1. Department of Health and Physical Education

2. PE-815: Foundations of Physical Education

3. Pre-requisites: None, Co-requisites: None

4. Hours: 3, Credits: 3

5. Course description: This course introduces the discipline of physical education teacher education (PETE) to the future practitioner, providing theory, issues, and methods of current physical education practices as well as opportunities to observe these practices in K-12 schools.

6. Curriculum/curricula: PE-815 is a Physical Education required course for the following majors: A.A., Associates in Arts in Physical Education

7. General Education Objectives

<table>
<thead>
<tr>
<th>General educational objectives addressed by this course</th>
<th>Briefly describe activities in the course which help students meet each of these general education objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will communicate effectively through reading, writing, listening and speaking.</td>
<td>Students will review, discuss, and write about the history, philosophy, and current issues of physical education practices.</td>
</tr>
<tr>
<td>2. Students will use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.</td>
<td>Students will demonstrate an understanding of physical education/physical fitness from the perspective of students, parents, practitioners, and the community in order to identify key issues and problem-solve possible solutions.</td>
</tr>
</tbody>
</table>
| 3. Students will integrate knowledge and skills in their program of study. | Students will integrate physical education concepts from class readings, lectures, field observations, and practical peer-teaching experiences. 
Students will develop and defend a professional philosophy of physical education. |
| 4. Students will use information management and technology skills effectively for academic research and lifelong learning. | Students will build a physical education philosophy and curriculum designed to serve all students in effort to promote a physically-fit society. |
8. Course objectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will describe the foundational principles of physical education</td>
</tr>
<tr>
<td>2.</td>
<td>Students will describe the potential health benefits of physical activity</td>
</tr>
<tr>
<td>3.</td>
<td>Students will describe the historically negative social and psychological effects of traditional PE</td>
</tr>
<tr>
<td>4.</td>
<td>Students will discuss the new PE and advantages of student-centered PE</td>
</tr>
<tr>
<td>5.</td>
<td>Students will describe NASPE Content Physical Education Standards</td>
</tr>
<tr>
<td>6.</td>
<td>Students will reflect on field observations of Elementary and secondary PE programs</td>
</tr>
<tr>
<td>7.</td>
<td>Students will describe the main components of a lesson plan</td>
</tr>
<tr>
<td>8.</td>
<td>Students will design a PE lesson plan</td>
</tr>
<tr>
<td>9.</td>
<td>Students will teach a supervised PE lesson to peers</td>
</tr>
<tr>
<td>10.</td>
<td>Students will develop a professional Physical Education philosophy</td>
</tr>
<tr>
<td>11.</td>
<td>Students will describe various assessments used in PE</td>
</tr>
<tr>
<td>12.</td>
<td>Students will actively participate in all discussions, field experiences, and lab practicum</td>
</tr>
</tbody>
</table>

9. Summary of main topics

A. Historical aspects and issues of Physical Education: The course will commence with a historical overview of the U.S. physical education system, the meaning of the discipline, recent development of PE programs, the positive and negative issues of PE, and current trends toward physical fitness.

B. Current PE practices and perspectives: Students will examine PE perspectives in society including personal perspectives, film portrayals, and perspectives of parents and the community. Discussion will cover the physiological benefits of physical activity, the failure of traditional PE to reach all students, and the emergence of the “New PE.”

C. Philosophy of PE: Students will design a professional philosophy of teaching physical education. A philosophy helps a teacher to maximize his/her potential by providing focus, direction, strengths and understanding. Each student’s philosophy should be shaped by personal experiences, reflection, acquired knowledge, field experiences, persons of inspiration and guidance, and the views of others.

D. Lesson Planning: Lesson planning is the centerpiece of physical education instruction. Students will be introduced to the NASPE Content Standards, lesson objectives, lesson plan components, assessment, and peer-teaching activities.

E. Field Experience: Students will be required to observe physical education lessons at the elementary school and secondary school lessons. Students will arrange to visit local schools and participate in the observations. A summary paper will be required for each visit, along with signed verification documentation.
10. Example Texts/readings/ bibliography:


11. Methods by which student learning will be evaluated:

A. Exams
B. Philosophy paper
C. Observation papers and verification
D. Lesson plan evaluation
E. Peer teaching evaluation
F. Attendance and active participation in discussions and gymnasium practicum

12. Required attire: Students will be required to wear appropriate athletic attire and footwear when working in the gymnasium or outside fields and track.

13. Academic Integrity policy:

CUNY POLICY ON ACADEMIC INTEGRITY
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

1. Definitions and Examples of Academic Dishonesty

1.1. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.