

PE 280
Professional Foundations of Physical Education

Meeting Place: PE 114. 08:30-09:45, TR
Professors: Dr. Stephen C. Jefferies
Office Hours: By appointment. Sign-up sheet outside PE 103
Office: 103 PE Bldg
963-2241
jefferis@cwu.edu

Text & Readings:

1. There is no required text. Readings will be made available through the CWU Library and online.
2. Subscription to LiveText is required.
3. One new 3-ring notebook

Purpose of the Course:

The purpose of this course is to introduce students to historical and current perspectives on Physical Education and related fields. Additionally, students will be introduced to the requirements and philosophy of the Physical Education Teacher Education Program (PETE) at Central Washington University. As part of CWU's commitment to prepare highly qualified educators, this course utilizes our constructivism philosophy. In it we ensure that the learner creates knowledge, knowledge is "constructed" or made meaningful when the learner relates new information to prior or existing knowledge, that the knowledge is constructed and shaped by experiences and social interactions, and that the students will establish knowledge cooperatively. This class experience will contribute to students meeting the following CWU and State standards:

CWU Center for Teaching and Learning

CTL.1	DOMAIN: I) Evidence of Candidate Learning: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.1	STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.2	STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge
CTL.1.3	STANDARD: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills
CTL.1.4	STANDARD: Candidates reflect dispositions expected of professional educators
CTL.1.5	STANDARD: Candidates demonstrate a positive impact on student learning.
CTL.1.9	STANDARD: Candidates have opportunities to learn from a diverse representation of faculty.

Washington State Health & Fitness Standards

1.0 Common Core: Content Knowledge

A health/fitness teacher understands health/fitness content, disciplinary concepts, and tools of inquiry related to the development of a physically educated and health literate person.

S1.5 analyze current physical activity and health issues based on historical, philosophical, sociological, and psychological perspectives.

S1.7 employ concepts, assumptions, and debates central to the process of inquiry in the study of physical activity and healthy lifestyles.

S1.10 identify valid sources of information about health and physical education needs and interests.

5.0 Common Core: Communication

A health/fitness teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the learning environment.

S5.3 describe and model various communication strategies for use with learners, colleagues parents/guardians, and the community.

S5.4 use computers and other technologies to communicate, network, and foster inquiry.

S5.6 demonstrate proficiency in communicating health/fitness information and needs.

8.0 Common Core: Reflection

A health/fitness teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professionals in the learning community) and seeks opportunities to grow professionally.

S8.2 consult professional literature, colleagues, and other resources to develop professionally.

Instructional Objectives:

Specific instructional objectives include the following:

1. To introduce students to the teaching profession in physical education and specifically to the CWU PETE program with its requirements and expectations.
2. To provide a general introduction to the discipline of Physical Education, and related fields.
3. To assist students in becoming proficient in the academic skills necessary for successful completion of the PETE program.
4. To help students to begin to develop a professional portfolio.
5. To introduce students to instructional resources available online.

Student Learning Outcomes

Specific learning outcomes for students include the following:

1. Students will understand historical and contemporary influences on public school physical education.
2. Students will learn to critique, edit, and rewrite work samples to improve the quality of content and structure.
3. Students will learn about career opportunities in physical education and related fields.
4. Students will learn to reflect and think critically about current issues in physical education.
5. Student will learn to utilize a variety of sources for information gathering, and reference the sources accurately and appropriately.

Course Requirements:

1. Attending class and participating in discussions and activities. An extra emphasis is placed on being in class, *on time* and being prepared to take part in the activities for that day.
2. Work submitted in this class is a reflection of your professionalism. Therefore it is expected that all work be *typed* and *proofread* **prior** to submission. Papers are to be *stapled not folded on the corners*, and should be turned in without report covers unless otherwise requested. Your care in preparing work will be reflected in your grade.
3. Complete all outside assignments on time. Assignments must be turned in *at the end of class* on the day that they are due. Late assignments will not be accepted except in exceptional circumstances.
4. You will be expected to adhere to assignment-specific specifications when provided.
5. Cell phones are to be turned off during class. You will lose 5 points if your phone rings during class!
6. Please do *not* wear hats in any PE classes – theory or practice. Hats are outdoor wear. We are responsible for preparing you for the working world. Students in public school PE classes do not wear hats – we shouldn't either unless there is an obvious reason i.e. the sun! Also, you should not chew gum when in public school settings for the same reason.

Assignments

1. *Physical Education Philosophy Paper*: As will be explained during class, one of the requirements of the PE major (and most other majors) is to develop a portfolio. This assignment will form the first artifact in your portfolio. In approximately 500 words you should be able to share what you are striving to achieve as a PE teacher. The format for this paper is as follows: no longer than 500 words, double-spaced, 12-point font. Include a cover sheet with your name and the name of the class. Check very carefully for typos and grammatical errors. You will post initial and final copies of this assignment in your online LiveText portfolio. An evaluation rubric for this paper will be posted on Blackboard.
2. *PE Resource Notebook*: For this class, you are to keep a weekly online notebook on Blackboard of information you have read from one of the online resources for physical education. You will also be expected to print a copy and include it in your class notebook. You should delegate a 3-ring notebook for this specific class. **You must bring your notebook to every class meeting ready for discussion.** You will also keep class notes and handouts in this notebook too. Be sure everything is well organized. I urge you to get section dividers and neatly label them.
3. *Quizzes*: Several quizzes will be given regularly throughout the quarter. These quizzes will cover the assigned readings that you must do *before* coming to class. There will be no make-ups for absences or lateness unless these have been excused in advance. The purpose of these quizzes is to ensure that you come to class prepared to discuss the various topics. It benefits no one to pool our combined ignorance☺
4. *Final Exam*: The final exam will evaluate your understanding of all topics presented and discussed throughout the quarter.
5. *Bonus Opportunities*: From time-to-time you will be offered opportunities to earn bonus points. You should consider earning these to make up for any low scores in other areas or to demonstrate that you are planning to become an outstanding physical education teacher.

Evaluation and Grading:

You are expected to attend every class. If you miss a class for any reason you are expected to make up missed work. You will lose 5 points for every unexcused absence. An unexcused absence is one that the instructor is not informed about before it occurs. Attendance will be taken at the beginning of class. If you are late you will lose attendance points and will not be able to make up any missed class quizzes. Even if you are sick you can call and leave a message or send me an email! *Students with more than four unexcused absences will*

automatically fail the class. Your grade status will be shared regularly throughout the quarter. If you ever have questions about your grade please schedule an appointment to meet with me.

Evaluated Work (Approximate Points)	Final Grades:
1. Physical Education Philosophy Paper (30)	90-100% = A
2. Quizzes (approx. 80)	87-89% = A-
3. Online PE Resource Journal (approx. 100)	84-86% = B+
4. Final Exam (approx. 100)	81-83% = B
5. Bonus points including bringing work to class on due dates (TBA)	78-80% = B-
	76-77% = C+
	74-75% = C
	72-73% = C-
	70-71% = D+
	68-69% = D
	66-67% = D-
	0-65% = F
Lose 5 points for each unexcused absence. Maximum of 4 absences or automatic fail.	

Final Words of Advice:

1. Do the readings ahead of class. If you show up for class unprepared you will not do well.
2. Keep a "hard copy" of everything you turn in. Your computer WILL fail. It is just a question of when!
3. Get access to a computer and to your computer account PRONTO!
4. Take for granted that the worst will happen when using a computer and allow time for crises. Crashed drives, malfunctioning printers, etc. are no excuses for late work.
5. Read and follow directions for assignments and tests. They were given for a reason!
6. Don't assume - ask. See the instructor if you have questions. There are no stupid questions. Not asking questions is unacceptable as an excuse for not understanding or following the class expectations.
7. Challenge your prejudices about what "good" physical education really is.
8. Give me your *best* work and be enthusiastic.
9. In discussions see the other side and genuinely consider its merit.

Disability

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this form should contact the Disability Support Services Office, Bouillon 205 or dssrecept@cwu.edu or 963-2171 immediately.