SYLLABUS

History and Principles

Course Number: PEDU 311-01

Instructor: Dr. Peggy L. Green
Phone Number: (910) 672-2609
Email Address: pgreen@uncfsu.edu
Semester: SPRING 2015
Course No. and Name: PEDU 311-01 – History and Principles of Health and Physical Education
Course Location: HPERC 334
Meeting Day & Time: Monday, Wednesday and Friday 11:00 – 11:50 a.m.
Office Hours: Monday and Wednesday 02:00 p.m. – 05:00 p.m. and Tuesday and Thursday 8:30 a.m. – 9:30 a.m.
Course Credit Hours: 3 Credits

Course Description:
An introduction to the philosophical, historical, biological, sociological, and psychological foundations of health, physical education and sports, curriculum development, and motor learning theories. In order for future teachers to be effective facilitators of learning, instructions must be based upon a background of knowledge and awareness of various concepts and principles that comprise specific knowledge bases. This course is concerned with the understanding and interpretation of the principles of the modern health and physical education program. Contributions of pioneers and programs relative to the development of the present day programs are studied and evaluated.

Textbook:
**Student Learning Outcomes:**

- **Degree Program:**
  - Undergraduate [http://catalog.unf.edu/ug/ED/MSSS/index.htm](http://catalog.unf.edu/ug/ED/MSSS/index.htm)

- **University College Core:**
  1. Communication Skills: Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.
  2. **Reasoning Skills:**
     a. Reasoning Skills - Critical Thinking: Students will accurately evaluate the reasonableness of arguments’ evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.
     b. Reasoning Skills - Quantitative: They will apply math to situations common in everyday living, and they will calculate, interpret, and assess statistical data and concepts, percentages, proportions, rates of change, geometric measures, linear equations, probability and risk.
  3. Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.
  4. Global Literacy: Students will appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them; interact effectively with culturally different peoples; understand cultural interdependence, and create solutions to intercultural problems.
  5. Ethics and Civic Engagement: Students will develop a personal system of ethics and morality and demonstrate it in daily self-discipline and interpersonal relationships, in volunteer work, and through participation in organizations; they will synthesize source material from a variety of disciplines to understand and apply theories of morality and ethics.

- **Course Objectives or Learning Outcomes:**
  It is expected that this course will assist students in developing a positive attitude toward personal health, physical education and make decisions conducive to her/his health and wellness, and physical fitness based on scientifically accurate principles related to health and wellness, physical education, physical fitness, sport topics and utilize technology in the process, other than only “Human Technology”. At the conclusion of this course, the student will be able to demonstrate at least 74% proficiency on the following performance indicators:
  1. Trace the origin and development of Health, Physical Education and Sport (including Pioneers, Organizations, Movements, Events, Dates, and etc.) and be able to discuss and debate the same.
  2. Define and Apply Principles of Health, Physical Education, Sports and interpret their relationship to general education through participation in University Activities, the "Children First" Program, Conferences, Other Professional Activities and etc.
  3. Pass a series of examinations and other assignments with a score of 74 points or above.
  4. Identify five (5) assigned leaders in Health, Physical Education (pioneers) and their contribution(s) to the profession.
  5. Be able to write three (3) philosophies; (1) Education, (2) Physical Education and (3) Health Education.

**Undergraduate) North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards:**

The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.

- Teachers demonstrate leadership.
  - Teachers establish a respectful environment for a diverse population of students.
  - Teachers know the content they teach.
  - Teachers facilitate learning for their students.
  - Teachers reflect on their practice.

**Fayetteville State University School of Education Conceptual Framework**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision, which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Teacher Education program. The themes of our conceptual framework and associated expectations are:

1. Caring Dispositions and Ethical Responsibility;
2. Communication;
3. Knowledgeable and Reflective;
4. Research and Leadership;
5. Respect for Diversity and Individual Worth;
6. Technological Competence and Applications for Student Learning; and
7. Working with Families and Communities.
<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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</tbody>
</table>

**Course Outline/Schedule/Calendar/Requirements:**

A. Introduction.
   1. Definitions
   2. Aims, Goals, and Objectives
   3. Principles

B. Philosophical Foundations of Health, Physical Education and Sport.
   1. Definitions
   2. Components
   3. Traditional Philosophies (Idealism/Realism/Pragmatism/Naturalism/Existentialism/Other Philosophies).


D. History of Health, Physical Education and Sport.
   1. Primitive/Ancient Societies
   2. Middle Ages
   3. U.S.A.
   4. Pioneers
   5. Professional Preparation
   6. "Battle of the System" and Other Movements
   7. Present (Current)

**ASSIGNMENT SCHEDULE**

**Assignments (All Assignments Must Be Typed)**


2. Define Physical Education using three different pioneers (Victor P. Dauer, Charles A. Bucher and Jessie Ferring Williams)/(Angela Lumpkins). (Place in Notebook)

3. List and interpret the three broad objectives of Education. (Place in Notebook)

4. List and interpret the six... broad objectives of Health. (Place in Notebook)

5. List and interpret the four broad objectives of Physical Education. (Place in Notebook)

6. **List, define, and interpret** the sciences (10) which serve as a foundation for Physical Education (Chapter 2). (Place in Notebook)

7. **List and interpret** Jessie Ferring Williams’ principles relative to Physical Education. Example: "Energy Activity Ratio".

8. Visit Professional Organization Websites for standards, My Pyramid, MyPlate and other information. (NCATE, SACS, AAHPERD, NASPE, AAHE, NCDPI=Standard Course of Study, etc.) (Place in Notebook)

9. **Define and develop** a sound philosophy of (1) Education, (2) Physical Education, and (3) Health Education relative to the needs of the learner (Minimum one page for each): Presentation

   *(Write your Biography and submit electronically/Technologically to the instructor)* (Place in Notebook)

10. Identify and give a biographical sketch of five (5) early leaders of Health, Physical Education and Sport including their contributions as assigned by the instructor (Participate in “MIM” Mini Conference: Presentation).

11. Write/Trace Sport History/Movements as assigned.

12. a. Summarize Chapters _7_. (Place in Notebook)
    
   b. Summarize Chapters _8_. (Place in Notebook)
    
   c. Summarize Chapters _9_. (Place in Notebook)

13. What Services are rendered by Health Education? (Minimum one page) (Place in Notebook)

14. What Services are rendered by Physical Education? (Minimum one page) (Place in Notebook)

15. What is the Role of Health Education in general Education? (Minimum one page) (Place in Notebook)

16. What is the Role of Physical Education in general Education? (Minimum one page) (Place in Notebook)

17. Define Curriculum, Course of Study and List the Steps in Developing a Curriculum. (Place in Notebook)

18. **Trace the History of Health Education from its origin to the present.** (Presentation Material) (05% of Grade)

19. **Trace the History of Physical Education from its Origin to the Present.** (Presentation Material) (20% of Grade)

20. **Trace the History of AAHPERD from its origin to the present.** (Presentation Material) (05% of Grade)

**General Requirements:**

1. All students will purchase (or rent) the required textbook for the course.

2. Class attendance is mandatory and adheres to the university absentee policy. (Page 4)

3. All assignments are due on the stipulated date. **Deduction: Ten (10) points from all late assignments.**

4. It is expected that all students will be prepared to participate fully in the planned lesson.

5. It is expected that all students will conduct themselves in a manner befitting "Professionals in Motion", one who is preparing to become a "Professional in Motion" in physical education.

**Assessment and Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Evaluations*</th>
<th>Due Dates</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>15% ------</td>
<td>Each Day of Class</td>
</tr>
<tr>
<td>Assignments/Notebook</td>
<td>20% ------</td>
<td>See Assignment Schedule</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>10% ------</td>
<td>See University Exam Schedule/TBA</td>
</tr>
<tr>
<td>3 Philosophies (Ed/PE/HE)</td>
<td>05% ------</td>
<td>See Assignment Schedule</td>
</tr>
<tr>
<td>History (HE/PE/AAHPERD)</td>
<td>30% ------</td>
<td>See Assignment Schedule</td>
</tr>
<tr>
<td>Seminars/Conferences/Programs</td>
<td>05% ------</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15% ------</td>
<td>See University Exam Schedule/TBA</td>
</tr>
</tbody>
</table>

100%

*Maybe revised by individual professor and section.

**Grading Policy:**
GRADING SCALE
92 – 100 = A
83 - 91 = B
73 - 82 = C
64 - 72 = D
Below 64 = F
Incomplete = I

INSTITUTIONAL GUIDELINES:

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. Fayetteville State University Undergraduate Catalog pg. 85

Title IX – Sexual Misconduct - Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual: Ms. Victoria Ratliff, Deputy Title IX Coordinator for Students, Spaulding Building, Room 155, (910) 672-1222, vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Behavior in the Classroom:
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
   1. Direct student to cease disruptive behavior;
   2. Direct student to change seating locations;
   3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
   4. Dismiss class for the remainder of the period; (Must be reported to department chair)
   5. Lower the student’s final exam by a maximum of one-letter grade; or
   6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Class Attendance:
Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

Requesting an Absence due to Religious Observance:
A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

Grade of Incomplete:
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.
Withdrawal from Class:
Complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as “F”.

Withdraw from the University:
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm) Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Disabled Student Services:
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

FSU Policy on Electronic Mail:
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

Inclement Weather:
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf) page.
Enter your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.

Useful References:
10. Van Dalen, A Brief History of Physical Education.
11. Van Dalen, Bruce L. Bennett, A World History of Physical Education: Cultural, Philosophical, Comparative, 2nd Edition 1971,
Prentice-Hall International, Inc.

**Websites:**
1. www.aahperd.org
2. www.dpi.state.mc.us
3. www.pecentral.org
4. www.nea.org
5. www.mypyramid.gov
6. www.ncate.org
7. www.who.int
8. www.titleix.to
9. www.ncaa.org
10. www.theciaa.com
11. www.onnidan.com
12. www.aahe.com