

Syllabus for
HPE 200—Introduction to Health, Physical Education, and Recreation
3 Credit Hours
Fall 2012

I. COURSE DESCRIPTION

A study of the basic concepts and principles that form the foundation of health, physical education, and recreation. Designed to acquaint the student with the organized body of knowledge in the disciplines and provide an understanding of the management of their programs. Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student do the following:

- A. Learn the basic foundations of health, physical education, and recreation through a study of the underlying principles and concepts.
- A. Obtain an understanding of the history of the fields of health, physical education, and recreation and an awareness of the trends in each field.
- B. Gain the knowledge and understanding required to develop a realistic philosophy of health, physical education, and recreation.
- D. Study of the different career fields in health and physical education.
- E. Understand different issues and trends involved in the field.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss the values and contributions of health, physical education, and recreation to an individual's total development. (SC 1)
- B. Develop a personal philosophy of physical education, exercise science, and recreation as it relates to his or her field of study. (SC 1)

The course goals for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. (SC 1)

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - Lumpkin, A. (2011). *Introduction to physical education exercise science and sport studies* (8th ed.). Columbus, OH: McGraw Hill.
ISBN-13: 978-0-07-352378-1
 - 2. Other
 - None

B. Optional Materials

1. Textbooks
Floyd, P., & Allen, B. (2008). *Introduction to careers in health, physical education and sports* (2nd ed.). Wadsworth/Cengage Learning.
ISBN-10: 0-495-38839-4, ISBN-13: 978-0-495-38839-5
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

- B. Department Policies and Procedures
1. Completion of a Course
All assignments are due on the dates assigned by the instructor and announced in class. Any assignment received after the scheduled due date is penalized one letter grade per day, including weekends, breaks, and holidays.
 2. Incompletes
An incomplete is given only after the student establishes, with the instructor and the department chair by written petition, that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to final exam week.
 3. Examinations
All late examinations will be assessed a late fee unless the student missed the exam due to an administratively excused absence. If the student has not made up the missed exam by the following class period, a grade of zero will be given for the missed examination.
 4. Attendance
 - a. Each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and an emergency. If a student has absences in excess of this number, the earned grade for the course will drop by a letter grade.
 - b. Administratively excused absences for university-sponsored activities are considered absent unless the student has done the following:
 - (1) Informed the professor before the event.
 - (2) Presented an administrative excuse form with appropriate signatures upon returning to class.
 - (3) Submitted any work due during the administratively excused absence.
 - (4) Has not committed to class presentation on the date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a presentation during the excused absence.
 - (5) Submitted work prior to the excused absence.
 - c. Coming late to class causes a disruption and an inconvenience to the other class members and the professor. Therefore, every two tardies equal one absence.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Grading:

(1) Tests (3)	60%
(2) Written assignments	<u>40%</u>
	100%
 - b. Grading scale:
 - A=90%
 - B=80%
 - C=70%
 - D=60%
 - F=59% and below

- c. Two regular unit tests and a final exam are given during the semester. They are announced in advance and cannot be made up unless administratively excused.
 - d. Written assignments are required. Papers must follow the form and style as presented by the instructor. The details are presented in class.
2. Whole Person Assessment Requirements
None

VI. COURSE CALENDAR

Week	Topic
1	Chapter 1, overview
2	Chapters 7-8
3	Chapter 9, history and test 1
4	Chapter 4, Philosophy of Careers
5	Chapters 5-6
6	Resumes and interviews
7	Selected careers
8	Selected careers
9	Selected careers
10	Test 2 and go over assignment, trends, and issues
	Issues and trends
	Issues and trends
	Students present issues and trends
	Students present issues and trends
	Issues and trends presentation

Course Inventory for ORU's Student Learning Outcomes
HPE 200—Introduction to Health, Physical Education, and Recreation
Fall 2012

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation				X
2E	Intellectual creativity		X		

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity		X		