## Washington State University

**MAJOR CURRICULAR CHANGE FORM - - COURSE**

(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

<table>
<thead>
<tr>
<th>Future Effective Date: Fall 2012</th>
<th>New course</th>
<th>Temporary course</th>
<th>Drop service course</th>
<th>There is a course fee associated with this course (see instructions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(effective date cannot be retroactive)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Variable credit
- [ ] Increase credit (former credit)
- [ ] Number (former number)
- [ ] Crosslisting (between WSU departments) (Must have both departmental signatures)
- [ ] Conjoint listing (400/500)
- [ ] Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- [ ] Request to meet GER in (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
- [ ] Professional course (Pharmacy & Vet Med only)
- [ ] Graduate credit (professional programs only)
- [ ] Other (please list request)

### KINES

<table>
<thead>
<tr>
<th>course prefix</th>
<th>586</th>
<th>Methods of Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>course no.</td>
<td></td>
<td>title</td>
</tr>
</tbody>
</table>

2

<table>
<thead>
<tr>
<th>credit</th>
<th>lecture hrs</th>
<th>lab hrs</th>
<th>studio hrs</th>
<th>per week</th>
<th>per week</th>
<th>prerequisite</th>
</tr>
</thead>
</table>

**Description (20 words or less)**

Physical activity and health promotion for school programs, and educational/legal issues on physical and sexual abuse, K-8.

**Instructor:**

<table>
<thead>
<tr>
<th>Contact:</th>
<th>Phone number:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Buckley</td>
<td>(509) 335-9117</td>
<td><a href="mailto:buckleyl@wsu.edu">buckleyl@wsu.edu</a></td>
</tr>
</tbody>
</table>

**Campus Zip Code:** 2136

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

**Chair/date:** 9.24.11

**Dean/date:** 20-1

**General Education Com/date:**

**Chair (if crosslisted/interdisciplinary):**

**Dean (if crosslisted/interdisciplinary):**

**Graduate Studies Com/date:**

**All-University Writing Com/date:**

**Academic Affairs Com/date:**

**Senate/date:**

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.*
KINES 586  
Methods of health and Physical Education

Instructor: Phillip E. Morgan Ph.D., D.C.
Office: PEB 108
Office Hours: by appt, phone, or email.
Phone: Cell Phone – 509-432-4101 – Office Phone – 509-335-8838
Email: morganp@wsu.edu


Recommended Texts:

Purpose:
This course will survey and provide the K-8 pre-service teacher with an adequate background in the teaching of K-8 Health and Fitness. Attention will be given to the understanding of:

1. The purpose and place of Health and Fitness in a K-8 school program.
2. The characteristics of the participants and the selection of programs for health and fitness activities, suitable for primary (grades K-3), intermediate (grades 4-6), and middle school (grades 6-8).
3. The methodology to implement such a program for primary, intermediate and middle school aged children in instructing health and fitness.

In other words, this course will equip the K-8 teacher with a basic understanding of health and fitness content such that the material can be applied to practical application (WAC 180-82-332.6,a,b).

Learning Objectives
With successful completion of this course, the student will be able to (in varying degrees):

   Fitness
   1. Identify the developing physiological characteristics of children in grades K-8 (WAC 180-78A-270.1,d).
   2. Identify curriculum designed to help youth develop fundamental skills and progress to complex movement activities as physically able. Included in this is the Identification and application of the principals of gross, fine, and artistic movement to fitness teaching methodology (WAC 180-78A-270.1o,s,w).
   3. Formulate an understanding of the affect of physical fitness on an individual’s health and learning across the curriculum (WAC 180-78A-270.1e,p).
   4. Incorporate rules and safety procedures into physical activities (WAC 180-78A-270.1.g,h)
   5. Demonstrate practical knowledge in incorporating students with physical or mental disabilities into a fitness program (WAC 180-78A-270.n,o)
   6. Demonstrate an understanding of diverse student populations and incorporate teaching strategies that are inclusive and sensitive to their needs (WAC 180-78A-270.1,m,o).
   7. Demonstrate an understanding of the content of progression of physical activity (from fundamental movement to sports skills) and be able to adapt this progression to a physical education curriculum (WAC 180-78A-270.1,b).
8. Identify and utilize group and individual management techniques in a P.E setting (WAC 180-78A 270.1r).

Health
1. Demonstrate an understanding of the following 10 major topical areas in a K-8 school health curriculum through lecture, in class discussion, and teaching (WAC 180-78A 270.1b,f,y,w).
   a. Mental and emotional health.
   b. Personal health and hygiene including substance abuse.
   c. Growth and development.
   d. Nutrition.
   e. Communicable and chronic diseases.
   f. Environmental health.
   g. Accident prevention and safety and issues of child abuse including the identification of neglect, physical, emotional, and sexual abuse. Acquire and apply knowledge about issues related to abuse including (but not limited to) the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse, and knowledge in providing assistance to students who are victims of abuse (WAC 18078A-270.1j).
   h. Issues of substance abuse of which includes alcohol, tobacco, and illicit drugs (WAC 18078A-270.1j).
   i. Community and Consumer health. This includes an understanding of the collaborative framework between school colleagues, parents and agencies in the larger community in support of K-8 students health and well being as well as exploring the aspects or consumerism and its applicability to health issues and products (WAC 180-78A-270.1,u).

General
1. Demonstrate a general knowledge of the performance indicators for the Essential Academic Learning Requirement, the National Health Education Standards, and the Washington State Learning Goals and to apply these standards in lesson planning (WAC 180-78A-270.1,a).
2. Demonstrate professional teaching behaviors in planning, instruction, and evaluating (WAC 180-78A-270.1,s,t).
3. Demonstrate an understanding of technology by utilizing and applying technology in the area of research and presentation of lessons. Technology includes power-point configuration and presentation, worldwide web, email and attachment correspondence ((WAC 180-78A-270.1,x).
4. Demonstrate, through outside readings, an understanding of teaching methodology within schools and an understanding of cognition and the relationship to brain physiology (WAC 180-78A-270.1,d,r).
5. Apply classroom management techniques in the classroom, on the field, and in the gymnasium to aid in the enhancement of learning (WAC 180-78A-270.1,r,w).
Course Protocol

*Please note that health topics are denoted by italics*

Week 1

May 23  Growth and Development – Assign – Brain Rules & There are no shortcuts
        Instruction Planning and Evaluation / Assign Health Topics & assignment protocol.

May 24  Discussion of PE Progression Hierarchy/Curriculum.
        Diversity/Accommodation Issues in Health and Fitness.
        (Health Curriculum Overview).

May 25  Mental and Emotional Health (Spokane)
        Issues of Substance Abuse: Alcohol, Tobacco and Drugs (Pullman)

May 26  Family and Social Health (Spokane)
        Safety and Legal Liability

May 27  Fitness and Physical Activity - Exam I

Week 2

May 30  Memorial Day – No Class

May 31  Growth and Development (Pullman)
        Communicable and Chronic Diseases (Spokane)

June  1  Personal Health and Hygiene (Pullman)
        Consumer and Community Health (Spokane)

June  2  Injury Prevention and Safety (Child abuse) (Pullman)
        Management and Discipline

June  3  Nutrition (Spokane)
        Nuts and Bolts of Education in the State of Washington
        Exam II
Course Evaluation

Written Evaluations/ 2 exams (100 pts. per exam) 200 points

Health Topic lesson presentation 50 points
Handout will provide explanation.

Instructor Points 20 points
As your instructor, I reserve the right as a teaching professional to evaluate each student on items such as integrity, enthusiasm, effort, attendance, punctuality, participation, hygiene, and ability to teach related to overall conduct in the course. Let it be understood that these points are subjective in nature. Most students are able to achieve the maximum amount of points by exhibiting a high degree of the aforementioned qualities. However, points will be deducted for excessive violation of these qualities—again—based on instructor discretion.

ATTN: Because of the short time frame and the intensity of the content – strict attendance is required for HF 586!

Total points 270 points

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% - 100% = A</td>
</tr>
<tr>
<td>90% - 93% = A-</td>
</tr>
<tr>
<td>87% - 89% = B+</td>
</tr>
<tr>
<td>84% - 86% = B</td>
</tr>
<tr>
<td>80% - 84% = B-</td>
</tr>
<tr>
<td>77% - 79% = C+</td>
</tr>
<tr>
<td>74% - 76% = C</td>
</tr>
<tr>
<td>70% - 74% = C-</td>
</tr>
<tr>
<td>67% - 69% = D+</td>
</tr>
<tr>
<td>64% - 66% = D</td>
</tr>
<tr>
<td>63% &amp; below = F</td>
</tr>
</tbody>
</table>

Additional Information

Disability Statement
Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Center (DRC) in Administration Annex room 205, 335-1566, e-mail <mailto:drc@mail.wsu.edu>drc@mail.wsu.edu in Pullman. (Spokane campus see appropriate personnel for accommodations).
Academic Integrity

The integrity of the academic process requires honest academic conduct on the part of the students. To this end, T & L 483 students are expected to conduct themselves at a high level of responsibility in the fulfillment of the activities for this class. A student may be found to have violated this responsibility if he/she:

A) copies from another student’s work, test etc… and or plagiarizes work credited to someone else.
B) uses unauthorized notes.
C) receives or gives unauthorized information.
D) misrepresents their status or contributions on assignments or fieldwork.

Failure to adhere to academic integrity will result in dismissal from the course.

WSU Safety

Please familiarize yourself with information regarding campus emergencies/school closings by visiting this website: http://oem.wsu.edu/emergencies

Writing Proficiency

It is expected that all education students who have been certified through our program exhibit the highest level of writing proficiency. Therefore, 2 points will be deducted for each misspelled word, incorrect syntax, and/or other grammatical errors on any written document presented for grading purposes.

Judgment of Teaching Potential

As an instructor in a teacher education program, it is inherent, as part of my professional responsibility, to evaluate students ability to teach in our public schools. Therefore, there will be times that when constructive criticism will be rendered to students on their ability to instruct. The evaluative comments run the spectrum of commendation to concern. It is not the intent of this instructor to embarrass or compromise the feelings of the student and all advice should be looked upon as opportunity for growth. Those students who choose to be offended by this advice may be missing an opportunity for professional growth. It is strongly recommended that students meet with the instructor if they disagree with evaluations of teaching performance.

I reserve the right to change this syllabus and its contents at any time