



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

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:

2023-2024

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

No textbook or course materials are required to purchase for this course. ZTC

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.

Wendy Phippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183C, 850-718-2269, pippenw@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, live online tutoring conferences and individual tutoring sessions are available for a variety of courses through ACE@Home. For a conference schedule or to schedule an individual appointment, visit “ACE Tutoring” in the left navigation from any course in 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: Prepare individuals and groups to participate in a variety of sports.

REC 2: Demonstrate the ability to officiate various sport activities.

REC 3: Organize large group activities for a variety of sports.

REC 4: Lead group activities in a social setting.

REC 5: Recognize diverse needs of special populations.

REC 6: Describe various aspects of outdoor recreation, education and conservation.

REC 7: Demonstrate employability skills.

REC 8: Provide care for and demonstrate prevention of athletic injuries.

REC 9: Understand foundations of sport fitness and exercise physiology. |

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR PET 1000 The student will be able to:	DISCIPLINE-SPECIFIC COMPETENCIES	ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES	LEARNING ARTIFACTS FOR ASSESSMENT
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<ul style="list-style-type: none"> Identify and present principles of motor learning 	REC 1	T, RPT	Test, presentation
<ul style="list-style-type: none"> Develop class lesson plan for teaching motor skill 	REC 1	Proj.	Written project
<ul style="list-style-type: none"> Identify age appropriate motor skills for various grade levels 	REC 1	T	Test
<ul style="list-style-type: none"> Identify social bases of physical education in schools 	REC 1	T	Test
<ul style="list-style-type: none"> Present 9 principles of motor learning. (Teach motor skill) 	REC 1	RPT	Presentation
<ul style="list-style-type: none"> Identify significant events related to physical education 	REC 3	T	Test
<ul style="list-style-type: none"> Identify effective skill practice design for groups 	REC 4	Proj.	Written project
<ul style="list-style-type: none"> Identify social benefits of participation in physical education 	REC 4	T	Test
<ul style="list-style-type: none"> Identify issues related to evaluation of motor skill development 	REC 4	T	Test
<ul style="list-style-type: none"> Modify a planned activity to accommodate participation of disabled student(s) 	REC 5	Proj., RPT	Written project, presentation
<ul style="list-style-type: none"> Define modified and adapted activities as they relate to motor activities 	REC 5	T	Test
<ul style="list-style-type: none"> Identify stages of learning 	REC 5	T	Test
<ul style="list-style-type: none"> Identify grade level (age) appropriate activities related to the development of motor skills 	REC 5	Proj.	Written project
<ul style="list-style-type: none"> Identify organizations that serve the activity needs of disabled students 	REC 5	RPT	Presentation
<ul style="list-style-type: none"> Identify criteria necessary to receive Florida Teaching Certificate 	REC 7	RPT	Presentation
<ul style="list-style-type: none"> Identify typical duties of a physical education teacher 	REC 7	T	Test
<ul style="list-style-type: none"> Identify common acceptable and/or expected work habits/duties of physical education teachers 	REC 7	T	Test
<ul style="list-style-type: none"> Identify obesity rates for school aged children in Florida 	REC 9	Q	Quiz
<ul style="list-style-type: none"> Identify strategies to alleviate obesity among school aged children in Florida 	REC 9	Q	Quiz
<ul style="list-style-type: none"> Identify the function of major muscle groups related to motor skill development 	REC 9	T	Test
<ul style="list-style-type: none"> Identify specific health benefits of being physically active 	REC 9	T	Test
<ul style="list-style-type: none"> Identify various methods to assess cardiorespiratory, muscular, body composition, and flexibility fitness 	REC 9	T	Test

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
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MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

Lecture is the primary method of instruction. Lectures are enhanced by board illustrations, concept maps, and/or power point presentations. Additional teaching strategies may include: use of inquiry, critical thinking, class discussions and/or oral presentations.

ASSIGNMENT AND/OR COURSE OUTLINE

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