I. **Course Description:** This course is designed to provide knowledge and experiences that lead to a general understanding of health information and principles of kinesiology for children ages 5-12.

II. **Intended Learning Outcomes/Goals/Objectives:**
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course supports SFA’s strategic plan Initiative #4: Develop a learner-centered environment.
This course supports SFA’s COE Goal #2: Prepare teachers, support personnel, and educational leaders. This course supports the College of Education’s (COE) mission by preparing physical educators who are competent, caring, and enthusiastic. The vision of the COE coincides with the emphasis of this course upon academic excellence, life-long learning, cultural diversity, integrity, responsibility, and ethical behavior.

**SFA B.S. Kinesiology Program Learning Outcomes (PLO) Addressed:**
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

**Student Learning Outcomes Addressed:**
The student will be able to:
- discuss an overview of physical education and the influences upon the field.
- explain the relationship of physical activity and the growing child (PLO 3).
- develop a four part lesson plan in physical education and/or a health lesson plan (PLO’s 3, 4, 5).
- discuss the establishment and maintenance of the proper environment for learning (PLO 5).
- describe effective management and discipline techniques (PLO 5).
- list activities for children with varying disabilities (PLO 3).
- analyze legal liability and proper care of students (PLO 5).
- list the various forms of evaluation in physical education (PLO 1).
- discuss wellness concepts for quality lifestyles (PLO 2).
- evaluate facilities, equipment, and supplies for physical education (PLO 3, 4, 5).
- analyze and interpret the reading materials through the use of study questions and class discussions.
- effectively discover, develop, organize and phrase the course information in written form through the use of essays, papers and/or reports.
- orally communicate clearly, coherently and persuasively the course information through the use of group discussions and/or presentations.
Professional Organization Standards Incorporated

TExES Standards for Physical Education EC-12 (State Board of Educator Certification)
Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
Standard II: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promote students’ self-management, self-motivation, and social skills through participation in physical activities.
Standard III: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

NASPE Standards Addressed:

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill and Fitness Based Competence
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Physical Education Generalist EC-6 Standards addressed in this course:
Standard II. The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
Standard III. The physical education teacher uses knowledge of individual group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.
Standard IV. The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.
Standard V. The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
Standard VI. The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
Standard VII. The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.
Standard X. The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

Health Generalist EC-6 Standards addressed in this course:
Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.
Standard II. The health teacher communicates concepts and purposes of health education.
Standard III. The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.
Standard IV. The health teacher evaluates the effects of school health instruction.

CAEP Standards addressed in this course:
Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use disciplinespecific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

InTASC Standards addressed in this course:
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ISTE Standards addressed in this course:
Standard 1: Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments
Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S.
### Assessment/Assignment and Standards Alignment Table

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>NASPE</th>
<th>CAEP</th>
<th>ISTE</th>
<th>InTASC</th>
<th>EC-6 Gen Phys Ed Standards</th>
<th>EC-6 Gen Health Standards</th>
<th>Commissioner Rules Educators Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Part Lesson Plan- Intro activity, fitness activity, lesson focus, closing activity</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a, 2c</td>
<td>1b, 1d, 2b, 2h, 3d, 3e, 3f, 3i, 3k, 3p, 3r, 4h, 4j, 4i, 5a, 6b, 7a, 7b, 7c, 7g, 7h, 8a</td>
<td>3, 4, 5, 6, 7, 10</td>
<td>2, 3</td>
<td>1Ai, iii; Bi, ii, Ci, 3Bi, Ci, ii</td>
</tr>
<tr>
<td>Exam 1 Ch1-5 Content covered includes an introduction to elementary physical education, physiological differences between children and adults, lesson planning, classroom management/discipline</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 5.1</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3Ai</td>
</tr>
<tr>
<td>Exam 2 Ch 6-12, Health TEKS Content covered includes assessment, students with disabilities, legal issues in education, purchasing equipment, budget, inventory, subject matter integration, physical activity pyramid, health TEKS</td>
<td>1.4</td>
<td>1.2, 1.3</td>
<td></td>
<td>1d, 6b</td>
<td></td>
<td></td>
<td>3Ai</td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 5.1</td>
<td>1.2, 1.3</td>
<td>1d, 6b</td>
<td></td>
<td>2, 3, 4, 5, 6, 7, 10</td>
<td></td>
<td>3Ai</td>
</tr>
<tr>
<td>Student Observations- TC’s observe students (K-6) being physically active and in a PE setting</td>
<td>6.2</td>
<td>1.3</td>
<td></td>
<td></td>
<td>9a</td>
<td></td>
<td>8, 10</td>
</tr>
</tbody>
</table>

### III. A. Course Assignments, Activities, Use of Technology:

- Students will be required to develop a Four Part Lesson plan for physical education and/or health. Students will teach parts of their lesson plan to the class (PLO: 1-5)

- Students will be expected to participate in physical activities. An activity grade will be recorded on the days the class meets in the gym. Students with disabilities will have an appropriate adjustment for activity involvement to maximize participation. It is the student's responsibility to disclose information to the instructor about specific disabilities that may hinder participation. (PLO: 1, 3, 4)
- Students will be required to visit elementary classes for observations and/or leading activities outside of the regularly scheduled class period.
- Students will be required to utilize technology to obtain articles, take online quizzes, and obtain materials posted online. Please contact the SHACK at 468-4357 if you have any problems accessing online materials or other technology problems.
- Chapter quizzes will be taken after the completion of each chapter.
- Students will need to logon regularly to the online learning system for class information.

B. Instructional Strategies
Lecture, Online discussions, and in-class activities will be utilized for instruction.

IV. Evaluation and Assessments (Grading):

The final grade in this course will be determined on the following factors:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (Exam 1 &amp; 2, Final Exam)</td>
<td>60%</td>
</tr>
<tr>
<td>Quizzes/assignments/observations/activity</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance</td>
<td>40%</td>
</tr>
</tbody>
</table>

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=<59%

The PCOE Professional Dispositions information is stated later in the syllabus. Students are expected to display professional dispositions during class time and interacting with the professor. Five points will be deducted for improper dispositions that are observed.

V. Course Outline
Below you will find the objectives for each of the chapters/modules covered in the course. The course timeline can be found at the end of this document.

Chapter 1
- Identify and describe the major influences upon physical education in the United States in the past Century
- Identify and describe the NASPE Content Standards for physical education and be able to apply them to physical education scenarios
- Describe the essential components of a quality physical education program
- Identify and describe examples of the Fundamental Motor Skills
- List factors that affect activity participation
- Define a physically educated person
- Persuasively advocate the need for physical education

Chapter 2
- Describe general growth patterns of elementary aged boys and girls
- List and describe the different somatypes
- Describe how skeletal maturity, muscular development, relative strength, and aerobic capacity of children affect their performance in physical activities and how this affects the physical activity assignments chosen by the physical education teacher
- Explain how to help children succeed in skill development
- Describe how to safely allow students to participate in the heat, running activities, and resistance training.

Chapter 3
- Describe the following teaching styles: Direct, Task(Station), Mastery Learning, Individualized, Cooperative, Inquiry, Guided Discovery, Problem Solving, and Free Exploration.
- Identify developmental patterns of skill development in relation to sequence, rate, and gross motor skills
to fine motor skills.
- Identify strategies to optimize skill learning in relation to arousal, skill feedback, practice sessions, progression, learning environment considerations, integrating mechanical principles, and instructional formations.
- List and describe the four part lesson plan components.
- Be able to identify appropriate Physical Education TEKS for the different four parts of the lesson plan.

Chapter 4
- Define philosophy and how Physical Education contributes to the entire school curriculum.
- Explain a conceptual framework of physical education and what societal issues emphasize the importance of the inclusion of physical education in the school curriculum.
- Describe environmental factors that affect the physical education curriculum.
- Define the terms “standards” and “objectives” and determine who develops curriculum standards and objectives.
- Describe what teachers should consider for selecting appropriate activities for children.
- Describe the scope and sequence of curriculum.
- Determine possible sources to evaluate curriculum in order to improve curriculum.

Chapter 5
- Describe characteristics of a quality lesson.
- List several instructional cues in physical education.
- State examples for checking for understanding.
- Determine components of an effective skills practice session.
- Describe types of effective and meaningful feedback.
- Describe effective methods to teach cultural and gender diversity.
- Explain effective communication skills with children.

Chapter 8
- Differentiate between the process and product of learning in physical education.
- Describe the different assessment tools in physical education.
- Argue for and against utilizing grades in physical education.
- List and describe each of the different assessments in the Fitnessgram and testing protocols of each assessment.
- List and describe assessable teaching components in physical education to improve instructional effectiveness.

Chapter 13
- List the major findings of the Surgeon Generals Report on Physical Activity and Health.
- List the major findings of the California Star Testing Program.
- Differentiate between health related fitness and skill/performance related fitness components.
- Describe the effects of heredity and performance upon physical performance.
- Develop a strategy to create positive attitudes toward fitness.
- Develop an understanding of physical fitness principles related to basic body systems and health issues (wellness, cardiovascular system, muscles, bones, nutrition).
- List examples of harmful activity practices and exercises.
- Describe an effective and developmentally appropriate Fitness Activity as part of the Four Part Lesson Plan.

Chapter 6
- Describe different communication styles and determine the most effective?
- List reasons why children misbehave in school?
- Describe positive and corrective/negative feedback and how to administer each one.
- Describe efficient classroom management skills.
- List Hellison’s levels of behavior.
- List and describe reinforcers utilized to increase desired behavior.
- Describe the effective use of reprimands.
- Describe effective time out strategies.
- List the effects of physical activity upon behavior.
- Articulate NASPE’s stance on using physical activity for punishment.
- Determine effective strategies to deter bullying.

Chapter 7
- Name and describe the two main laws that address mainstreaming students in public education.
- List and describe the Due Process Guidelines.
- List the components of an Individualized Educational Plan/Program.
- Describe the five types of mainstreaming in physical education.
- Describe how to modify activities for children who lack strength, endurance, coordination, balance, and agility.
- Describe how to modify activities for children with visual and hearing impairments.
- Effectively incorporate students in physical activities who are emotionally disturbed or suffer from other medical conditions.

Chapter 9
- Define several legal terms associated with liability and negligence.
- Argue common defenses against negligence.
- Determine the areas of responsibility for teachers
- List the guidelines for safety in a physical education class
- List the personal protection options for teachers
- List the certifications needed for physical education teachers in Texas

Chapter 10
- Distinguish between equipment and supplies
- Discuss the purchase and installation concerns of playground equipment
- Determine safe guidelines for specific pieces of playground equipment to reduce injuries
- Determine which type of equipment is most beneficial for proper development in children

Chapter 11
- Determine the priority of physical education objectives when integrating academic subjects
- Describe research related to physical activity and academic achievement
- Describe different types of academic integration models in physical education
- List several examples of activities that integrate: math, language arts, science, social studies, art...
- List the guidelines and examples for moving a physical education class into a regular size classroom

Chapter 12
- List the NASPE Physical Activity Guidelines for Children - Identify MVPA and their MET levels (low, moderate, vigorous)
- Describe the different levels of the Physical Activity Pyramid and which activities should be participated in more than others
- Determine the benefits of utilizing pedometers in a physical education class
- What are the benefits of walking (physical activity)
- List several internet sources for schools to promote physical activity

Health TEKS and Coordinated School Health Module
- Define Coordinated School Health.
- List the 8 priority areas that the CSHP covers and be able to GENERALLY describe each area.
- List the grade levels that the law requires a Coordinated School Health Program to be implemented.
- Name the three health issues that were the main reason for implementing CSHP's.
- List the four approved curricula for CSH programs.
- Describe a SHAC and determine who can be a member and who should make up the majority of the members.
- Describe the power of the SHAC in a school district.
- List the 4 major areas of the Health TEKS and be able to describe the topics covered in each area.
- List the 10 specific subject areas addressed in the Health TEKS.
- Be able to identify age appropriate health information.
- Compare Kindergarten and 5th grade Health TEKS.

Health Information Module
Modules will cover basic health information in the following areas:
- Mental and Emotional Health
- Family and Social Health
- Growth and Development
- Nutrition
- Personal Health and Physical Activity
- Alcohol, Tobacco and Other Drugs
- Communicable and Chronic Diseases
- Consumer and Community Health
- Environmental Health
- Injury Prevention and Safety
Grading Rubric for Lesson Plan.

<table>
<thead>
<tr>
<th>Equipment List</th>
<th>Target (3.000 pts)</th>
<th>Acceptable (2.000 pts)</th>
<th>Unacceptable (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan has complete list of specific amount of equipment needed to meet learning objectives and maximize student learning, time and activity. Equipment request form filled out properly. (5 points)</td>
<td>List does not include all (1-2 missing) equipment to maximize learning objectives and minimize student activity time. List does allow for meeting basic learning objectives. (4-3 points)</td>
<td>Equipment list is insufficient to meet the learning objectives and/or does not list specific amounts of equipment to maximize student learning, activity and learning on lesson plan and no equipment request form. (2-0 points)</td>
<td></td>
</tr>
<tr>
<td>Texas Essential Knowledge and Skills (TEKS)</td>
<td>The lesson objectives align with the state TEKS objectives for the fitness, psychomotor, cognitive, and affective domains. Objectives are developmentally appropriate for age group listed (activities are not too easy or difficult). TEKS/objectives are appropriate for the specific lesson plan components. Objectives are observable and measurable. (16-14 points)</td>
<td>Lesson objectives are not aligned with one of the learning domains or one of the corresponding state TEKS. Objectives show sufficient alignment to meet lesson objectives. (13-11 points)</td>
<td>Lesson objectives are aligned with only two of the learning domains and corresponding state TEKS. Objectives are not observable or measurable. Objectives listed do not demonstrate the ability to meet basic lesson objectives.(10 – 0 points)</td>
</tr>
<tr>
<td>Activity Description NASPE-INI-2008.1.1</td>
<td>Description of activity is appropriate for specific lesson plan component and activity is sequential in progression of difficulty. Description is detailed in describing all parts of the activity including all instructions and skill cues. Activity incorporates safety measures and effective physiological and biomechanical principles (31-29 points)</td>
<td>Description of activity is sequential in progression of difficulty and includes all of the skill cues. Activity is safe and incorporates physiological and biomechanical principles. Description is lacking detail (i.e. 1-2 minor components) in fully explaining all parts of skill instruction. (29-22 points)</td>
<td>Description of activity is not sequential and is missing key skill cues. Description is not sufficient in explaining major components of skill instruction. (21-0 points)</td>
</tr>
<tr>
<td>Adaptation for Students with Disabilities NASPE-INI-2008.3.5</td>
<td>Adaptation for specific disability is sensitive to students physical and/or cognitive needs and maximizes student participation in the activity without hindering other students. Adjustments address adaptations to equipment and skills. Descriptions of the adjustments are detailed. (6 points)</td>
<td>Adaptation for specific disability is sensitive to students physical and cognitive needs and maximizes student participation. Adjustments may hinder maximum activity time for other students. Description of activity is missing 1-2 components. (5-4 points)</td>
<td>Adaptation does not take into consideration the students cognitive or physical needs and does not maximize their participation. Adaptation hinders other student’s activity time to a minimum. (3-0 points)</td>
</tr>
<tr>
<td>Organization NASPE-INI-2008.3.4</td>
<td>The organization of the students and managerial practices maximizes activity time and on-task behavior. Gym layout maximizes use of space and creates a safe environment. The descriptions give specific details and students are grouped appropriately for each component of the lesson (i.e., either homogeneously or heterogeneously based on the activity). (9-8 points)</td>
<td>Students are grouped appropriately for the components of the lesson (i.e., either homogeneously or heterogeneously based on the activity). Gym layout sufficiently maximizes use of space and creates a safe environment. Description is lacking (i.e. 1-2 instructions or components) detail to fully explain the organizational structure. (7-6 points)</td>
<td>Students are grouped inappropriately to maximize activity time and on-task behavior. Gym layout does not maximize use of space and creates a potentially unsafe environment. (5-0 points)</td>
</tr>
<tr>
<td>Assessments of Health Related Discussion (Cognitive) and Psychomotor Skills NASPE-INI-2008.5.1</td>
<td>Assessment of the lesson consists of effective evaluation of all components listed in the lesson plan component. Assessment includes criteria for student mastery. Description of the assessment is detailed and is missing no components. (20-19 points)</td>
<td>The assessment effectively assesses the material and objectives listed in the lesson plan. Assessment includes criteria for student mastery. The description of the assessment is missing 1-2 components to fully describe the assessment or does not evaluate all of the components presented. (18-15 points)</td>
<td>Assessments do not evaluate concepts covered. No criteria for success is listed. The description of the assessment is lacking major components to describe the assessment. (15-0 points)</td>
</tr>
<tr>
<td>Spelling/Grammar</td>
<td>Project contains no grammar or spelling usage errors. (10 points)</td>
<td>Project contains no more than three grammar/spelling usage errors. (9-7 points)</td>
<td>Project contains more than three grammar/spelling usage errors. (6-0 points)</td>
</tr>
</tbody>
</table>
VI. Required Textbooks/Materials:
Recommended:
Pangrazi & Beighle: Dynamic Physical Education for Elementary School Children. 18th ed.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance:
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students are expected to logon regularly to the online learning system and check emails and complete assignments by the due date. Students should contact the Judicial Office (room 315 Rusk Bld., 936-468-2703) and provide documentation for excused absences. Students will be
allowed to makeup coursework to an equivalence of 3 days for a maymester course (3 weeks for Fall or Spring) with documented excused absences as stated by the university attendance and excused absence policy found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.
The Perkins College of Education Educator Certification Program is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Professional dispositions are assessed indirectly, based on candidates’ observable behavior in education settings (NCATE, 2010).

During coursework and field experiences, faculty will assess the candidate’s demonstration of these professional dispositions and provide feedback about progress. Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. Faculty members work with all candidates using informal attempts to change behaviors that include but not are limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with students.

2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel will interview the candidate and complete a Candidate Program Continuation Plan.

3. If the concern is not resolved, the candidate will be referred to the Professional Educators’ Program Continuation Review Panel. The Professional Educators’ Program Continuation Review Panel will interview the candidate and determine:
   a. If the candidate may continue in the program and meet conditions established by the panel, or
   b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.

4. Candidates may appeal the decision of the Professional Educators’ Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
   a. Copy of the Candidate Program Continuation Plan
   b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
   c. The dean will respond in a timely manner.
   d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.
All Stephen F. Austin State University candidates seeking educator certification are informed that the Teaching Preparation Handbook and individual departments set forth requirements for prospective educators and the expectations held for all educators. The purpose of this continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated.

**In the SFA Classroom:**
- Poor Punctuality
- Poor work quality
- Dominates class discussion / group activities
- Volatile / overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner
- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc...)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating / Plagiarism
- Lack of empathy / interest in teaching
- Other:

**At the Practicum / Student Teaching Site:**
- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field placement
- Poor adherence to hours required of cooperating teachers
- Inconsistent daily preparation to teach
- Unacceptable language with children / youth
- Requires excessive guidance
- Displays non-professional behavior
- Evidence of cheating
- Inappropriate social interaction with pupils / teachers
- Inappropriate physical contact with pupils / teachers
- Failure to be open to new ideas
- Displays hostilities toward teachers
- Failure to interact with all learners
- Lack of interest in teaching
- Lack of empathy, interest, or care for students
- Lack of self-control in the classroom setting
- Hostilities to instructor
- Lack of empathy / interest in teaching
- Volatile / overly emotional reactions under stress
- Deficient in instructional skills
- Lack of knowledge of content
- Does not participate in public school campus activities
- Refusal to accept constructive suggestions
- Does not work well with others
- Displays negative attitudes
- Does not take initiative in group projects / work
- Dominates group discussion / activities
- Does not complete individual assignment/work for group project
- Unable to interact effectively with children/youth collaboration
- Ineffective use of written / oral language
- Hygiene issues
- Does not willingly help other candidates
- Failure to implement constructive suggestions
- Other

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**Stephen F. Austin State University James I Perkins College of Education**

**Candidate Program Continuation Form (Part A)**

To: _________________________ From:_________________________ Date:____________
IX. Additional Policies:
- Students are expected to: be considerate, be respectful, read textbook, attend class, complete assignments on time, participate in class, and communicate effectively.
- Cell phones should be turned off during class. No other electronic devices are permitted in the class unless approved by the instructor.
- Proper modest attire should be worn during activity lessons that will allow for movement and safety during class. Tank tops, cutoffs, boots, sandals, mid-drifts, spaghetti straps, sandals, etc. are not allowed. Undergarments should also be covered.
- Any behavior that would disrupt classroom instruction will not be tolerated and the student will be asked to leave and must meet with the instructor before re-admittance to the class. (i.e. texting, talking, sleeping, etc.)
- Late assignments will result in a 20-point deduction for each class period it is late.
- Makeup exams will be allowed for excused absences as stated in the Academic Affairs Policies. The instructor should be notified prior to the exam if the student is going to be absent. Students are responsible for scheduling make-up tests and are to be made up within one week of the exam date.
- Quizzes given in class may not be made-up except if the student has an excused absence and has submitted it to the Judicial Office. The two lowest quiz grades will be dropped.
- Health insurance is not provided by the University or the Department of Kinesiology and Health Science.
- No beverages, food, or tobacco are permitted in class.
- Lockers are available by contacting the locker room attendant.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>KIN 332 Fall 2016 MWF Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabi, Intro to Course, SFA Way, I Care, Student Info Sheets Online System Review, Ch. 1 Assignment Online, Syllabus Quiz Online Post Ch. 1 Notes Loseit.com Seating Chart, Info. to new students, Ch. 1 Influences Upon Elementary Physical Education. Start Ch. 1, Ch. 1 Assignment Online, Ch. 2 Teaching Children in Physical Ed. Energizer sign ups Complete Ch. 1.</td>
</tr>
<tr>
<td>2</td>
<td>Ch. 1 Quiz Ch. 2 Teaching Children in Physical Ed, Handout Chapter 5 Presentation Sheets Finish Ch. 2</td>
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<tr>
<td>3</td>
<td>Ch. 2 Quiz Ch. 3 Preparing a quality lesson plan in physical ed. Teach Introductory Activity Part of Lesson Plan Complete Ch. 3, Chapter 3 quiz online PCOE Data Day</td>
</tr>
<tr>
<td>4</td>
<td>Ch. 4 Curriculum Development in Phys. Ed. Ch. 4 Quiz Ch. 5 Improving instructional effectiveness in PE. Student presentations Complete Ch. 5</td>
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<tr>
<td>5</td>
<td>Presentations of Introductory Activities in gym Review for exam Exam 1 Ch. 1-5</td>
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<tr>
<td>6</td>
<td>Ch. 8 Evaluation in PE. Teach Fitness Activity Part of Lesson Plan Ch. 13 Physical fitness principles in Elem. PE.</td>
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<tr>
<td>7</td>
<td>Ch 13 Ch. 13 Cont. Presentation of Fitness Activities in gym</td>
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<tr>
<td>8</td>
<td>Teach Lesson Focus and Closing Activity Part of Lesson Plan Ch. 6 Effective management and discipline in PE setting Ch. 6. Ch. 7 Children with disabilities in PE</td>
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<tr>
<td>9</td>
<td>Ch. 9 Legal liability and safety in PE Ch. 9 Legal liability and safety in PE Presentations of Lesson Focus in gym</td>
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<tr>
<td>10</td>
<td>Presentation of Closing Activities in gym Ch. 10 Facilities and equipment Ch. 11 Integrating Academic concepts</td>
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<tr>
<td>11</td>
<td>Integrating Academic concepts activities Ch. 12 Promoting and Monitoring Physical Activity Health TEKS</td>
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<td>Health TEKS</td>
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<tr>
<td>12</td>
<td>Review for Exam 2</td>
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<td>Exam 2</td>
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<tr>
<td>13</td>
<td>Health Modules - Mental and Emotional Health; Family and Social Health</td>
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<td>Thanksgiving break</td>
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<tr>
<td>14</td>
<td>Health Modules - Growth and Development; Nutrition; Personal Health and Physical Activity</td>
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<tr>
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<td>ChooseMyPlate.gov</td>
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<td>15</td>
<td>Health Modules - Alcohol, Tobacco and Other Drugs; Communicable and Chronic Diseases</td>
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<tr>
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<td>Health Modules - Consumer and Community Health; Environmental Health; Injury Prevention and Safety</td>
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<tr>
<td></td>
<td>Review for Comprehensive Exam</td>
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<tr>
<td>16</td>
<td>Final Exam –</td>
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<tr>
<td></td>
<td>(Schedule is Subject to Change)</td>
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</tbody>
</table>