COURSE NUMBER: HPE 221  
COURSE TITLE: Introduction to Health and Physical Education  
SEMESTER HOURS: 3 semester hours  
PREREQUISITES: None  
REVISED: August 2012

Introduction to Health and Physical Education

CATALOG DESCRIPTION: An introduction to the health and physical education profession including professional organizations, career opportunities, historical development, basic principles underlying contemporary theory and practice, and the development of a sound professional philosophy.


COURSE OBJECTIVES: At the completion of this course the student will be able to:
- Demonstrate an understanding of forces, including international change, influencing the development of physical education and sport including major figures and events.
- Demonstrate an understanding of the foundations of physical education as a profession.
- Articulate the values associated with regular participation in physical activity.
- Identify basic physical, social and psychological concepts associated with physical education, sport and fitness.
- Discuss the scientific basis underlying the profession of physical education.
- Articulate a personal philosophy of physical education with specific emphasis on certain components of the field.
- Identify professional organizations germane to the field of physical education and be able to select appropriate ones for professional membership.

PROFESSIONAL STANDARDS AND ASSESSMENT: Content included in this course fulfill Alabama Physical Education Knowledge and Ability Standard 290-3-3-33
- (2)(a)1.(ii) Psycho-social dimensions of physical activity
- (2)(a)1.(iv) Historical, philosophical, and social perspectives of physical education and related legislation.
- (2)(a)1.(xii) National standards for physical education, the Alabama Course of Study: Physical Education, and local program goals for physical education.
- (2)(f)2.(i) Strategies to become an advocate in the school and community to promote a variety of physical activities.
- (2)(f)2.(ii) Professional organizations (e.g. local, state, and national) for physical education and the broader education field.
- (2)(f)2.(iii) Community resources to enhance physical activity opportunities.
- (2)(f)3.(ii) Participate in activities that lead to professional growth and development.
- (2)(f)3.ii Participate in activities that lead to professional growth and development.

Content of this course links with UNA College of Education Conceptual Framework
References 1, 2, 3, 4, 5, 6.

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Standard</th>
<th>Assessment</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>290-3-3-.33(2)(a)1.(ii)</td>
<td>Psycho-social dimensions of physical activity</td>
<td>Written exam</td>
<td>Grading scale</td>
</tr>
<tr>
<td>290-3-3-.33 (2)(a)1.(iv)</td>
<td>Historical, philosophical, and social perspectives of physical education and related legislation.</td>
<td>Research project</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33 (2)(a)1.(xii)</td>
<td>National standards for physical education, the Alabama Course of Study: Physical Education, and local program goals for physical education.</td>
<td>Written exam</td>
<td>Grading scale</td>
</tr>
<tr>
<td>290-3-3-.33 (2)(f)2.(i)</td>
<td>Strategies to become an advocate in the school and community to promote a variety of physical activities.</td>
<td>Written exam</td>
<td>Grading scale</td>
</tr>
<tr>
<td>290-3-3-.33 (2)(f)2.(ii)</td>
<td>Professional organizations (e.g. local, state, and national) for physical education and the broader education field.</td>
<td>Research project</td>
<td>Rubric</td>
</tr>
<tr>
<td>290-3-3-.33 (2)(f)2.(iii)</td>
<td>Community resources to enhance physical activity opportunities.</td>
<td>Written exam</td>
<td>Grading scale</td>
</tr>
<tr>
<td>290-3-3-.33 (2)(f)3.(ii)</td>
<td>Participate in activities that lead to professional growth and development.</td>
<td>Research project</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

**COURSE CONTENT:**

Physical education as an umbrella profession
Development of the profession of physical education
  - Influence of Early Civilizations
    - Greece and Roman
    - The Middle Ages
    - Age of Enlightenment and European Influence
    - Colonial America
    - Battle of the Systems
    - Early 1900s and World War I
    - World War II
    - Modern Influence
  - Emerging Philosophy of Physical Education
    - Gymnastic philosophy
    - Muscular philosophy
    - Masculinity vs. Femininity
    - Amateurism
    - Character education
    - European antecedents
    - Play
Human movement
Play and sport education
Experiential and adventure education
Lifespan involvement

Basic Concepts of Sport
Sport as religion
Institutionalization of sport
Aesthetics of sport
Sport ethics
Sport programs
Problems and issues in sport

Basic concepts of fitness
Understanding fitness
Fitness training
Measuring fitness
Cosmetic fitness
Fitness programs
The fitness profession
Problems and issues in fitness

Basic concepts of physical education
Education through the physical
NASPE standards
Physical education curricula
Physical education programs
Technology in physical education
The physical education teacher
Problems and issues in physical education

Toward a National Infrastructure to Physical Activity and Healthy Lifestyles
Governmental involvement
Support from allied fields
Defining the present and future
Support from physical science
Support from social sciences
Future of Physical Education

**COURSE ACTIVITIES:**
Lecture/discussion
Group interaction
Reading assignments
Student project papers
Student presentations
Oral reports
Written exams

**GRADING PROCEDURE:**
The student’s grade in this course will be based on two (2) components: written exams and project papers. During this course five (5) written exams, including a final comprehensive exam, will be administered as a means of assessing the student’s knowledge of course material. Each exam will be scored on a 100 point basis. Also as part of this course, students will be required to submit five (5) projects on assigned topics. Each project will be evaluated on a twenty (20) point scale with the total number of points received on the five (5) projects representing the value of one (1) exam grade. The six (6) grades received will be averaged together and the final grade for the course determined according to the grading scale below.

Letter grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>B</td>
<td>92-85</td>
</tr>
<tr>
<td>C</td>
<td>84-77</td>
</tr>
<tr>
<td>D</td>
<td>76-70</td>
</tr>
<tr>
<td>F</td>
<td>69-0</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY:**
During this course the student will be allowed no more than six (6) absences. For each absence over the allowed six (6), the student’s final course grade will be dropped one (1) letter grade. Two (2) tardies will count as one (1) absence. Each student is responsible for monitoring his/her absences during this course.

**PERSONAL TECHNOLOGY POLICY:**
Use of cell phones or other electronic devices will not be allowed in class without prior instructor approval. Phones should be off or in silent mode. There is no reason for a student to have to send or address calls or messages during class. If the student has extenuating circumstances and needs to be available for an emergency, permission should be secured from the course instructor before class begins. The first time a cell phone rings in class may be attributed to poor judgment. If this occurs a second time the person who brought the phone to class will be dismissed from class for the day and counted absent and receive a grade of zero (0) for the day’s class work. This cell phone policy applies to all classes including exams and presentations.

**MAKE-UP POLICY:**
Each student is expected to be present for assigned exams. If a student is absent, he/she will receive a grade of “F” or zero (0) for the exam. At the discretion of the course instructor an absence may be excused in which case a make-up exam will be allowed. However, such cases are very rare and must involve extreme extenuating circumstances. This same policy will apply to assigned project presentations for this course.

**ACCOMMODATION STATEMENT:**
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities.
Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

ACADEMIC HONESTY:
Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy. Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties.
After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.