



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) PE 22	(2) INTRODUCTION TO PHYSICAL EDUCATION	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	3.00	Degree applicable:		X
	Total Lab hours:	0	Non-degree applicable:		
	Total Contact hours:	54.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			Physical Education		
(5) Grading Basis: Grading Scale Only			General education category:		
	Pass/No Pass option	X	Major: PHYSICAL EDUCATION		
	Pass/No Pass only		Certificate of:		
(6) Advisories:			Certificate in: COACHING		
Eligibility for English 125 and			(10) CSU Baccalaureate: X		
Eligibility for English 126			(11) Repeatable: (A course may be repeated three times) 0		
(7) Pre-requisites (requires C grade or better):					
Corequisites:					

(12) Catalog Description:  
 Students will be introduced to the historical background, philosophy, objectives, and content of the modern physical education program in schools. Additionally, the scope and challenges of the profession of teaching physical education will be discussed. This course is required of all physical education majors.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. distinguish a variety of sub-disciplines within the Physical Education field.
- II. apply basic terminology which applies to kinesiology/biomechanics.
- III. identify the various levels of preparation (certification, masters and doctoral) relative to the teaching, coaching and research fields within Physical Education.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. describe the impact of WW II on the development of Physical Education as a part of the comprehensive public school system within the United States.
- II. examine the role of sport psychologists within the modern professional sports venue.
- III. assess the current status of Physical Education as an applied science and draw conclusions about the future of the discipline within the academic setting.
- IV. differentiate the various systems employed during the early evolution of Physical Education.
- V. summarize a brief history of sport and PE.

**IV. COURSE OUTLINE:**

**Lecture Content:**

- A. Lifespan Sport
  - 1. Early Years
  - 2. Youth Sports
  - 3. Young Adulthood
  - 4. Master Level Sports
- B. History of Physical Education
  - 1. Ancient History
  - 2. Birth of a Profession (1885)
  - 3. Battle of the Systems
  - 4. Emergence of Organized Sport
  - 5. WW I
  - 6. WW II
- C. Scholarly Study of Sport and Fitness
  - 1. Exercise Physiology
  - 2. Kinesiology/Biomechanics
  - 3. Motor Behavior
  - 4. Sport Sociology
  - 5. Sport Psychology
- D. Basic Concepts of Sport
  - 1. Sport as a Natural Religion
  - 2. Leisure, Play and Sport
  - 3. The Institutionalization of Sport
  - 4. Sport Ethics
- E. Problems and Issues in Sport
  - 1. Cooperation and Competition
  - 2. Youth Sport
  - 3. School Sport Programs
  - 4. Intercollegiate Sport Programs
  - 5. Equity in Sport
- F. Sport, Fitness and Physical Education in the Twenty-First Century
  - 1. Meeting the Public Health Challenge
  - 2. New Populations
  - 3. Equity in Sport, Fitness and Physical Education
  - 4. Activity and Leisure Industries
  - 5. Toward an Extended Physical Education
  - 6. Wellness as the Center of Lifestyle Education

**V. APPROPRIATE READINGS**

**Reading assignments may include but are not limited to the following:**

I. Sample Text Title:

- 1. Recommended - Siedentop *Introduction to Physical Education*, ed. 6th McGraw-Hill, NEW YORK, NY, 2007,

II. Other Readings

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The history of Physical Education and the impacts that WW I & II had on its development are explored in detail.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>	
Check either 1 or 2 below	
	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>
X	<b>2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>
	a) essay exam(s)
	d) written homework
	b) term or other paper(s)
	e) reading reports
	c) laboratory report(s)
	f) other (specify)

**Required assignments may include but are not limited to the following:**

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
X	c) homework problems		f) other (specify):

**Required assignments may include but are not limited to the following:**

1. Sport sociologists agree that athletic contests are the perfect “real-world” lab for the study of character development in young people. Discuss, citing examples.
2. Arnoldism, or the altruistic goal of honoring one’s opponent through fair and vigorous competition, is a lost value in American sports. Agree or disagree with supporting examples.
3. Character development through athletic contests is always positive. Support or argue this statement.
4. Ethics still permeates our society today and is the anti-thesis of a “win at all costs” approach to sports. Cite examples that support or argue this statement.
5. Do minority athletes become more fully integrated into the dominant culture that do their non-athlete peers? Support your argument from a sport sociologist’s perspective.
6. Sport has become so entrenched in American society that we no longer just look at Sport Sociology, but how fundamental cultural processes are influenced by sport and sporting events. Agree or disagree with supporting arguments.

<b>C. Skill demonstrations, including:</b>			
X	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

Teaching demonstration may be included as a required assignment. (specific weight training exercise such as bench press, sport-specific skill such as baseball hitting, etc.)

<b>D. Objective examinations including:</b>			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Exams 70% (quizzes, mid-term, and final) Practicum 30% (classroom participation)

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

	College-Level Criteria Met YES	NO
Textbook	<u>X</u>	_____
Reference materials	<u>X</u>	_____
Instructor-prepared materials	<u>X</u>	_____
Audio-visual materials	<u>X</u>	_____

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	_____
Text is used in a college-level course	<u>X</u>
Used grading provided by publisher	_____
Other: (please explain; relate to Skills Levels)	_____

Computation Level (Eligible for MATH 101 level or higher where applicable)	_____	<u>X</u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>X</u>	_____
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>X</u>	_____
Requires independent thought and study	<u>X</u>	_____

Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.

  X   \_\_\_\_\_

List of Reading/Educational Materials

Recommended - Siedentop *Introduction to Physical Education* , ed. 6th McGraw-Hill , NEW YORK, NY , 2007,

Comments:

\_\_\_\_\_ This course requires special or additional library materials (list attached).

\_\_\_\_\_ This course requires special facilities:

Attached Files:

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126)  
(as outcomes for English 262)

  X   Using phonetic, structural, contextual, and dictionary skills to attack and understand words.

  X   Applying word analysis skills to reading in context.

  X   Using adequate basic functional vocabulary skills.

\_\_\_\_\_ Using textbook study skills and outlining skills.

\_\_\_\_\_ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.

1. Students must be able to read and comprehend a college-level textbook.
2. Students must be able to read and comprehend test questions using basic related terminology.
3. Students must be able to present a teaching demonstration using appropriate vocabulary.

(eligibility for English 125)  
(as outcomes for English 252)

  X   Writing complete English sentences and avoiding errors most of the time.

  X   Using the conventions of English writing: capitalization, punctuation, spelling, etc.

  X   Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.

\_\_\_\_\_ Expanding and developing basic sentence structure with appropriate modification.

\_\_\_\_\_ Combining sentences using coordination, subordination, and phrases.

\_\_\_\_\_ Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

1. Students will write short answers on quizzes.
2. Students will write short essays.
3. Students will write teaching plan for demonstration project.

Check the appropriate spaces.

\_\_\_\_\_ Eligibility for Math 101 is advisory for the target course.

  X   Eligibility for English 126 is advisory for the target course.

  X   Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

**CONTENT REVIEW**

<b>REQUISITES</b>
No requisites