

LSC Use Only
Number: _____
Action: _____
Date: _____

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Number: 91-25e
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Foundations of Health, Physical Education
Suggested 20 Character Course Title: Found of HPE
Department: Health and Physical Education
Contact Person: Dr. Louis Sutton

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Louis A. Clark</i></u> Department Curriculum Committee	<u><i>James Y. Mill</i></u> Department Chairperson
<u><i>Mrs. M. Moore - Armstrong</i></u> College Curriculum Committee	<u><i>David C. Wenzel</i></u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

I. CATALOG DESCRIPTION

HP 142 Foundations of Health, Physical Education
3 credits
3 hours
Prerequisites: None (3c-01-3sh)

Historical, philosophical and psychosocial foundations of health and physical education are introduced. Specific emphasis is given to scientific theories and principles in such areas as health promotion and behavioral change, exercise physiology, motor development, kinesiology and motor learning.

PART II. DESCRIPTION OF CURRICULUM CHANGE

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2. SUMMARY OF THE PROPOSED REVISIONS

The course HP 142, Foundations of Health and Physical Education and Recreation has been revised to provide a greater emphasis in foundations of health education and less emphasis on recreation. Development of the concepts of health and wellness, historical evolution of school and community health education, and career options within the discipline of health education will be included. The course will be retitled HP 142, Foundations of Health and Physical Education.

3. OLD SYLLABUS AND NEW COURSE SYLLABUS

Both are enclosed in the proposal.

4. JUSTIFICATION FOR REVISION

The revision is based upon recommendation by the Department of Education in order that the Health and Physical Education Curriculum be in compliance with Standard I of the Pennsylvania Department of Education's Certification requirement. No part of this revision affects the Liberal Studies Program.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

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II. COURSE OBJECTIVES

This course will enable the student to:

- A. Define and describe health education as an academic discipline and as a profession.
- B. Define and describe physical education as an academic discipline and as a profession.
- C. Discuss the historical and philosophical foundations of health and physical education.
- D. Summarize the national agenda for health promotion and disease prevention.
- E. Identify and describe the basic functions of national, regional, state and local organizations which promote the professions of health and physical education.
- F. Write and orally defend a personal philosophy of health and physical education.
- G. Explain general theories of preventive health behavior, psychosocial foundations, humanities, exercise physiology, motor development, kinesiology and motor learning, within the professions of health and physical education.
- H. Explain the differences in meaning between the concepts of "health" and "wellness."
- I. Recognize the importance of individual lifestyle and self-management skills in the promotion of wellness in the areas listed: physical, emotional, intellectual, interpersonal, social and spiritual.

- J. Explain the concept of locus of control and its theoretical relationship to disease prevention and wellness promotion.
- K. Explain the essential components of a comprehensive school health program.
- L. Recognize the role of schools in achieving the national health promotion objectives.
- M. Identify various career possibilities within the professions of health and physical education.

III. COURSE OUTLINE

- (2 hours)
- A. Academic disciplines and subdisciplines of health and physical education: an overview.
- B. National agenda for health promotion and disease prevention.
 - 1. Health Objectives for the Nation: 1990.
 - 2. Current agenda: Objectives for the year 2000.
 - 3. Strategies to implement national health objectives in schools.
- (2 hours)
- C. Professional objectives of health and physical education.
 - 1. Role of professional organizations.
 - 2. Significance of professional role modeling.
 - 3. Relevance to health and physical education majors.
- (9 hours)
- D. Health
 - 1. Definitions of health and wellness
 - 2. Components of wellness: physical, psychological, social, spiritual and emotional
 - 3. Skills to promote health and wellness
 - 4. Locus of control
 - 5. Role of the school health program
 - a. Health instruction
 - b. Health services

- c. Healthful school environment
 - d. Physical education program
 - e. School food service
 - f. School counseling and psychological programs
 - g. School site health promotion program for faculty and staff
- E. Historical and philosophical foundations of health and physical education (6 hours)
- 1. Historical occurrences influencing the concept of health education and school health programs
 - 2. History of health and physical education
 - a. cultures
 - b. eras
 - 3. Definition of philosophy and importance of expressing a personal philosophy of health and physical education.
 - 4. Philosophies and their relationship to health and physical education: idealism, realism, pragmatism and existentialism.
- F. Psychosocial Foundations (3 hours)
- 1. Self-concept in physical education and health
 - 2. Appearance and body image
 - 3. Psychological factors affecting body performance such as stress, motivation and competition.
 - 4. Communication skills: implications for social and mental health.
 - 5. Value of exercise and fitness
- G. Humanities (2 hours)
- 1. Aesthetic appreciation of the human body.
 - 2. Achievement in physical education and athletics
 - 3. Importance of movement in creativity and expression.
 - 4. Promotion of personal health related expression and achievement of high level wellness.

- H. Exercise Physiology (3 hours)
1. Strength training: isotonic, isometric and isokinetic
 2. Anaerobic training
 3. Aerobic training
 4. Flexibility
 5. Dietary influence on exercise capabilities
 6. Ergogenic aids
- I. Motor Development (3 hours)
1. Growth patterns and physical performance
 2. Development of body awareness and related perceptions
 3. Skill refinement and maturation
- J. Kinesiology (3 hours)
1. Definition of forces
 - a. Anternal forces
 - b. External forces
 2. The efficient use of force in movement
 - a. Application of force
 - b. Absorption of force
- K. Motor Learning (3 hours)
1. Classifications of movement
 - a. Open and closed skills
 - b. Self-paced and externally paced
 - c. Body stability and transport
 - d. Manipulation and non-manipulation
 2. Practice and effects on performance
 3. Evaluation and feedback
- L. Career Exploration (4 hours)
1. School-based career options
 - a. Teaching at different academic levels: elementary, secondary, college
 - b. Teaching health: Certified Health Education Specialist (C.H.E.S.)
 - c. Teaching physical education

- d. Coaching sports
- 2. Alternate career paths
 - a. Health related fields: physical therapy, athletic training, nutrition
 - b. Fitness and sport programs in business/ industry
 - c. Health promotion efforts in community, worksite and medical settings

IV. EVALUATION METHODS

40% Two written tests (mid-term and final). Tests will be objective, consisting of true-false, multiple choice, matching, completion and short essay questions. Each exam will be weighted equally. 40 points for both exams.

20% Assigned readings in health, history, philosophy, psychosocial factors, humanities, motor development, kinesiology, motor learning. Students will be expected to provide a written summary of each reading (2 points per reading) and to participate in class discussions, regarding material read. 20 point total.

20% Oral Report - Each student will present an oral report on a specific area of interest based upon topics from the health text, Basic Stuff Series I Booklets, and other supplemental materials. Students will select a topic from one of ten areas: personal health behaviors, history, philosophy, motor development, humanities, psychology of sport, sociology of sport, exercise physiology, motor learning and corporate health promotion, disease prevention.

Grading of reports will be as follows:

content (valid, current).....	5 points
organization of concepts.....	5 points
delivery (voice, grammar).....	5 points
professionalism.....	5 points
Total.....	20 points

20% Research Paper - Each student will prepare an 8 to 10 page paper based on the selected oral report. The paper will include a table of contents and a bibliography. Research papers will be graded on content and form. 15 points content, 5 points format, 20 points total.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Basic Stuff Series I. (1987). Published by the American Alliance for Health, Physical Education and Recreation.

1. Exercise physiology
2. Kinesiology
3. Motor learning
4. Psychosocial
5. Humanities
6. Motor development

- * U.S. Department of Health and Human Services, Public Health Service. (1980). Promoting Health/Preventing Disease: Objectives for the Nation, Washington, D.C., U.S. Government Printing Office.

U.S. Department of Health and Human Services, Public Health Service (1990). Healthy People 2000: National Promotion and Disease Prevention Objectives, Washington, DC: U.S. Government Printing Office.

VI. BIBLIOGRAPHY

Allensworth, Diane and Wolford, Cynthia (1988). Achieving the 1990 health objectives through the schools. Bloomington, IN.: Tichenor Publishing.

Anspaugh, David J. and Ezell, Gene O. (1990). Teaching today's health. Merrill Publishing Company.

Bucher, Charles A. and West, Deborah H. (1987). Foundations of physical education and sport. 10th ed., Times, Mirror/Mosby.

Colfer, Hamilton, Magill, Hamilton. (1986). Contemporary physical education. Wm. C. Brown Publishers.

Pennsylvania State Department of Education. (1980 and 1984). Conceptual guidelines for health.

Creswell, William H. Jr. Newman, Ian, Anderson, C.L. (1985). School health practice. 8th Ed., Times Mirror/Mosby College Publishing.

- * Knowles, John H. (ed.) (1977). Doing better and feeling worse, health in the united states. W. W. Norton and Co.

- * historical reference

Lee, Phillip R. Estes, Carroll L. (1990). The nations health. 3rd Ed., Jones and Bartlett Publishers.

Siedentop, Daryl. (1990). Introduction to physical education, fitness, and sport. Mayfield Publishing Co.

Simons, Scott K. (1982). The philosophical behavioral and professional bases for health education. (Volume one of the SOPHE Heritage Collection of Health Education Monographs), Third Party Publishing Co.

Redican, Kerry J., Olsen Larry K. and Batti; Charles K. (1986). Organization of school health programs. Macmillan Publishing Company.

COURSE SYLLABUS

I. Catalog Description

HP 142 Foundations of Health, Physical Education, and Recreation

Scientific principles, philosophical considerations, and career opportunities in professions of health, physical education, recreation, and sport sciences.

II. Course Objectives

This course will assist the student to:

- 1) understand the nature of health, physical education, and recreation including physical education as a discipline and profession.
- 2) understand the various organizations (national, state, and local) and how they operate and to describe the functions and benefits of these organizations.
- 3) understand the foundations of HPER including the philosophical, historical, psycho-social, humanities, motor development, motor learning, kinesiological and exercise physiological aspects of the profession.
- 4) demonstrate a philosophy of HPER and create an awareness and attitude toward becoming a professional.
- 5) explore various career possibilities in the profession.

III. Course Outline

- A. Orient students to the course, discuss the requirements for graduation, explain the curriculum sequence, and discuss how the School of Human Ecology and Health Services and the Department of Health and Physical Education operate.
- B. Define physical education, explain the various sub disciplines within physical education, and explore various career options within the profession.
- C. Discuss the objectives of physical education and how to measure and evaluate these objectives, talk about professional organizations and their relevance to physical education majors; discuss the importance of being professional and how to be a good role model.

D. Historical and Philosophical Foundations

1. Primitive survival
2. History of physical education in various cultures and eras: Egyptian, Chinese, Indian, Hebrew, Greek, Roman, Middle Ages, Feudalism, Renaissance, German, Swedish, British, English and American
3. The meaning of philosophy and why it is important to have a philosophy in physical education
4. Components of philosophy
5. Various philosophies and how they relate to physical education--idealism, realism, pragmatism, and existailism

E. Exercise Physiology - topics

1. Strength Training--isotonic, isometrics, isokinetic
2. Anaerobic Training
3. Aerobic Training
4. Flexibility
5. How diet affects exercise
6. The values of exercise

F. Kinesiology

1. Defining force
2. Internal forces
3. External forces
4. The application and absorption of force
5. The effects of force on objects
6. The efficient use of force in basic skills of Physical Education

G. Motor Learning

1. Skill classifications--open and closed skills, selfpaced and externally paced, body stability and body transport, manipulation and non-manipulation
2. Practice and its effect on performance

3. Evaluation of skills
4. Timing and coordination
5. Types and uses of feedback

H. Psycho-Social Foundations

1. Self-concept in exercise and sport
2. Appearance and body image
3. Psychological factors affecting performance in physical activities
4. How competition affects performance
5. Relating to others in physical activity

I. Humanities in Physical Education

1. The appreciation of the human body as it pertains to aesthetics
2. Achievement through physical education and sport
3. The importance of movement toward being creative and expressive

J. Motor Development

1. Growth patterns
2. How growth affects physical performance
3. Development of body awareness, perception
4. Development of skills as they relate to growth

K. Career Exploration

1. Careers in a school setting
 - a. Levels of teaching--elementary, secondary, college
 - b. Health teaching
 - c. Coaching

2. Alternate career paths

- a. Community recreation
- b. Health-related fields--physical therapy, athletic training
- c. Fitness and sport in business and industry

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- A. 50% Test--Two written tests will be administered (mid-term and final) consisting of true-false, multiple choice, matching, completion and short essay questions. The tests will be approximately 100 points each.
- B. 25%--Each student will present an oral report on a specific area of interest. Reports will coincide with the Basic Stuff Series I Booklets. Supplemental material must be used in addition to the booklets. Students will select a topic from one of six areas: exercise physiology, motor learning, motor development, psycho-social aspects, humanities or kinesiology. Students will be required to do outside readings on topics relevant to the class discussions. They will be expected to summarize readings and to participate in class discussions regarding material read.
- C. 25% Research Paper--Each student will prepare an 8-10 page term paper on the selected oral report. The paper will include a table of contents and a bibliography. Research papers will be graded on content and form.

V. Required Textbooks: Basic Stuff Series I - Published by the AAHPERD

1. Exercise Physiology
2. Kinesiology
3. Motor Learning
4. Psycho-Social
5. Humanities
6. Motor Development

VI. Bibliography

Pestolesi, Robert A. and Baker, Cindi. Introduction to Physical Education: A Contemporary Careers Approach.

PENNSYLVANIA STANDARDS FOR PROGRAM APPROVAL
AND TEACHER CERTIFICATION:

Health and Physical Education

G.L. K-12
Scope: CSFG 55

Standard I

The program shall require a minimum of one-fourth of the four year curriculum in professional health education studies and one-fourth in professional physical education studies.

Standard II

The program shall require that the professional program be supported by studies in psychology, sociology, anatomy, physiology, educational psychology, educational philosophy, speech communication, and educational communication.

Standard III

The program shall require studies in the organization and administration of physical education including safety and legal liability, philosophy of health and physical education, kinesiology, physiology of exercise, curriculum planning and evaluation for health and physical education, evaluation of student achievement in health and physical education, health and physical education methodology, and the psycho-social aspects of health, health education, physical education and sports.

Standard IV

The program shall require of studies and experience in:

- . Fundamentals of movement
- . Rhythmics and dance
- . Gymnastics
- . Individual and dual sports
- . Lifetime sports
- . Team sports and games
- . Adventure activities and outdoor pursuits
- . Mass games and activities
- . Modified games and activities special populations
- . Aquatics

Standard V

The program shall require studies of:

- . Safety and first aid
- . Personal and physical health
- . Consumer health
- . Growth and development

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- . Family health
- . Disease prevention and control
- . Community health
- . Tobacco, alcohol and other drugs
- . Nutrition
- . Death and dying
- . Mental health
- . Sex education/human sexuality
- . Community health resources
- . Group dynamics and community organizations
- . Dental health

Standard VI

The program shall require studies of the common areas of exceptionalities the state and federal laws dealing with educating handicapped children in a regular physical education class; and the problems of students who, although not legally classified as handicapped, are unable to succeed in regular physical education class.

Standard VII

The program shall include a major student teaching experience in both health education and physical education with no less than one-fourth of the normal student teaching experience in each area. (See General Standard XI.) The student teaching experiences shall be divided between elementary and secondary levels.

Standard VIII

The program shall require professional studies distributed over the areas defined in General Standard XIV. The student teaching experience should require the candidate to demonstrate competency in these areas.