

Syllabus for
HPER 200—Introduction to Health, Physical Education, and Recreation
3 Credit hours
Fall 2003

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 course is designed to help 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.
- B. Obtain an understanding of the history of the fields of health, physical education, and recreation and an awareness of the trends in each field.
- C. Provide knowledge and understanding required to develop a realistic philosophy of health, physical education, and recreation.
- D. Provide a thorough study of the different career fields in health and physical education.

III. COURSE OBJECTIVES

- A. Objectives
As a result of successfully completing this course, the student will be able to do the following:
 - 1. Discuss the relationship of other programs in the health fitness realm, to physical education, and the proper perspective of each program. (SC 1)
 - 2. Discuss the values and contributions of health, physical education, and recreation to an individual's total development. (SC 1)
- B. Objectives for students in Teacher Preparation Programs.
This Course Goals for the Teacher Preparation Program meets the "competency-based" requirements established by the Oklahoma Commission on Teacher Preparation. (SC 1)

IV. TEXTBOOKS

Lumpkin, Angela. (2003). Introduction to physical education, exercise science, and sport studies.

5th ed. McGraw-Hill Book Co.: Boston, MA.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
 - 2. Double cuts are assessed for absences immediately preceding or following holidays.
 - 3. Excessive absences can reduce a student's grade or deny credit for the course.

4. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. 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.

B. Course Policies and Procedures

1. Evaluation Procedures

Grading

- | | | |
|----|---------------------|-----|
| a. | Tests (3) | 75% |
| b. | Written Assignments | 25% |

2. Other Policies and/or Procedures

- a. Two regular unit tests and a final exam is given during the semester. They are announced in advance and cannot be made up unless administratively excused.
- b. These papers are required. Papers must follow the form and style as presented by the instructor. The details are presented in class.

VI. COURSE CALENDAR

Week 1 Concepts include:

1. a description of physical education
2. mind-body influence/educational domains
3. characteristics of lifelong activity

Week 2 Concepts include:

1. Lecture – Chapter 1
2. Lecture - Chapter 2; History of P.E.

Week 3 Concepts include:

1. Lecture – Chapter 2 and 3; history
2. Lecture – Chapter 3; history
3. group activity

Week 4 Concepts include:

1. philosophy checklist, assignment
2. lecture philosophy
3. lecture ethical concerns

Week 5 Concepts include:

1. ethical situations group activity
2. review for test.
3. **Text #1**

Week 6 Concepts include:

1. study of careers - intro
2. characteristics of a profession
3. professional organizations.
4. career research project assigned

Week 7 Concepts include:

1. the differences between the field of Kinesiology and Biomechanics
2. the various fields using information from Kinesiology and Biomechanics
3. Kinematics, kinetics, and optimization
4. absolute essentials of performance
5. implications for the real world
6. differences among the fields of motor learning and control
7. the various ways information from these fields is used

Week 8 Concepts include:

1. the field of exercise physiology
2. how information from this field is used
3. future of these sports
4. career reports given by students

Week 9 Career reports given by students

Week 10 Career reports given by students

Week 11 Career reports given by student

Week 11 Test #2

1. career fields in health and physical education
2. issues and trends in the physical education field (assign reports)

Week 12 1. youth sports
2. 21st century challenges

Week 13 Reports by students on issues and trends

Week 14 Concepts include:
Reports by students on trends and issues

Week 15 Concepts include:
1. reports by students on trends and issues
2. **Final Exam – Test #3**

Nancy Mankin
Name of Instructor

HPER 200
Course No.

Introduction To HPER
Title of Course

HPER
Name of Department

MISSION

The lifestyle at ORU is rooted in the word “Wholeness.” ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

Analysis:

To provide students with an understanding of the basic foundations of HPER.

Global perspectives:

To provide students with an understanding of the history of the fields of health, physical education and recreation

Valuing in decision making:

To provide students with an understanding of the values and contributions of the varied fields of HPER in the individual total development

COURSE GOALS

To help students understand the relationship of athletics and other programs to physical education

To provide students with the knowledge to develop a realistic philosophy of HPER

ASSESSMENT OF COURSE GOALS

STIMULI

Exams
Guest speakers
Written assignments
Observations
Interviews

CRITERIA

Exams (3)	75%
Written assignments	25%