

**KSPE 7170**  
**FOUNDATIONS OF PHYSICAL EDUCATION**  
**6 SEMESTER HOURS**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Kinesiology & Physical Education**  
**Conceptual Framework: Guiding Principles**  
(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.

## **REQUIRED TEXTBOOKS**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## **COURSE DESCRIPTION**

The course provides the foundations required to establish innovative physical education programs that promote physical activity, fitness, and wellness for a lifetime through positive modeling. The course is designed to develop an in-depth understanding of physical education in promotion of quality student lifestyles through knowledge and application utilizing historical perspectives, current trends, research, diversity, and technology.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- V. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

## **GENERAL EDUCATION OUTCOMES (GEO)**

- 1. Students will use computer and information technology when appropriate.
- 2. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
- 3. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials

## **Course Objectives**

- Students will recognize fitness trends and possibilities past, present, and future along with the physical educator's role at local, state, and national levels.
- Students will understand and extrapolate past, present, and future trends in physical education.
- Students will assimilate curricular trends; past, present, future in physical education.
- Students will identify credibility/ accountability, legislative, inclusion, diversity, and other issues in physical education.
- Students will understand legal concerns related to physical education and athletics.
- Students will display knowledge of specific technology applications in physical education in order to enhance teaching and to enter program work artifacts.

- Students will relate sociological and psychological perspectives to the instruction of physical education and related areas of athletics.
- Students will develop their professional philosophy and resume along with the use of LiveText technology.
- Students will understand the development of a literature review with the use of search engines and library assistance for writing papers.
- Students will exhibit fundamental knowledge of statistical analysis and design.
- Students will comprehend various assessments in physical education.

### **Course Activities/Assignments/Requirements**

<b>COE/DEPT CFS</b>	<b>Course Content</b>	<b>Outcomes The Student will:</b>	<b>Learning Activities</b>	<b>Assessments</b>
GA-VSU- CFS-I	Teaching and coaching legal issues.	Students will understand legal concerns related to physical education and athletics.	Group discussion on proper standard of care and risk management/legal parameters in the public schools.	Group discussions of legal issues.
GA-VSU- CFS –I, II	State of fitness and physical education status and the future for diverse populations. Justification of fitness and the impact on society. .	Students will recognize fitness trends and possibilities past, present, and future along with the physical educator's role at local, state, and national levels.	Develop a justification for fitness and be able to defend the justification based on the impact on society.	Fitness Justification Paper  Presentation & Defense of Fitness Justification
GA-VSU- CFS-I,II	Concepts and purpose of fitness and activity along with historical and theoretical trends in physical education.	Students will understand and extrapolate past, present, and future trends in physical education.	Group discussion on how physical education can have an impact on the fitness levels of students for lifelong wellness.	Group discussion on historical and theoretical trends in physical education
GA-VSU- CFS-I,V	Curricular trends (past, present, future) and program options/models, and suggestions for physical education.	Students will assimilate curricular trends; past, present, future in physical education.	Group discussion on curricular trends in order for students to make effective decisions on selecting curriculums.	Group discussion on curricular trends. Curricular Presentation
GA-VSU- CFS-I,II	Sociological and Psychological perspectives in physical education and athletics.	Students will relate sociological and psychological perspectives to the instruction of physical education and related areas of athletics.	Group discussions on the how sociological and psychological concepts can effect physical education and athletics.	Group discussion on sociological and psychological perspectives effecting physical education and athletics

GA-VSU-CFS-I	Specific use of Live Text and other technology applications.	Students will utilize technology to enhance teaching and to enter program work artifacts.	Practice using LiveText and other forms of technology applications.	Live Text use and development of professional philosophy and resume. Placement of these artifacts into e-portfolio.
GA-VSU-CFS-I	Scientific statistical analysis and design.	Students will exhibit fundamental knowledge of statistical analysis and design.	Group discussion on analyzing data and the different design aspects.	Group discussion of statistical analysis and design.
GA-VSU-CFS-I	Literature review with the use of search engines and library assistance.	Students will understand the development of a literature review with the use of search engines and library assistance for writing papers.	Group discussion on literature review, search engines, and APA design. Application of library usage and computer lab. Student literature search.	Group discussion of literature review. Literature Search Assignment.
GA-VSU-CFS-I, II	Adaptive physical education/diversity/inclusion concepts.	Students will identify credibility/accountability, legislative, inclusion, diversity, and other issues in physical education.	Group discussion on federal legislation, laws, basic terminology, compliance, and equity.	Group discussions dealing with diversity, modification, compliance, equity, legislation, laws, and accountability.
GA-VSU-CFS-I	Various assessments in physical education.	Students will comprehend various assessments in physical education.	Discussion of valid and reliable assessments along with selected examples and participation.	Group discussion and group activities on assessments used in physical education.
GA-VSU-CFS-I	Philosophy and resume development.	Students will develop their professional philosophy and resume along with the use of LiveText technology.	Development of professional philosophy and resume for placement in LiveText via instructional guidance.	Development of professional philosophy and resume. Placement of these artifacts into LiveText e-portfolio.

## **Course Evaluation**

Design of LiveText Portfolio	Required (Pass/Fail)
Resume	10%
Professional Philosophy	10%
Literature Search	10%
Curriculum Presentation	20%
Fitness Justification Paper	25%
Presentation & Defense of Fitness Justification	25%
<b><u>TOTAL:</u></b>	<b><u>100%</u></b>

## **Grading Scale**

90 - 100 =	A
80 - 89 =	B
70 - 79 =	C
60 - 69 =	D
Below 60 =	F

## **Attendance and Participation**

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. It is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

***Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.***

Students are expected to be on time for class and ready to participate in the classroom activities. Attendance will be taken at the start of class. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed**. Failure to discuss tardiness with the instructor at the end of class will result in an absence for that day.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by

the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

**SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**SPECIAL NEEDS 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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

## **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>.

### **Cell Phones and Electronic Devices:**

All cell phones and electronic devices must be turned off during class time. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

### **Instructor Names:**

Dr. Sonya Sanderson: PE 170, 229-333-7170, [slsanderson@valdosta.edu](mailto:slsanderson@valdosta.edu)

Dr. George Langford: PE 169, 229-333-5905, [glangfor@valdosta.edu](mailto:glangfor@valdosta.edu)

Dr. Susan Hagood: PE 173, 229-333-7148, [syhagood@valdosta.edu](mailto:syhagood@valdosta.edu)

Dr. Michael Cathey: PE 174, 229-333-5461, [rmcathey@valdosta.edu](mailto:rmcathey@valdosta.edu)

### **Tentative Course Schedule** (Dates and assignments subject to change at discretion of faculty)

Week	Topics	Faculty
Aug. 17	Syllabus, LiveText Instruction, Write Professional Philosophy Draft	Sanderson
Aug. 24	Develop Professional Philosophy and Resume. 1 <sup>st</sup> Submission is Due Sept. 14. Final Submission is due in LiveText by Oct. 26 <sup>th</sup> .	Hagood
Aug. 31	Literature Review, Search Engines, Scientific Statistical Analysis and Design	Cathey
Sept. 7	Continued  Assessments in Physical Education	Cathey

Sep. 14	Technology Applications in Physical Education Resume and Philosophy Due	Hagood
Sep. 21	Sociological Perspectives	Langford
Sep. 28	Psychological Perspectives	Langford
Oct. 5	Curricular Trends; Past, Present, Future in Physical Education Assign Curriculum Presentation	Hagood
Oct. 12	Work on Curriculum Presentation	
Oct. 19	State of Fitness, Future Trends in Fitness and Activity History; Past, Present, and Future in Physical Education Assign Fitness Justification Paper: Due Nov. 2	Sanderson
Oct. 26	Curriculum Presentations	Hagood
Nov. 2	Legal Concerns Assign Fitness Justification Presentation and Defense: Due Nov. 30	Langford
Nov. 9	Adaptive Physical Education, Inclusion, Diversity	Langford
Nov. 16	Work on Fitness Justification Presentation and Defense	
Nov. 23	Thanksgiving Holiday. No Class	
Nov. 30	Fitness Justification Presentation & Defense	Langford