COURSE SYLLABUS

**COURSE**: PE 266 *TECHNOLOGY IN HEALTH, PHYSICAL EDUCATION, AND RECREATION*

3 Credit Hours

**INSTRUCTOR**: Dr. Mike Butler, Associate Professor, Department of HPER

**OFFICE**: PE 218 V X 5947

[Link to ESU Syllabus Attachment](#)

**OFFICE HOURS**: TBA, and by appointment

**COURSE MATERIALS**: There is no required text to purchase for this course. All course content will be delivered through a combination of lecture and materials provided online through Blackboard. You will need a flash drive (USB storage device) to store your work on. These are widely available in different capacities. I would recommend at least 2 GB of memory.

**COURSE DESCRIPTION**: This course is designed to provide students with knowledge, skills, and tools to **effectively** implement technology in health, physical education and recreation. Students will have the opportunity to explore practical applications of technological in health, physical education and recreation.
COURSE OBJECTIVES:

- to understand the need for technological skills in health, physical education and recreation
- to apply technological skills to improve performance and the education process
- to acquire knowledge of current technological innovations and tools specific to physical education to enhance student learning. (KSBE Standard #4)
- to facilitate the development of the student with respect to the conceptual framework of the teachers college to produce candidates who are critical thinkers, create planners, and effective practitioners.

STUDENT OUTCOMES:

- Upon completion of this course students will demonstrate skills that will assist them in becoming professionals. Each student will be expected to:
  - demonstrate knowledge of computer basics and terminology.
  - identify components of computers
  - evaluate system specifications relative to value
  - demonstrate ability to locate and critique web-based HPER information
  - demonstrate proficiency with HPER software including:
    - Nutritional analysis software
    - Fitnessgram software
    - Programs that estimate caloric expenditure
    - Microsoft PowerPoint and Excel
  - demonstrate understanding on how to effectively implement HPER hardware tools
  - demonstrate proficiency in acquiring and working with digital images and video
  - demonstrate ability to create and post web pages
• demonstrate the ability to create and manage a web-based enterprise-level content management system

Schedule of Topics (tentative):

• Computer basics and terminology
  • Discussion of how computers work, parts of a computer, and computer terminology
  • Considerations for purchasing a computer

• Using web-based resources for HPER
  • Finding and evaluating HPER information on the WWW

• HPER specific technology
  • HPER Software
    • Fitnessgram
    • Programs that estimate caloric expenditure

  • Other software
    • Powerpoint
    • Excel

• Hardware implementation

• Graphics
  • raster and vector graphics
    • create GIF for web page
COURSE REQUIREMENTS:

It is critical to attend class regularly. Furthermore, it is the responsibility of each student to initiate and complete withdrawal procedures if he/she deems such action to be necessary. Make up work will only be accepted where applicable for excused absences. It is the responsibility of the student to complete make up work in a timely fashion where allowable.

Final Project

There will be a final project at the end of the course which will be worth 20% of the overall grade.

Quizzes

Quizzes may be announced or unannounced over previous material covered as well as assigned material. Missed quizzes may not be made up.

Assignments

Some assignments will be done in class while others will need to be completed outside of class. Assignments will be turned in electronically (mostly through Blackboard). Late work will not be accepted.
COURSE EVALUATION:

Assignments = 50%

Quizzes = 30%
Final Project = 20%

Grading

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = Less than 60%

Attendance Policy:

You are expected to attend each class and be on time. Attendance will be taken promptly at the beginning of each class. You will not be penalized for excused absences (see ESU policy for what constitutes an excused absence - ESU athletic events, etc....). Your final overall percentage will be reduced by 1 percent for each unexcused absence (after 1 "free" absence). Excessive tardiness will also count against your final overall percentage. Note that the attendance penalty (if any) is deducted from what Blackboard computes as your grade. What you can see when you check "My Grades" is your grade before any attendance penalty.

Student Academic Dishonesty Policy

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The division chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic
Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

**Academic Accommodations Statement**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. Contact the Office of Disability Services and Non-Traditional Student Programs at 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.

**Electronic Device Policy:**

Unless otherwise specified by the instructor, all personal electronic devices are to be turned off. Cell phones are not to be used in class. In the event of an emergency situation, please notify your instructor. If you are found using any electronic device, the consequences are at the discretion of the instructor (at the very least you will be asked to leave). On tests days, only electronic devices approved by the instructor will be allowed.

The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional...
development and growth of teachers, other school personnel, and those in the
helping professions: the value of diversity, the relevance of authentic assessment, the
essentials of professionalism, the importance of collaboration, the usefulness of
technology, and the power of reflection. ESU’s professional education programs as
well as the non-professional education programs offered within The Teachers
College devote themselves to the proposition that candidates who learn and grow in
such an atmosphere and who integrate knowledge, theory, and practice demonstrate
the proficiencies of the Professional at the time of program completion.

Teachers College Conceptual Framework Image