

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3101  
Foundation and Technology in Health and Physical Education  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

\*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

## **Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

Elements – Teacher candidates will:

6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

## **GA PSC Standards**

**1.1** *The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.*

1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

**6.1** *The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.*

6.0102 The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

## **COURSE DESCRIPTION**

This course is designed to teach principles and scope of physical education, sport and physical education history and development, the importance of physical education, fitness measurement, characteristics of effective teacher, as well as the technology use in health and physical education disciplines including Livetext software, web research, email, and the portfolio creation.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Lumpkin, A. (2010). Introduction to Physical Education, Exercise Science, and Sport Studies. (8th Ed.). McGraw-Hill Publishing Company.

Shimon, J. M. (2011). Introduction to teaching physical education: Principles and strategies. Champaign, IL: Human Kinetics

## **COURSE OBJECTIVES**

For satisfactory completion of this course: GA PSC 1.0103, 1.0104

1. Students will be able to understand the characteristics of an effective teacher and differentiate between effective and ineffective teaching (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104)

**Activities/Assignments/Assessments: effective teaching presentation**

2. Students will be able to gain knowledge of fitness assessment battery including the President Challenge and Fitnessgram and differentiate between criteria-referenced and norm-referenced assessment (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104)

**Activities/Assignments/Assessments: tests**

3. Students will be able to understand the differences in physical education from various countries (InTASC S2), (NASPE 1.4), (GA PSC 1.0104), (DL<sub>1.2</sub>)

**Activities/Assignments/Assessments: reflection**

4. Students will gain knowledge about principles and scope of physical education and sport studies (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL<sub>1.1</sub>)

**Activities/Assignments/Assessments: tests**

5. Students will research (e.g., website, textbook, peer-reviewed journal articles) on the history and development of physical education as well as historians contributing to the field of physical education and sports (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (TL<sub>2.1</sub>), (TL<sub>2a</sub>)

**Activities/Assignments/Assessments: history research**

6. Students will understand the importance of physical education and sport (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL<sub>1.1</sub>)

**Activities/Assignments/Assessments: tests**

7. Students will learn how to search journal articles online and write critiques using APA format (InTASC S5), (NASPE 6.2), (GA PSC 6.0102), (TL<sub>1.1</sub>)

**Activities/Assignments/Assessments: history research, reading critique**

8. Students will learn about the disciplinary content including pedagogy and adapted physical education (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL<sub>1.1</sub>)

**Activities/Assignments/Assessments: tests**

9. Students will be able to get familiar with various technologies such as online journal articles search and Livetext software as well as utilize these technologies to finish assignments (InTASC S4), (NASPE 6.2), (GA PSC 6.0102), (TL<sub>1.1</sub>).

**Activities/Assignments/Assessments: online journal search and history research; Livetext assignments submission**

10. Students will learn more about the issues facing physical education and sport such as ethics, morals, and values (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (EDL<sub>1.1</sub>).

**Activities/Assignments/Assessments: tests**

11. Students will learn the impact of federal legislation on physical education and sport programs with an emphasis on Title IX (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (DL<sub>1.2</sub>).

**Activities/Assignments/Assessments: tests**

12. Students will participate in professional activities including major club meetings, perform volunteer work and attend a health and physical education conference. Students also need to write and submit on Livetext the Professional Development following each participation (InTASC S10), (NASPE 6.2), (GA PSC 6.0102)

**Activities/Assignments/Assessments: Professional Development**

13. The student will demonstrate (through electronic exchange via e-mail, chat room, etc.) the ability to share ideas and feedback when corresponding with their Chinese peers (teacher education students studying physical education) with regard to targeted needs and best practices involving physical education in P-12 settings (TL<sub>2.3</sub>).

**Activities/Assignments/Assessments: Professional Development: Ideas Exchange Assignment**

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

### Course Tests

1. A total of six tests will be given during the semester.
2. Test formats will consist of multiple choice, matching, short answer, listing, and true/false questions.

### Class Assignments, Articles, and Professional Development

1. Students will be required to complete class assignments such as showing proficiency of technology use, web-related assignments, joining a professional and/or student organization, attending at least two majors' club meetings, one major's club function during the semester, taking required class notes, purchasing a book, four article summaries, attending Special Olympics, giving an oral presentation and reflections.

## COURSE EVALUATION

Each student's grade will be based on the following criteria:

Six Tests	600 pts.
Resume submission on Blazeview	20 pts.
Philosophy Submission on Blazeview	50 pts.
Four Journal Articles Reading Critiques	100 pts.
History Presentation	50 pts.
History Research Submission on Livetext ( <i>TL<sub>2a</sub></i> )	100 pts.
<b><i>This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.</i></b>	
Purchasing Personal Copy of Required Book	20 pts.
Professional Development activities submission on Livetext	50 pts.
Ideas exchange with peers from other country	10 pts.
<b>Total</b>	<b>1000 pts.</b>

## GRADING SCALE

- A (90%-100)
- B (80%-89.9%)
- C (70%-79.9%)
- D (60%-69.9%)
- F (Below 59%)

**No Late Assignments:** Assignments are expected on the due date during class time, and must be **typed and stapled prior to class time**. Late material will receive a grade of zero (0). Sloppy/mediocre assignments or ones with consistent spelling or grammar errors will be returned with a failing grade.

## ATTENDANCE POLICY AND PARTICIPATION

1. **Class Preparation:** The majority of outside class assignments will involve preparation for class discussions, tests, and presentations. Failure to read and be prepared for class participation will have an adverse effect on one's grade. **You cannot participate if you are not in class.** It is expected that if the university is open then you will be in class. **A student who misses more than three (3) class periods will receive a one (1) letter grade deduction from the final grade for each**

absence. After 6 absences, you will receive a failing grade. University related absences are not subject to this policy. Excused absences include illness (with Dr. excuse) or death of a family member (with obituary). Written excuses will only be accepted upon the next class meeting following an absence. Excessive absences may result in a concern form being written.

2. **Lateness:** A student late by more than five (5) minutes will receive a one-half absence. Continual tardiness of less than five minutes will result in an absence and you will not be allowed in class. Once the door is closed, do not knock, and disturb the class. These actions may be written up on a concern form. **Be punctual!!!!**
3. **Classroom Etiquette** - Please show up early or on time for class. **Turn off cell phones** when entering classroom or gym, do not just place them on vibrate! No text messaging will be allowed during class. I will ask you to leave the class should your phone ring or if choose to engage in texting. Be respectful of other students around you. If not, you may be written up on a concern form. **NO** hats, do rags, bandana's, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class time. Must wear HPE attire, unless giving a **professional presentation!**

## PROFESSIONALISM

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below: <http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the

institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.