



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**INTRODUCTION TO PHYSICAL EDUCATION  
HPE6311 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either the Freshman or Sophomore year.

**Catalog Description:**

**HPE6311 - INTRODUCTION TO PHYSICAL EDUCATION (3 hrs)**

An introduction to the study of physical education, its history, philosophy and practice.

**Prerequisites:**

None

**Controlling Purpose:**

This course is the foundation course for all P.E. majors. Its purpose is to introduce the student to the history of Physical Education from its beginning to current times. It will cover the founding fathers and issues that formed P.E. as we know it in the 21st century.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.

N = No instruction or training in this area.

<b>UNIT 1: HISTORICAL TRACKING OF P.E.</b>						
Outcomes: Upon completion of this unit, the students will be able to successfully ...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify differences in early cultures.
						Describe the first Olympic games.
						Compare athletic programs of different cultures.
						State country that brought our approach of sport to America.
						Identify famous founding fathers of P.E. in America.

<b>UNIT 2: FOUNDING FATHERS AND THEIR CONTRIBUTIONS</b>						
Outcomes: Upon completion of this unit, the students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Recall significant events in early American Physical Ed.
						Identify Early Americans who influenced Physical Ed. Programs.
						Analyze the differences in the battle of the systems.
						Examine what normal schools were and the purpose they served.
						Compare and contrast amateur and college sports for men and women.

**UNIT 3: ISSUES THAT DEVELOPED P.E.**

Outcomes: Upon completion of this unit, the students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify leaders of the New Physical Ed. Programs.
						Plan how intramurals developed.
						Explain recreation for fitness.
						Identify how youth programs developed.
						Recall the development of coeducational.
						Analyze some of the challenges of P.E. Programs in the 90's.
						Recall significant events in the twentieth century in Physical Ed. and sports.

**UNIT 4: HOW P.E. PERTAINS TO PEOPLES LIVES**

Outcomes: Upon n completion of this unit, the students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Apply & practice the term "Quality of Life".
						Define Physical Education and sports.
						Define the purpose of Physical Education and sports.
						Design objectives of Physical Education and sports.

**UNIT 5: PHILOSOPHY + ETHICS OF PHYSICAL EDUCATION**

Outcomes: Upon completion of this unit, the students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Develop a philosophy and why we should study it.
						Evaluate five different traditional philosophies.
						Define ethics.
						Develop one's own personal philosophy.

**UNIT 6: P.E. + ACADEMICS WORKING TOGETHER**

Outcomes: Upon completion of this unit, the students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Understand Academic principle.
						Discuss the differences of the discipline-profession debate.
						Recite the various Applied Sciences of Physical Ed.

**UNIT 7: ISSUES IN P.E. RELATED CAREERS**

Outcomes: Upon completion of this unit, the students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define competence as a Physical Education Instructor.
						Analyze merit pay.
						Explore career burnout.
						Compile a plan for job security.
						Analyze the value of Phys. Ed.

**UNIT 8: ISSUES IN SPORTS**

Outcomes: Upon completion of this unit, the students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss and understand Title IX.
						Girls and women in sports.
						Equality for minorities.
						Youth sports.
						Discuss difference between Interscholastic & Intercollegiate.
						Understand how sports & human values work together.

## UNIT 9: CHANGING NATURE OF P.E. AND SPORTS

Outcomes: Upon completion of this unit, the students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Analyze Elementary and Secondary school programs.
						Identify changes in school Physical Education programs.
						Describe the purpose for competency based teacher education.
						Discover coaching certification competencies.

### **Textbook:**

Contact Bookstore for current textbook.

### **Materials/Equipment Required:**

### **Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

### **Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

### **Maximum class size:**

Based on classroom occupancy

### **Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.