



LEYTE STATE UNIVERSITY
Visca, Baybay, Leyte 6521 A
Philippines

Office of the Board Secretary

EXCERPTS OF APPROVED MINUTES OF THE
3rd LSU Board of Regents Meeting
8 February 2002 * LNU, Tacloban City

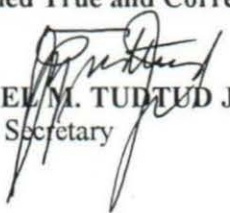
Proposal to Offer Diploma in Physical Education

Board Resolution No. 13, s. 2002

Approving the proposal to Offer a Diploma in Physical Education PROVIDED THAT the full-cost of the program be charged to the students.

BOARD ACTION: APPROVED
Date: 08 February 2002
ATTACHMENT: P

Certified True and Correct:


DANIEL M. TUDTUD JR.
Board Secretary

Rec'd NW 6/15/03



LEYTE STATE UNIVERSITY
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Philippines

Office of the Board Secretary

08 February 2002

**The Honorable Chairman and
Members of the LSU Board of Regents**

Ladies/Gentlemen:

I am hereby endorsing the "**Proposal to Offer a Diploma in Physical Education**" which was prepared by the Institute of Human Kinetics (formerly the Department of Physical Education). This proposal was presented to and approved by the University Academic Council during its 24 January 2002 meeting. The University Academic Council has endorsed the proposal for approval by the Board of Regents.

I am, therefore, recommending the same **FOR APPROVAL** by the Board of Regents.

Very truly yours,

PACIENCIA P. MILAN
President

BOARD ACTION : _____

DATE : 08 February 2002

PROPOSAL TO OFFER A DIPLOMA IN PHYSICAL EDUCATION

RATIONALE

A common scenario across the Eastern Visayas region and even in the whole country is the practice of hiring generalist teachers in primary and secondary schools who are often inadequately or inappropriately prepared to teach physical education. The majority of the physical education teachers, both in private and public schools, are untrained and they conduct physical education lessons as supervised play only. In some schools, where unqualified teachers often teach physical education, quality of delivery of Physical Education courses is affected. Teachers frequently leave students at the start of the lesson only to return at the end to take them back to their classrooms. Furthermore, physical education is taught by non-specialist teachers or individuals called upon to teach physical education simply because of their expertise as athletes but are not properly trained as teachers, hence, quality of instruction suffers.

In a recently conducted (*July-September 2000*) need assessment survey in Region VIII, of the 149 respondents, 80% pointed out the need to upgrade their competency by taking up a Diploma in Physical Education. Teachers who are presently teaching the subject are either graduates majoring in English, Math, History, Horticulture, Business Management, Furniture & Cabinet Making Technology, or Animal Husbandry . (*Please see attached survey results*)

With the abovementioned inadequacies and gaps in teaching physical education courses, the Institute of Human Kinetics feels the necessity to upgrade and help practitioners to be competent, effective and qualified to teach in the areas of health, physical education recreation, sports and dance – a no guesswork thing as what still many Filipinos think as “PE lang” or “laro lang ‘yan.” Thus, the Institute strongly feels the urgent need to offer the Diploma in Physical Education.

The Diploma in Physical Education is a required course for non-physical education majors who wish to pursue a graduate work in physical education. This program is designed particularly for those who are teaching physical education in the field but are neither physical education major or minor. Likewise, this is also designed to help those who are assigned as sports coordinators in the barangays, government or private agencies or maybe assigned as coaches or trainers of athletic teams or any event but wanting in theoretical and technical training in the field of sports, dance or recreation.

The principal aim of the diploma course is to improve students' knowledge, attitude and skills relative to their present job assignment. The course is not structured because the students in this program are likely to be working and may enroll in one or two courses a semester or summer. This is because their employers cannot allow them to take a leave of absence for the length of time ordinarily required to finish the course. However, a set of subjects by term is lined up for those who wish to enroll in a regular semester. For full time students, the program takes one year and one summer to finish.

OBJECTIVES

Cognitive

1. To upgrade the skills of physical education teachers and sportsmen who are in the field working as sports director, officials, coaches, trainers, recreation, and leisure programmers.
2. To teach reasonably well dance, sports and recreational activities.

Affective

1. To ensure the professionalization of physical education teachers, coaches and trainers.
2. To provide the desire for a continuing mass-based sports-for-all development programs in the countryside.

Psychomotor

1. To coach and officiate competently in different sports, recreation, dance competitions.
2. To ably manage athletic meets and recreational programs.

GRADUATE PROFILE

Upon completion of the course, a DPE graduate will now qualify to proceed to a graduate program in Physical Education and handle physical education classes in the elementary secondary and collegiate levels competently. They may coach teams, handle recreational programs in the community and leisure industries and specialize in the areas of health, physical education, sports, recreation and dance.

ATHLETIC FACILITIES

The athletic facilities of the University are spread over a great area of the university compound. The complex consists of three tennis courts, track and field oval, soccer/football field, softball/baseball diamonds, sepak takraw court, volleyball courts, basketball courts and badminton courts.

Indoor, the gymnasium has the following: a basketball court, two volleyball courts, three badminton courts and areas for gymnastics, dance, table tennis and tae kwon do.

Inside the Institute of Human Kinetics building, a physical conditioning room houses a complete set of 18-station Nissen physical conditioning gadget, various weights, 2 units 12-way treadmill and 2 units abdominal shaper.

1 FACULTY PROFILE

| REGULAR FACULTY | DEGREE | COURSES TO HANDLE |
|-----------------------------|---|--|
| Prof. Remedios R. Russel | MPE, UP Diliman | PHED 102 PHED 104 PHED 105 PHED 112 |
| Prof. Thelma C. Zafrá | Graduate Certificate in Physical Education (MAT), Phil. Normal University | PHED 111 PHED 114 PHED 122 PHED 123 |
| Prof. Eliseo P. Pastrano | MA in Education - PE, Cebu Normal University | PHED 101 PHED 111 PHED 123 PHED 124 |
| Prof. Vicente B. Antipaso | MPE, UP Diliman | PHED 106 PHED 111 PHED 113 PHED 133 |
| Mrs. Aleli A. Villocino | MSPE, UP Diliman | PHED 114 PHED 131 PHED 132 PHED 134 |
| Mr. Fermin P. Inoferio* | BSED-PEHM, Silliman University | PHED 111 PHED 121 PHED 123 PHED 124 |
| Miss Florife A. Gatchalian* | BSED-PEHM, Silliman University | PHED 111 PHED 112 PHED 133 |
| Mrs. Mary Jean M. Sapan* | BEED-PE, Cebu Normal University | PHED 111 PHED 112 PHED 122 PHED 123 |
| Mr. Junnie P. Padillo* | BSED-PE, Cebu Normal University | PHED 111 PHED 112 PHED 106 PHED 132 |
| AFFILIATE FACULTY | | |
| Prof. Martha Y. Villalino* | BSE-PE, University of the Visayas | PHED 121 PHED 122 PHED 123 |
| Dr. Delsergs Jose M. Abit | Doctor of Medicine, RTR Medical School | PHED 103 |

• with Masteral Units in PE

• CURRICULUM

**DIPLOMA IN PHYSICAL EDUCATION
(Regular Year)**

| | | No. of Meetings/Hour | Units |
|--------------------------------|---|-------------------------|-----------|
| 1st Semester | PHED 101 - History & Development of Physical Education | 3 | 3 |
| | PHED 103 - Human Anatomy & Physiology | 3 | 3 |
| | PHED 105 - Strategies of Teaching Physical Education | 3 | 3 |
| | PHED 111 - Team Sports | 2 | 2 |
| | PHED 113 - Sports Management | 2 | 2 |
| | PHED 121 - Fundamental Rhythms | 2 | 2 |
| | PHED 131 - Recreational Activities | 2 | 2 |
| 2nd Semester | PHED 102 - Organization & Management of Physical Education | 3 | 3 |
| | PHED 104 - Motor Skill Learning | 3 | 3 |
| | PHED 106 - Fitness and Health | 3 | 2 |
| | PHED 112 - Individual/Dual Sports | 2 | 2 |
| | PHED 122 - Philippine Folk Dance | 2 | 2 |
| | PHED 124 - Foreign Folk Dance | 2 | 2 |
| | PHED 132 - Philippine Games | 2 | 2 |
| Summer | PHED 114 - First Aid, Life-Saving and Water Safety | 2 | 2 |
| | PHED 123 - Social Dances | 2 | 2 |
| | PHED 133 - Outdoor Recreation | 2 | 2 |
| | PHED 134 - Community Recreation | 2 | 2 |
| Total | | | 42 |

DIPLOMA IN PHYSICAL EDUCATION

(Summer Term)

| COURSES | | No. of Meetings/Hour | Units |
|------------------------|---|----------------------|-------|
| 1 st Summer | PHED 101 - History and Development of Physical Education | 3 | 3 |
| | PHED 111 - Team Sports | 2 | 2 |
| | PHED 121 - Fundamental Rhythms | 2 | 2 |
| | PHED 132 - Philippine Games | 2 | 2 |
| 2 nd Summer | PHED 102- Organization & Management of Physical Education | 3 | 3 |
| | PHED 113 - Sports Management | 2 | 2 |
| | PHED 122 - Philippine Folk Dance | 2 | 2 |
| | PHED 131 - Recreational Activities | 2 | 2 |
| 3 rd Summer | PHED 103 - Human Anatomy & Physiology | 3 | 3 |
| | PHED 112 - Individual/Dual Sports | 2 | 2 |
| | PHED 124 - Foreign Folk Dance | 2 | 2 |
| | PHED 134 - Community Recreation | 2 | 2 |
| 4 th Summer | PHED 105 - Strategies of Teaching Physical Education | 3 | 3 |
| | PHED 104 - Motor Skill Learning | 3 | 3 |
| | PHED 114 - First Aid, Life-saving and Water Safety | 2 | 2 |
| 5 th Summer | PHED 106 - Fitness and Health | 3 | 3 |
| | PHED 123 - Social Dances | 2 | 2 |
| | PHED 133 - Outdoor Recreation | 2 | 2 |
| Total | | | 42 |

PROPOSED COURSE OFFERING

| | <u>Courses</u> | <u>Units</u> |
|---------------------------|---|-----------------|
| PHED 101 | History and Development of PE | 3 |
| PHED 102 | Organization & Management of PE | 3 |
| PHED 103 | Human Anatomy and Physiology | 3 |
| PHED 104 | Motor Skill Learning | 3 |
| PHED 105 | Methods and Strategies of Teaching PE | 3 |
| PHED 106 | Fitness and Health | 3 |
| PHED 111 | Team Sports | 2 |
| PHED 112 | Individual/Dual Sports | 2 |
| PHED 113 | Sports Management | 2 |
| PHED 114 | First Aid, Life-Saving and Water Safety | 2 |
| PHED 121 | Fundamental Rhythms | 2 |
| PHED 122 | Philippine Folk Dance | 2 |
| PHED 123 | Social Dances | 2 |
| PHED 124 | Foreign Folk Dance | 2 |
| PHED 131 | Recreational Activities | 2 |
| PHED 132 | Philippine Games | 2 |
| PHED 133 | Outdoor Recreation | 2 |
| PHED 134 | Community Recreation | 2 |
| Total No. of Units | | 42 units |

COURSE NUMBERING:

| | |
|--------------------|----------------|
| General: | 101-109 |
| Sports: | 111-119 |
| Dance: | 121-129 |
| Recreation: | 131-139 |

COURSES FOR INSTITUTION

PHED 101 – History and Development of Physical Education

Principles, philosophies and practices of physical education through its historical development.

Rationale:

Students are able to have an understanding of the guiding principles, philosophic beliefs and events in the past and how they have shaped and molded the development and growth of physical education today.

| | |
|----------------------|----------------------------------|
| <i>Prerequisite:</i> | <i>Consent of Instructor</i> |
| <i>No. of Hours:</i> | <i>3 hrs. / week (3 lecture)</i> |
| <i>Credit:</i> | <i>3 units</i> |

PHED 102 – Organization & Management of Physical Education

Concepts, objectives, forms, organization and management of physical education; evaluation of current physical education programs.

| | |
|----------------------|----------------------------------|
| <i>Prerequisite:</i> | <i>Consent of Instructor</i> |
| <i>No. of hours:</i> | <i>3 hrs. a week (3 lecture)</i> |
| <i>Credit:</i> | <i>3 units</i> |

Rationale:

This course will help students to learn the basic concepts and principles in administration to bring about successful and effective physical education programs.

PHED 103 – Human Anatomy and Physiology

Structure and functions of the human body with emphasis on musculo-skeletal systems in relation to effective human movements.

| | |
|----------------------|----------------------------------|
| <i>Prerequisite:</i> | <i>Biology 11</i> |
| <i>No. of Hours:</i> | <i>3 hrs. a week (3 lecture)</i> |
| <i>Credit:</i> | <i>3 units</i> |

Rationale:

This course will provide students and practitioners familiarity with anatomical structures and an appreciation of the physiological processes and how these are related and applied to human movements.

PHED 104 – Motor Skill Learning

Acquisition and performance of basic locomotor and non-locomotor skills required in the teaching of movement education particularly in the elementary and secondary levels.

| | |
|----------------------|--|
| <i>Prerequisite:</i> | <i>PHED 103 – Human Anatomy and Physiology</i> |
| <i>No. of hours:</i> | <i>3 hrs. a week (3 lecture)</i> |
| <i>Credit:</i> | <i>3 units</i> |

1 **Rationale:**

2 Students will understand the fundamental movements necessary in effective human motor
3 performance.
4
5

6 **PHED 105 – Strategies of Teaching Physical Education**

7 Appropriate methods and techniques in teaching physical education.
8

9 *Prerequisite:* *Consent of Instructor*
10 *No. of hours:* *3 hrs. a week (3 lecture)*
11 *Credit:* *3 units*
12

13 **Rationale:**

14 This course will enable non-specialists to develop and understand a realistic and workable
15 instructional framework for an effective delivery of various teaching functions to facilitate student
16 learning.
17
18

19 **PHED 106 – Fitness and Health**

20 Identification, development and assessment of various fitness activities and concepts in
21 relation to health.
22

23 *Prerequisite:* *Consent of Instructor*
24 *No. of hours:* *3 hrs. a week (3 lecture)*
25 *Credit:* *3 units*
26

27 **Rationale:**

28 This course is designed to expose students to various types of fitness activities and should
29 able to formulate and choose appropriate programs for specific group of participants.
30
31

32 **PHED 111 – Team Sports**

33 Fundamental knowledge and techniques in teaching team sports and game officiating.
34

35 *Prerequisite:* *Consent of Instructor*
36 *No. of hours:* *2 hrs. a week (2 lecture)*
37 *Credit:* *2 units*
38

39 **Rationale:**

40 Students will gain basic understanding of the step-by-step approach in learning team sports, such
41 as basketball, volleyball, softball/baseball, soccer football, and developing skills in effective teaching and
42 game officiating.
43
44

45 **PHED 112 – Individual/Dual Sports**

46 Fundamental knowledge and techniques in teaching individual/dual sports and game
47 officiating.
48

49 *Prerequisite:* *Consent of Instructor*
50 *No. of hours:* *2 hrs. a week (2 lecture)*
51 *Credit:* *2 units*

Rationale:

Students will gain basic understanding of the step-by-step approach in learning individual/dual sports, such as Gymnastics, Athletics, Tennis, Table Tennis, Badminton, Sepak Takraw, Swimming, and developing skills in effective teaching and game officiating.

PHED 113 – Sports Management

Organization, conduct and supervision of various types of sports competition.

| | |
|----------------------|----------------------------------|
| <i>Prerequisite:</i> | <i>Consent of Instructor</i> |
| <i>No. of Hours:</i> | <i>2 hrs. a week (2 lecture)</i> |
| <i>Credit:</i> | <i>2 units</i> |

Rationale:

Students will gain fundamental knowledge in formulating concepts and procedures related to effective sports management.

PHED 114 – First Aid, Life-Saving and Water Safety

Lecture-demonstration on first aid measures for common accidents and emergencies, lifesaving and water safety training.

| | |
|----------------------|----------------------------------|
| <i>Prerequisite:</i> | <i>Consent of Instructor</i> |
| <i>No. of hours:</i> | <i>2 hrs. a week (2 lecture)</i> |
| <i>Credit:</i> | <i>2 units</i> |

Rationale:

The students will be taught basic knowledge in handling common sports injuries and how to administer the appropriate first aid.

PHED 121 – Fundamental Rhythms

Analysis of musical forms and structure in relation to movement.

| | |
|----------------------|----------------------------------|
| <i>Prerequisite:</i> | <i>Consent of Instructor</i> |
| <i>No. of hours:</i> | <i>2 hrs. a week (2 lecture)</i> |
| <i>Credit:</i> | <i>2 units</i> |

Rationale:

The students will be given the opportunity to analyze and understand musical alignment and musical structure in relation to different dances and rhythmic activities and will be able to develop skills for dance movement.

PHED 122 – Philippine Folk Dance

Methods and materials of folk dance instructions in the elementary, secondary and collegiate levels.

| | |
|----------------------|---------------------------------------|
| <i>Prerequisite:</i> | <i>PHED 121 (Fundamental Rhythms)</i> |
| <i>No. of hours:</i> | <i>2 hrs. a week (2 lecture)</i> |
| <i>Credit:</i> | <i>2 units</i> |

Rationale:

It helps students learn about, experience and appreciate the uniqueness of Philippine culture through dance and help promote cultural awareness.

PHED 123 – Social Dances

Rhythms and dances of social dances.

Prerequisite: PHED 121 (Fundamental Rhythms)
No. of hours: 2 hrs. a week (2 lecture)
Credit: 2 units

Rationale:

Students will learn the step-by-step progression of popular social dances then develop the capability to create dance routines.

PHED 124 – Foreign Folk Dance

Rhythms and dances of foreign countries.

Prerequisite: PHED 121 (Fundamental Rhythms)
No. of hours: 2 hrs. a week (2 lecture)
Credit: 2 units

Rationale:

Learning of foreign folk dances that represent an optimal mix of cultural diversity and linking physical education with other subjects, such as geography, language and arts.

PHED 131 – Recreational Activity Leadership

Organization, conduct and supervision of various recreational activities.

Prerequisite: Consent of Instructor
No. of hours: 2 hrs. a week (2 lecture)
Credit: 2 units

Rationale:

This course will enable students to create a variety of practical ideas in music, games, social recreation, hobbies, and arts and crafts as useful recreational activities and acquire recreational skills needed for active living.

PHED 132 – Philippine Games

Selection, conduct and supervision of Philippine games suitable for elementary, secondary and collegiate levels.

Prerequisite: Consent of Instructor
No. of hours: 2 hrs. a week (2 lecture)
Credit: 2 units

1 **Rationale:**

2 This will provide students ideas to help them develop an appreciation of Philippine culture while
3 enjoying physical activity and skills in identifying appropriate games for specific levels.
4
5

6 **PHED 133 – Outdoor Recreation**

7 Basic knowledge and skills in camping and other outdoor adventure sports.
8

9 *Prerequisite:* *Consent of Instructor*
10 *No. of hours:* *2 hrs. a week (2 lecture)*
11 *Credit:* *2 units*
12

13 **Rationale:**

14 This course will provide students practical safety guidelines, general principles and concepts
15 camp management and other outdoor adventure activities.
16

17 **PHED 134 – Community Recreation**

18 Methods and techniques in recreation leadership and programming in community
19 recreation.
20

21 *Prerequisite:* *Consent of Instructor*
22 *No. of hours:* *2 hrs. a week (2 lecture)*
23 *Credit:* *2 units*
24
25

26 **Rationale:**

27 This course will give students an in-depth study on the key elements of effective community
28 recreation leadership and philosophical foundations of community recreation programming.