COURSE TITLE: Introduction to Physical Education
COURSE NUMBER: PET 1000

COURSE DESCRIPTION (with prerequisites):
This course surveys the principles, history, and ethics of quality physical education programs. Topics include current issues and trends and career development in physical education. 3 semester hours credit

NAME(S) OF INSTRUCTORS:
Dr. Steven Givens, Z-224, Givenss@chipola.edu, (850)718-2299

EFFECTIVE ACADEMIC YEAR:
2016-17

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
None

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.
MAKE-UP POLICY:
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to
check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**FREE TUTORING RESOURCES:**
The Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

**ELECTRONIC DEVICE USAGE STATEMENT:**
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

REC 1: Demonstrate ability to teach individuals and groups to participate in a variety of sports.

REC 2: Demonstrate ability to organize large group activities for a variety of sports.

REC 3: Demonstrate ability to lead group activities in a social setting.

REC 4: Demonstrate ability to recognize broad needs of special populations and adapt, modify, or design special activities for them.

REC 5: Describe all aspects of outdoor recreation, conservation, and outdoor education.
**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR</th>
<th>DISCIPLINE-SPECIFIC COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PET 1000</td>
<td>REC 2,3,4</td>
<td>Q, T</td>
<td>Tests</td>
</tr>
<tr>
<td>• Describe the underlying historical, sociological, physiological, and philosophical principles of physical education. State Competency: Demonstrate knowledge of historical development of physical education and its relevance to the current program</td>
<td>RPT = Report/Presentation</td>
<td>Q, T, Proj</td>
<td></td>
</tr>
<tr>
<td>• Discuss and identify significant issues and trends that affect the physical education profession</td>
<td>SP = Skills Performance</td>
<td>Q, T, Proj</td>
<td></td>
</tr>
<tr>
<td>• Identify specific individuals and events that significantly contributed to the field of physical education</td>
<td>SD = Skills Demonstration</td>
<td>Q, T</td>
<td></td>
</tr>
<tr>
<td>• Describe the value of physical education on society past and present</td>
<td>W = Writing Assignments</td>
<td>Q, T</td>
<td></td>
</tr>
<tr>
<td>• Identify the career opportunities in allied fields</td>
<td>E = Essays</td>
<td>Q, T, Proj</td>
<td></td>
</tr>
<tr>
<td>• Discuss the relationship of physical education to the total education process of the individual</td>
<td>DE = Documented Essays</td>
<td>Q, T</td>
<td></td>
</tr>
<tr>
<td>• Discuss the relationship of the objectives of physical education to interscholastic athletics, intramurals, leisure, leisure studies and health education</td>
<td>RP = Research papers</td>
<td>Q, T</td>
<td></td>
</tr>
</tbody>
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**Assessment Codes**

|---------------------|--------------------------------|-------------------------|--------------------|-----------------------|-----------------------|-----------------------|---------------------------------------|------------------------|------------------------|------------------------|------------------------|----------------|------------------------|------------------------|--------|----------------|------------------------|------------------------|-----------------------------|-------------------------|-------------------------|----------------|------------------------|-------------------------|------------------------|-----------------|------------------|-----------------|----------------|---------------------|-----------------|---------------------|-------------------|------------------|-------------------|-------------------|

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

See chart, this syllabus
**ASSIGNMENT AND/OR COURSE OUTLINE**

**PET 1000**  
Introduction to Physical Education  
Course Handout

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaning and Philosophy</td>
<td>Quiz</td>
</tr>
<tr>
<td>2</td>
<td>Goals and Objectives</td>
<td>Test 1/Project</td>
</tr>
<tr>
<td>3</td>
<td>Role in Society and Education</td>
<td>Test 2</td>
</tr>
<tr>
<td>4</td>
<td>Historical Foundations</td>
<td>Test 3, Ch. 4/Project</td>
</tr>
<tr>
<td>5,6,7</td>
<td>Summary of [Motor Beh/, Biomec/ Ex. Phys]</td>
<td>Quiz/Quiz/Test 4 Ch. 5,6,7/Project</td>
</tr>
<tr>
<td>10</td>
<td>Career and Professional Development</td>
<td>Quiz/Project</td>
</tr>
</tbody>
</table>

**GRADING**

Tests/Projects = 10 points each/ 70 points total  
Quizzes= 3 points each/ 12 points total  
Projects= 3 points each/ 12 total  
Attendance= 6 points

A= 100-90 points  
B= 89-80 points  
C= 79-70 points  
D= 69-60 points  
F= below 60 points

See your Instructor First Day Handout for individual instructor assignment schedule.