is well informed of current guidelines, trends and issues related to their field. Preparation is one of the keys to continued progress towards producing innovative, creative, motivated and successful educators who will educate children and adults alike in making positive lifestyle changes today, tomorrow, and for a lifetime.

Course Goals: HUPF 4073 focuses on goals identified in the Whitlow R. Green College of Education Conceptual Framework (E-FOLD-P): **(see enclosed)**

1. Prepare candidates for teaching profession who are problem solvers, critical thinkers and decision makers.
2. Prepare candidates for the teaching profession who understand and appreciate human diversity and global awareness.
3. Prepare candidates for the teaching profession who are reflective and continual learners.
4. Prepare candidates for the teaching profession who facilitate student growth and development.

Course Objectives/Accrediting Body:

Upon completion of this course, the candidate will be able to

1. Understand the important link between planning and teaching and explain why planning is important when preparing to teach.
NCATE Standard 1/ NASPE Standard 6
2. Be able to identify essential components of a quality physical education program.
NCATE Standard 1/NASPE Standard 1
3. Write behavioral objectives consisting of a behavior, conditions, and criteria.
NCATE Standard 1/ NASPE Standard 6

4. Create a positive learning environment and implement class management strategies in school physical education settings.
NCATE Standard 1/ NASPE Standard 4
5. Plan and implement lessons, using various sources, which include student and teacher objectives, appropriate equipment/organization, appropriate content development, set induction, closure, and reflection.
NCATE Standard 1/ NASPE Standards 1, 4, 5 and 6
6. Describe and use effective discipline systems and strategies to minimize off-task behaviors.
NCATE Standard 1/ NASPE Standard 4
7. Provide accurate and appropriate feedback to learners during and after practice trials; analyze the various types of feedback.
NCATE Standard 1/ NASPE Standard 5
8. Write a reflective document describing teaching methods used, justifying the teaching performance, thoroughly critiquing the instructor's performance, the setting of teaching goals and implementation of change.
NCATE Standard 1/ NASPE Standard 8.1

TEExES Domains and Competencies:

Domain I-Movement Skills and Knowledge

The candidate -

- Competency 001** – understands and applies principles and stages of motor development.
- Competency 002** – understands and practices for developing, combining, and integrating motor skills.
- Competency 003** – understands and applies knowledge of movement concepts and biomechanical principles.
- Competency 004** – understands and applies knowledge of individual, dual and team sports and activities.
- Competency 005** – understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities, and outdoor pursuits.

Domain II – Health-Related Physical Fitness

- Competency 006** – understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
- Competency 007** – understands principles and activities for developing and maintaining cardiovascular endurance.
- Competency 008** – understands principles and activities for developing and maintaining flexibility, posture, muscular strength and endurance.
- Competency 009** – understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyzes ways in which personal behaviors influence health and wellness.

Domain III – The Physical Education Program

- Competency 010** – knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
- Competency 011** – understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains.
- Competency 013** – understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid, and risk management.

Course Evaluation Methods

This course will utilize the following instruments to determine candidate grades:

Class Participation: Daily attendance and participation in class discussions.

Exercises: Written assignments designed to supplement and reinforce course material.

Skills Tests: Motor skill performance tests designed to measure knowledge and application of presented course material.

Exams: Written tests designed to measure knowledge of presented course material.

Weighted Grading Matrix

Attendance and class participation	15%
Assignments/Portfolio	20%
Quizzes	15%
Final Teaching Presentation & Mini-Curriculum Project	35%
Mid-Term/Final Exams	15%

Grading System

A 100 – 90	I Incomplete**
B 89 - 80	W Withdrawal from a course
C 79 – 70	WV Withdrawal from the University voluntarily
D 69 - 60	MW Military withdrawal
F 59 and below	

***Incomplete grades are only issued in extraordinary circumstances that are beyond a candidate's control.*

Course Procedures

Submission of Assignments

When applicable, work should be submitted utilizing APA (American Psychological Association) style.

All assignments must be typed, double –spaced, multiple pages stapled and must include a title page. Assignments are not to be hole punched until after they have been graded. Do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions.

In addition, points will be deducted for typographical, grammatical and sentence structure errors.

Whether excused or unexcused, all materials distributed, information discussed, and assignments due on the missed day are the responsibility of the absent student.

Retention of Assignments and Exams

After the candidate has seen his/her grade, the instructor reserves the right to retain all assignments and examinations completed by the candidate.

Penalties for Late Assignments

Assignments must be submitted during the first ten minutes of class on the scheduled due date. Ten points will be deducted on late assignments. Assignments will not be accepted after five days. In the case of an excused absence, candidates must submit documents within two days of returning to class.

Quizzes and skills tests must be made up within one week from the due date. Five points will be deducted per day. Candidates will not be able to make up quizzes and/or skills test after five days.

Each candidate is responsible for submitting all work on the scheduled due date whether present or not.

Formatting Documents

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Missed mid-term or final exams cannot be made up unless permission is granted by the instructor prior to the exam or proper documentation is submitted.

Professional Organizations

1. PAHPERD: Panther Association for Health, Physical Education, Recreation and Dance
2. TAHPERD: Texas Association for Health, Physical Education, Recreation and Dance
3. AAHPERD: American Alliance for Health, Physical Education, Recreation and Dance
4. KAPPA DELTA PI: International Honor Society in Education
MU EPSILON CHAPTER 293
Prairie View A&M University

References:

American Alliance for Health, Physical Education, Recreation, and Dance and Cooper Institute for Aerobics Research. (1995). *The you stay active handbook*. Reston,VA: AAHPERD and Dallas,TX; The Cooper Institute for Aerobics Research.

Corbin,C., and Lindsey, R.(2005). *Fitness for life* (5th ed.). Champaign, IL: Human Kinetics Publishers.

Hellison, D. (2003). *Teaching Responsibility Through Physical Activity* (2nd ed.). Champaign, IL: Human Kinetics Publishers.

National Association for Sport and Physical Education. (1992). *Outcomes of quality physical education programs*. Reston, VA: AAHPERD.

- National Association for Sport and Physical Education.(1995). Moving into the future—National standards for physical pducation: A guide to content and assessment. St.Louis, MO: Mosby.
- National Association for Sport and Physical Education.(2005). *Physical best activity guide- Middle and high school levels*. (2nd ed.) Champaign, Il: Human Kinetics Publishers.
- Prusak, K., Treasure, D., Darst, P., and Pangrazi (2004). The effects of choice on the motivation of adolescent girls in physical education, *Journal of Teaching in Physical Education*, 23(1): 19-29.
- Sallis, J. R, and McKenzie, T. L. (1991). Physical education's role in public health. *Research Quarterly for Exercise and Sport*, 62: 124-137.
- U.S. Department of Health and Human Services. (2002). *Prevalence of overweight among children and adolescents: United States, 1999*. Center for Disease Control and Prevention, National Center for Health Statistics.
- U.S. Public Health Service. (2000). *Healthy people 2010: National health promotion and disease objectives*. Washington, DC: U.S. Government Printing Office.

References to Periodicals

American Journal for Health Education

Journal of Learning Disabilities

Journal of Physical Education Recreation and Dance

Phi Delta Kappan

Research Quarterly for Exercise and Sport

Strategies

Update

Update Plus

Women in Sport and Physical Activity Journal

World Wide Web Addresses

American Alliance for Health, Physical Education, Recreation, and Dance www.aahperd.org

American Heart Association www.americanheart.org

Centers for Disease Control and Prevention www.cdc.gov

Fitness and Wellness Programs www.fitresource.com

Fitnessgram/Activitygram	www.Fitnessgram.net
Fitness for Life	www.FitnessforLife.org
Human Kinetics	www.HumanKinetics.com
National Association for Sport and Physical Education	www.aahperd.org/ naspe
Physical Education Teaching and Curriculum Information	www.pecentral.com www.pelinks4u.org www.pe41ife.org reach.ucf.edu/-pezone/
Texas Association for Health, Physical Education, Recreation, and Dance	www.tahperd.org

Key Terms:

Content standards	Guiding philosophy	Random skill practice
National standards	Breadth	Instructional device
Physical education	Conceptual framework	Instructional cues
Movement themes	Sequence	Active supervision
Fundamental skills	Scope	Gender bias
Rhythmical skills	Introductory activities	Premack principle
Psychological influences	Fitness routines	Direct style of teaching
Social influences	Lesson focus	Task style of teaching
Conceptual approach	Cognitive domain	Mastery learning style
Physical –environmental influences	Anecdotal record sheet	Criterion-referenced health standards
PL94-142	Interval recording	Knowledge of performance
Least restrictive environment	Placheck recording	Scoring rubric
Due process	Duration recording	Reciprocal style
IEP	Event recording	Affective domain

Course Content:

- I. Justifying a Physical Education Program
 - ♦Physical Education in the Secondary School
 - ♦The Impact of Physical Activity on Adolescents
- II. Designing a Physical Education Program
 - ♦Developing a Curriculum
 - ♦Curriculum Models
- III. Teaching a Physical Education Program
 - ♦Planning for Effective Instruction
 - ♦Improving Instructional Effectiveness
 - ♦Management and discipline
 - ♦Teaching Styles
 - ♦Improving Instruction Systematically
 - ♦Assessment, Evaluation, and Grading
- IV. Developing a Total Program
 - ♦Students with Disabilities
 - ♦Liability and Safety
 - ♦Intramurals, Sport Clubs, and Athletics
- V. Implementing Instructional Activities
 - ♦Introductory Activities
 - ♦Promoting and Monitoring Lifestyle Physical Activity
 - ♦Physical Fitness
 - ♦Healthy Lifestyles
 - ♦Promoting Cooperation and Inclusion
 - ♦Sports

Major Course Assignments

- ♦ Develop a philosophy of physical education and Health education.
- ♦ 5 hours observation of physical education activity classes and submit written documentation.
- ♦ 10 hours observation of physical education classes at a public or private school (6th – 12th) and submit written documentation.
- ♦ Read and critique four journal articles.
- ♦ Develop lesson plans for an assigned activity.
- ♦ Peer teach an assigned activity.
- ♦ Create a mini- physical education handbook.

****Please note that assignments are not limited to those listed.**

University Rules and Procedures

Disability Statement (see Student Catalog)

Candidates with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD), early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a candidate requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct (see Student Catalog)

Candidates are expected to practice academic honesty in every aspect of this course and all other courses. Candidates may be subject to university disciplinary action resulting in an academic penalty or disciplinary penalty for academic dishonesty.

Forms of Academic Dishonesty

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism.

Non-Academic Misconduct (see Student Catalog)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other candidates to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (see Student Catalog)

Sexual harassment of candidates and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Classroom Management

It is important to respect each other in class. Neither fighting nor profanity will be tolerated during class time. Cell phone use is permitted before and after class time. Food and beverages are to be consumed before and after class. For the purpose of safety, gum is allowed during lecture (as long as it is not popped and no bubbles blown), but not during lab, skills practice, demonstration or teaching episodes. Flip flops, sandals, pajamas, A-line t-shirts, cut-offs, spandex, shades, do rags, bandanas, low cut blouses and jeans/pants worn low are not to be worn to class. The professional dress appropriate for all teaching experiences include any combination of the following: Tennis shoes, socks, athletic wear, collared shirt or long sleeve shirt, and/or a warm-up outfit. Candidates failing to adhere to this policy may be asked to leave, change or remove the item(s) listed above, to decrease disruption or distraction during the learning process. Candidates should also be prepared to lose credit.

Attendance Policy

Attendance is **required** for each class meeting. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a candidate's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms.

Official university sponsored activities are considered excused absences, but the candidate is responsible for making up all that is missed at the instructor's convenience. It is recognized that personal difficulties/conflicts arise and allowances will be considered on an individual basis.

To allow for adequate presentation time, the fifteen minute rule regarding attendance will not apply on peer teaching days.

Candidates choosing to leave class prior to the instructor's dismissal of class will be marked absent, unless prior approval has been granted or the circumstance is warranted.

Student Academic Appeals (see Student Catalog)

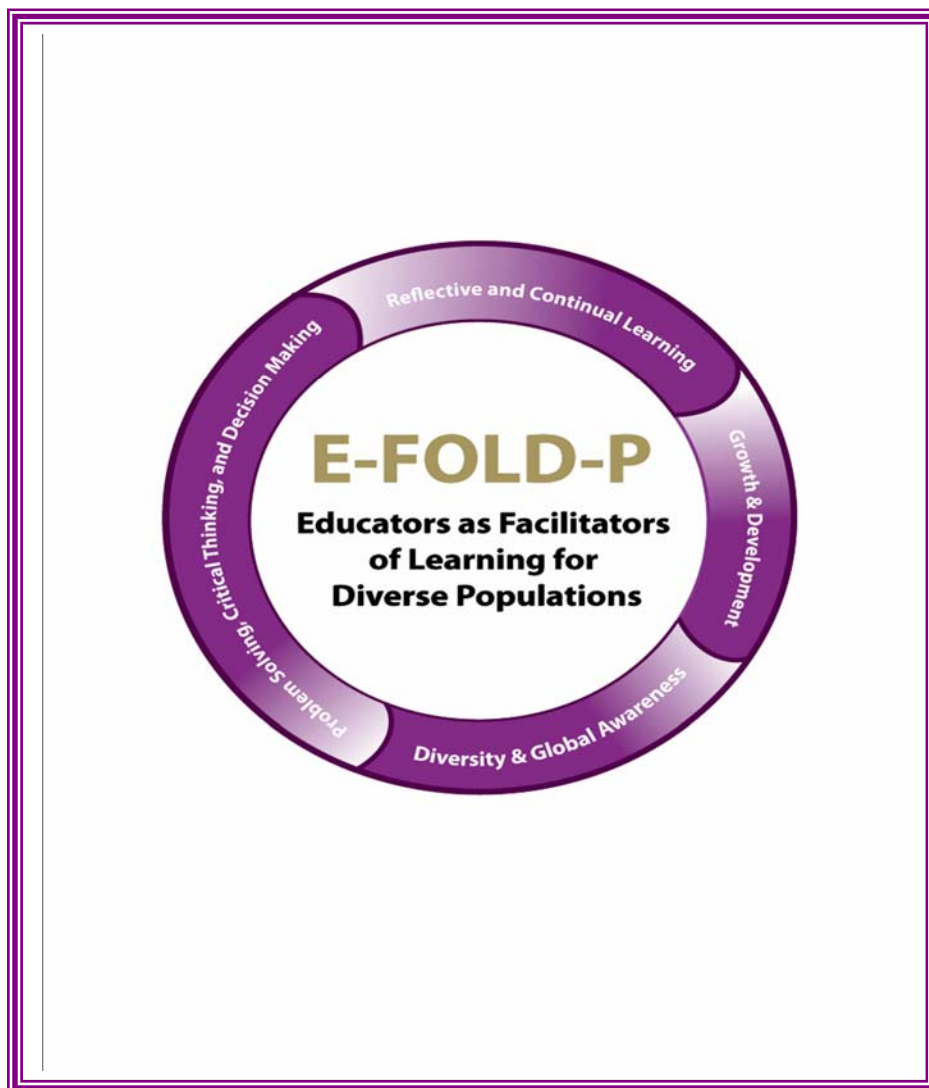
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Please note that all papers will be destroyed thirty days after grades have been posted.

Caveat

The schedule, procedures, contents of this syllabus and class assignments are subject to change at my discretion. If you have any questions or need assistance, please feel free to contact me.

Professional Education Unit Conceptual Framework



The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008.

UNIVERSITY CLASS ATTENDANCE POLICY

Effective September 1, 1998

Class Attendance

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or in a student's being assigned a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Excused Absences

Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class.

Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

Unexcused Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor's department head, and finally, to the instructor's dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

Absences on Religious Holy Days

In accordance with Texas Education Code, Section 61.003, subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver.5.0 / plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - *Sending and receiving email
 - *A working knowledge of the Internet
 - *Proficiency in Microsoft Word
 - *Proficiency in the Acrobat PDF Reader
 - *Basic knowledge of Windows or Mac OS

Netiquette (online etiquette)

Candidates are expected to participate in all discussions and virtual classroom chats when directed to do so. Candidates are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support

Candidates should call the Prairie View A&M University Helpdesk at 936.261.2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936.261.3290 or 936.261.3282.

Communication Expectations and Standards

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages periodically during the day throughout the work-week (Monday through Friday). I will do my best to respond to email messages during the work-week by the close of business (5:00 p.m.) on the day following **my receipt** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments

Some assignments, papers, exercises, and projects will be distributed and submitted through WebCT and/or TrueOutcomes. Directions for accessing your online course assignments, exercises and projects will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion

There may be times in which we will not meet face to face on campus. However, we may participate in conversations about articles, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Candidates will periodically be required to log-on to the course website to participate in discussion. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) if for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and- grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

SUMMER 2008 IMPORTANT DATES

June 2, Tuesday

Instruction and Late Registration Begins

June 4, Wednesday

LAST DAY for Late Registration, Add Courses, Change Course Schedule, Change Major/Certification or any Matriculation Change

June 6, Friday

Census Day (4th Class Day)

Courses Dropped for Non-Payment

June 7, Saturday

Withdrawal from courses with record ("W") Begins

June 9, Monday

Graduation Application Deadline to for Summer

June 10-13, Tuesday-Friday

Late Graduation Application Deadline period for Summer

June 19, Thursday

Emancipation Day (University Closed)

June 27, Friday

Withdrawal from Course(s) with record ("W") Ends

July 4, Friday

Independence Day (University Closed)

July 7, Monday

Last Day to Withdraw from the University (From ALL Courses) (First 5 week session)

July 8, Tuesday

First Summer Term Ends (First 5 week session)

Final Examination Period (First 5 week session)

Regular Registration (Second 3 and 5 week sessions)

This calendar is subject to change.