

UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

COURSE NUMBER: HPE 634
COURSE TITLE: Advanced Methods of Teaching in Physical Education or Health Education
SEMESTER HOURS: 3 semester hours
PREREQUISITES: Graduate status
REVISED: May 2012

CATALOG DESCRIPTION: Intensive study of current literature and analysis of research application to classroom teaching, including application in a field setting

TEXT: None. Instructor will provide handouts relative to the specific topics covered in this course.

COURSE OBJECTIVES: At the completion of this course the student will be able to:

- Describe factors in the community that influence physical education programs in the schools.
- Describe the role of physical education in the administrative structure of the school.
- Demonstrate knowledge of the content standards and of the scope and sequence of the physical education as defined in the Alabama Course of Study.
- Demonstrate knowledge of current methods and materials for teaching physical education and their importance to the achievement of the program objectives and state and national standards.
- Develop a yearly plan including at least one unit and accompanying daily lesson plans for a physical education program in a school setting.
- Demonstrate an understanding of the relationship between the basic physical education instructional program and intramural, extramural, and club activities; interscholastic athletics, and adapted physical education.
- Articulate a personal and professional philosophy of physical education as an integral element of the school curriculum.
- Describe learning theories which provide the underlying foundation of teaching methodology.
- Identify and discuss various disabilities encountered in a school setting and appropriate adaptations that can be made in physical education activities to accommodate students with these disabilities.
- Develop an appropriate assessment process based on principles of evaluation which can be applied to physical education programs in a school setting.

PROFESSIONAL STANDARDS AND ASSESSMENT: Content included in this course fulfill Alabama Physical Education Knowledge and Ability Standard 290-3-3-03:

- 290-3-3-.03(1)(c)2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

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

Standard Code	Standard	Assessment	Instrument
•290-3-3-.03(1)(c)2.(i)	Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the Alabama Course of Study for those teaching fields.	Exam	Grading scale

COURSE CONTENT:

- The community, school, and student
- Goals and program considerations
 - Developing program goals and objectives
 - State standards
 - NASPE standards
- The physical education teacher
- Teaching physical education
 - Development of a yearly schedule
 - The unit plan
 - Developing daily lesson plans
 - Relationship of physical education to related school programs
- Methods and materials for teaching physical education
- Evaluation
 - Cognitive domain
 - Psychomotor domain
 - Affective domain

COURSE ACTIVITIES:

- Lectures/discussions
- Small group projects
- Skills practice sessions
- Professional readings
- Article critiques
- Written exams

GRADING PROCEDURE:

Exam	20%
Lesson plans and presentation	40%
Position paper	20%
Task sheets and learning center	20%

During this course each student will be required to complete a series of assignments designed to assess the student's mastery of course material. These assessments will include a) a comprehensive written examination which will constitute 20% of the student's final course grade; b) a series of lesson plans and presentations on assigned activities, to be submitted via LiveText, which will constitute 40% of the student's final course grade; c) a position paper justifying physical education as an essential part of the school curriculum which will constitute 20% of the student's final course grade (this paper must include a minimum of six (6) references from professional publications); and d) development of task sheets and a learning center for a physical education activity which will constitute 20% of the student's final course grade.

The student's final grade in this course will be determined according to the following scale:

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59 and below

ATTENDANCE POLICY:

Graduate work is based on levels of maturity and seriousness of purpose which assumes regular and punctual class attendance. Whenever a student's absences for any reason exceed the equivalent of three (3) in the course, no credit may be earned and an "F" grade will be assigned.

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 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.

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.

UNIVERSITY OF NORTH ALABAMA 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.