Instructor: Sharon Rice
Office: HPE 207
Office Phone: 936-468-1527
Other Contact: 468-3503 (Main Office)
Email: rices2@sfasu.edu
Credits: 2 Semester Hours

Prerequisites: None

I. Course Description:
Demonstration and practice of basic skills and rules of various team sports. Students will be assessed in sports skills and authentic application of these skills for accountability and accreditation purposes required by NCATE/NASPE. This course includes an accreditation assignment and requires it to be submitted into Livetext.

II. Intended Learning Outcomes/Goals/Objectives:
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:
By the end of the course the student will be able to:
1. demonstrate a basic knowledge of rules, strategies, and terminology involved in various team sports (PLO 4,5).
2. demonstrate reasonable performance competency in various team sports. (PLO 1,3,4)
3. analyze fundamental skills and determine performance errors and corrections.(PLO 1,3,4)
4. plan and conduct an appropriate class presentation including warm-up components, skill preparation, and group management skills. (PLO 5)
5. describe the different teaching models utilized in physical education. (PLO 5)

Professional Organization Standards Incorporated
This course also supports the following EXEMPLARY OBJECTIVES from the THECB:
1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Use logical reasoning in problem solving; and
7. Integrate knowledge and understand the interrelationships of the scholarly disciplines

This course also supports the following Physical Education Standards of the Texas State Board for Educator Certification.

Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Standard III. The physical education teacher uses knowledge of individual and 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 V. The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
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.

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.

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 #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
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.

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.
Standard 3: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
Standard 4: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
Standard 5: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

III. A. Course Assignments, Activities, Use of Technology:
- Students will be required to develop a complete lesson plan and teach a lesson utilizing their lesson plan. This assignment must be submitted in Livetext for accountability and accreditation requirements for NASPE/NCATE. (PLO: 1, 3, 4, 5)
- Students will be expected to participate in physical activities. Students with disabilities or injuries will have an appropriate adjustment for activity involvement to maximize participation. It is the students responsibility to disclose information to the instructor about specific disabilities or injuries which may hinder participation.
- Students will be assessed in their psychomotor skill proficiency in the various sports covered in class. Students are expected to practice skills outside of class to become proficient in the psychomotor skills. Your scores for authentic skill acquisition will be entered into Livetext for accountability and accreditation requirements for NASPE/NCATE. (PLO: 1, 3, 4)
- Students will be required to utilize technology to take online quizzes and obtain articles pertaining to team sports. Students are expected to take online quizzes on the first day it opens. Please contact the SHACK at 468-4357 if you have any problems accessing online quizzes or other technology problems.
- Students will need to have their SFA online learning system account activated and checked regularly for class information.
- Students need to keep a folder/journal to take notes regarding daily class activities, instructional model critiques, peer teaching critiques, and assignments.
- Different instructional models will be utilized in the course.

B. Instructional Strategies
- Lecture, drills, practice, and in-class play will be utilized for instruction.
<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>NASPE- National Association for Sport and Physical Education</th>
<th>CAEP- Council for the Accreditation of Educator Preparation</th>
<th>ISTE- International Society for Technology in Education</th>
<th>InTASC- Interstate Teacher Assessment and Support Consortium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill and Gameplay Performance</td>
<td>1.1,1.2,1.3,1.5 2.1, 2.3</td>
<td>1.1, 1.3, 4.2</td>
<td>2d,3a,3d,4c,5b</td>
<td>4j,4k,4l,4n,4o 5i,6j,6q,</td>
</tr>
</tbody>
</table>
| Teacher Candidates (TCs) demonstrate the ability to perform skills and make appropriate tactical decisions in game like settings for the following team games: volleyball, soccer, softball, and basketball. Some skill performance will be videotaped in class using IPAD technology while other skills/gameplay will be performed live. Documentation: Skill Analyses –  
  • Teacher and Self Analysis of individual performance  
  Documentation: Game Performance Assessment Instrument-(GPAI) score sheet(s)  
  • GPAI self assessments sheet with ratings completed  
  • A concluding statement of the personal (strengths and weaknesses) in general based upon your gameplay | | |
| Quizzes-Demonstrate knowledge of course content through online quizzes | | | | |
| Quiz 1  
  • Major tenets of and rationale for using the student centered teaching model- Personalized System of Instruction (PSI) | 3.3,3.4,3.6, 4.1,4.2,4.3,4.4, 4.5,4.6 | 1.1,1.3 | 3a | 2g,3i,3j,3k,3p,3q,3r 4j,4k,4l,4n,4o,5i, 5s, 7j,7k,7n |
<p>| Quiz 2 | 1.1,1.3 | 3a | 4j,4k,4l,4n,4o, |</p>
<table>
<thead>
<tr>
<th>Quiz 3</th>
<th>• Rules, skills, tactics for volleyball gameplay</th>
<th>1.1,1.2,1.3,1.4,2.1,2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 4</td>
<td>• Rules, skills, tactics for soccer gameplay</td>
<td>---</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>• Rules, skills, tactics for softball gameplay</td>
<td>---</td>
</tr>
<tr>
<td>Quiz 6</td>
<td>• Major tenets of and rationale for using student centered teaching models, A Tactical Games Approach (TGA) &amp; Sport Education (SE) to teach invasion and field-run-score games</td>
<td>3.3,3.4,3.6,4.1,4.2,4.3,4.4,4.5,4.6</td>
</tr>
</tbody>
</table>

**Lesson Plan Project**
Students will develop a detailed lesson plan that will include: equipment list, warm-up, instruction, practice time and closing activity.

| Lesson Plan Project | 1.1,1.2,1.3,1.5,2.1,2.3,3.5,4.1,4.2,4.3,4.4,4.6 | 1.1,1.3,4.2 |

**Professional Disposition**
A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.

| Professional Disposition | 6.1, 6.2, 6.3, 6.4 | 1.1,1.3,4.2 |

21, 9a, 9m, 9n, 9o
IV. Evaluation and Assessments (Grading): Kin. Majors must earn a minimum grade of C. The final grade in this course will be determined on the following factors:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>50% (DAT earned daily)</td>
</tr>
<tr>
<td>Skills Assessments/Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Lesson Plan and Teaching</td>
<td>35%</td>
</tr>
<tr>
<td>Professional Dispositions</td>
<td>5%</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. **Ten points will be deducted (from 100)** for improper dispositions that are observed.

Assignment Explanations
- Quizzes over the rules, history, strategies, and terms of each sport will come from the *Physical Education Activity Handbook 13th edition*
- Skills in each sport will be assessed as required by NCATE/NASPE guidelines. There will be criteria based and authentic assessment conducted in the class.
- Each student will be required to develop and teach a lesson plan.
- Detailed descriptions of assessments are below

**KIN 235 Team Games and Sports Peer Teaching Assignment**

- **The Lesson Plan Assignment will be submitted in Livetext.**
  - Students will be placed into groups of 3-4 students or may choose their own group members. On first come first served basis, students may choose their sport and skill to teach.
  - Each group will turn in one typed lesson plan and each member must upload the lesson plan into Livetext.
  - Group members who do not contribute/help with the group’s lesson plan will be required to develop a lesson plan on their own. Members who have an excused absence on the day the group presents will be required to teach on an alternative day agreed upon by the professor.
  - The detailed lesson plan should be developed to lead the class through a 40 minute lesson which includes a sport specific warm-up, teaching of a sport specific skill/skills (MUST include reference for skill information), drills to practice the skill/skills, and if time allows an activity/game that incorporates the skill taught.
  - Each group member must be the lead teacher in at least one part of the lesson.
  - “Skills” need to cover the basics when instructing and demonstrating. Skill information can be found in your textbook and detailed instructions on the skill/skills need to be included in your lesson plan.
  - Organization of the students for each part of the lesson plan should be included in the lesson plan. (Organization of students: how groups are made, are they placed in lines, circles, etc)
  - Teaching groups are responsible for picking up and taking back equipment on the day they teach.
  - Equipment lists and lesson plans must be submitted in Livetext by the due date as stated in class.

**Other Helpful Hints**
- Do not sign up for a date or let the professor sign you up for a date that conflicts with something you have already scheduled.

**Lesson Plan Guidelines**

**Equipment**
A complete list of all needed equipment with **specific numbers** should be included on the lesson plan and the Equipment Request Form (found at the end of this document) should be filled out and turned in also.

**Warm-Up (3-5 Minutes)**
Must be a sport specific warm-up consisting of detailed instructions (time, organization, etc.) You may do a mini-game as warm-up or alternate dynamic and static stretches.

**Skill Instruction**
Should include a **DETAILED** description of how to perform the skill/skills being taught. Utilize the textbook for the description and you MUST cite source. If you utilize another source, **MUST** include a detailed reference of the source. Take into consideration body positioning and specific body movements for each part of skill. A
demonstration and explanation of the skill should occur in presentation. Skill instruction can be done by one student teacher to the entire group or each student teacher can teach the skills to a specific group.

**Practice Time**
Include a DETAILED description of an effective skill practice session that maximizes student activity and learning. Describe organization of students. Students should NOT be placed in a competitive situation to practice skills. Practice time should maximize space, safety, equipment, and time in order for students to practice skills. Practice time should be designed that allows for maximum student participation. **A demonstration of the practice time drill/drills should be given to the class.** Partner practice time should be utilized if it is appropriate for the skill being taught. (Most basic skills can utilize practice with a partner.) This maximizes the number of times students practice the skill. After partner practice, can utilize other group practice time formations (shuttle, parallel lines, semi-circle formation, or other innovative drill formations).

**Closing Activity**
The closing activity should include a detailed description of an activity/mini-game that emphasizes the skill/skills taught in the lesson. This should not be another drill. Make it a fun activity/competition/game. The activity should be designed that allows for maximum student participation. Utilize small group activities is suggested. **A demonstration of the closing activity should be given to the class.**

### KIN 235 Peer Teaching Evaluation Form

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Target -3 points</th>
<th>Acceptable – 2pts</th>
<th>Unacceptable-1 pts</th>
<th>0 pts</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>Lesson plan has complete list of all equipment to meet learning objectives and maximize student learning &amp; activity. Equipment request form filled out properly.</td>
<td>List lacks equipment which may minimize student activity and equipment request not completed.</td>
<td>List does not include specific amounts of equipment for maximum student activity and learning on lesson plan and no equipment request form.</td>
<td>No equipment list is included.</td>
<td></td>
</tr>
<tr>
<td>Warm-up</td>
<td>Detailed description of an appropriate sport specific warm-up which includes physical activity, stretches, and organization.</td>
<td>Reasonable description of appropriate activities and organization.</td>
<td>Activities or organization and/or does not address proper warm-up techniques.</td>
<td>No warm-up</td>
<td></td>
</tr>
<tr>
<td>Skill Instruction</td>
<td>Complete detailed description of the process of a developmentally appropriate sport specific skill.</td>
<td>Description of sport skill is reasonably sufficient for instruction.</td>
<td>Description of sport skill was insufficient in describing the fundamentals of the skill.</td>
<td>No skill description included</td>
<td></td>
</tr>
<tr>
<td>Practice Time</td>
<td>Detailed description of an effective skill practice activity, which maximizes student learning and activity. Non-competitive</td>
<td>Activity description is reasonable with appropriate activities.</td>
<td>Description lacks detail and does not maximize student activity and learning. Competitive situations.</td>
<td>No practice time included</td>
<td></td>
</tr>
<tr>
<td>Closing Activity</td>
<td>Activity description is detailed and incorporates the above specific skill and maximizes activity for all students.</td>
<td>Activity description is reasonable with appropriate activities, which incorporates skill.</td>
<td>Description lacks detail, does not include skill taught, and does not maximize student activity and learning.</td>
<td>No closing activity to practice skill was included.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>Appropriate forms were turned in on the due date and on time. Equipment &amp; Lesson Plan</td>
<td>Forms turned in on the due date but after the specified time.</td>
<td>Forms were turned in after due date and time or where not complete.</td>
<td>Forms not turned in to teacher.</td>
<td></td>
</tr>
</tbody>
</table>
### Organization
Lesson contributed to the accomplishment of instructional objectives. (On time, equipment ready, student management, active most of class)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Lesson was reasonably well thought out and contributed to objectives.</th>
<th>Lesson was poorly directed and was not organized as far as equipment, timely, student management, and student activity.</th>
<th>No organization was included.</th>
</tr>
</thead>
</table>

### Instruction Demonstration of Skill/Drills
Detailed instruction of skills. Demonstrations were simple, clear, and concise.

<table>
<thead>
<tr>
<th>Instruction Demonstration of Skill/Drills</th>
<th>Adequate and minimally clear instructions &amp; demonstrations</th>
<th>Instruction of skills &amp; demonstrations left students confused.</th>
<th>No demonstration of skills or drills</th>
</tr>
</thead>
</table>

### Supervision
Continually directed and observed activity. Monitored and gave feedback to students.

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Maintained reasonable supervision of activities.</th>
<th>Showed little to no attention to supervising students and monitoring student progress</th>
<th>No supervision or feedback</th>
</tr>
</thead>
</table>

### Communication
Concise clear instructions. Excellent verbal cues and voice quality to control class. Location of students maximize communication.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Complicated directions. Adequate verbal cues and voice quality for control.</th>
<th>Poor, inaccurate directions which added to inadequate control. Weak voice and poor language skills. Organization of students does not maximize communication.</th>
<th>Did not communicate with students during the lesson.</th>
</tr>
</thead>
</table>

29=97, 28=93, 27=90, 26=87, 25=83, 24=80, 23=77, 22=73, 21=70

Total Points __________

The Process Skill Analysis in KIN 235 is based upon NASPE Standard 2 Skill Competencies.

**NASPE 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.

All programs will ensure that teacher candidates with documented disabilities are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competency in movement fundamentals, performance concepts, and fitness based on their ability.

**Element Statement 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.**

Unacceptable – Teacher Candidate (TC) can demonstrate all fundamental movement skills at the automatic stage, but only in isolation (a non-authentic environment; not within a variety of physical activities or in coordination with other movement patterns). TC demonstrates movement skills at the control level. Skills competency is at the recreational level of motor performance.

Acceptable – TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine movement patterns into a sequence. TC demonstrates movement skills at the utilization level across a variety of physical activities. TC demonstrates competency in a variety physical activities.

Target – TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine and adapt skills during game play. TC consistently performs at the utilization level of motor competency across all activities. TC demonstrates proficiency in a variety of physical activities.
Element Statement 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Unacceptable – TC cannot select what to do and/or cannot execute that selection appropriately in the authentic environment for a variety of physical activities. TC uses ineffective strategies in attempting to create open space (offensive tactics) or close open space (defensive tactics) while participating in physical activity.

Acceptable – TC correctly selects what to do and executes that selection appropriately in the authentic environment for a variety of physical activities. TC can apply strategies that effectively create open space (offensive tactics) and close open space (defensive tactics) while participating in physical activity.

Target – TC correctly selects what to do and executes that selection appropriately in a variety of activities. TC executes advanced strategies using skills at appropriate times and/or appropriate situations. In addition, TC anticipates and gains an advantage while participating in physical activity.

V. Tentative Course Outline/Calendar: Located on last page of document.

VI. Required Texts:


LIVETEXT
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement.

In the COE, 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:

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 (including the first 12 day attendance report) 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.

Attendance: Students are expected to attend all classes and be on time. Attendance will be recorded. After 3 absences, each absence will deduct 5 percentage points off the total class average (TCA). A tardy is 1/3 of an absence. A student must notify the instructor prior to a university-sponsored trip that will cause an absence. Students should contact the office of Student Rights and Responsibilities (room 315 Rusk Bld., 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. Students will be allowed to makeup 3 weeks (9 days for a 3 day a week course) of coursework for 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. Makeup work for excused absences may consist of: written papers over missed material, online assignments, article searches, or others as assigned. No makeup work for unexcused absences will be given. Students who have 3 weeks (9 days) or more of excused and/or unexcused absences before the drop date will be required to drop the course. After the drop date, students with a total of 12 or more excused absences will be given a Withheld Grade (WH) and must retake the course within one calendar year from the end of the semester in which they receive a WH, or the grade becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

You may jeopardize your financial aid for this course if absences/tardies are obsessive prior to the 12th Day Class. This also includes class participation which includes completing assignments during this time.

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. 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 policy 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.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 Martin at 936-468-1740 or snyderke1@sfasu.edu.
Stephen F. Austin State University
College of Education – Office of Teacher Education
Professional Dispositions, Intervention and Program Continuation Policy

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 changes 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
___ Inappropriate social interaction with pupils / teachers
___ Ineffective use of written / oral language
___ 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
IX. Additional Policies:
- Students are expected to: be considerate, be respectful, read text, 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.
- No objects may be on a person that will hinder their participation in physical activities or endanger other students (i.e. cell phones, excessive jewelry, etc.)
- Proper modest athletic attire should be worn during class that will allow for movement and safety during class.
- Late assignments will result in a 20-point deduction for each class period it is late. This does not apply to online assessments. Online assessments may not be taken after the due date.
- 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.
- Students who are injured or are unable to participate must have documentation from a trainer/doctor and will be given modifications to the activities or alternative assignments.
- 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.
- 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.
Fill out this sheet and return to professor.

Student Information Sheet

Full Name:_______________________________      Name you go by:_____________________
Hometown & High School _______________________  Transfer Student(Y/N) from ________
Classification: Fr  So  Jr  Sr    Major _____________  Minor __________  Local Phone # _____
Seeking Teacher Certification (Y / N )       Career/Future Job ____________________________
Hobbies or favorite activities _____________________________________________________
________________________________________________________________________

Activity/Sports History

Place an X in the areas of your sport/activity experiences. You may add to the list of sports/activities and your experience.

<table>
<thead>
<tr>
<th>Sport/Activity</th>
<th>Junior High</th>
<th>High School</th>
<th>College Intramurals</th>
<th>NCAA College Team</th>
<th>City League</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have read the Syllabi for KIN 235 and understand all of the requirements for the course

Printed Name   _______________________________________________
Signature ___________________________________________________
Date __________________
### Proposed Schedule for KIN 235 – Team Games and Sports

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-29</td>
<td>1</td>
<td>Introduction, The SFA Way, I Care, Place in groups, D2L Intro, Livetext</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstration of all skills tests and authentic skill assessment</td>
</tr>
<tr>
<td>2</td>
<td>Outside Class Assignment Attend a team sporting event. SFA, High School, etc Quiz Grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction of Volleyball: rules, skills, strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce the Personalized Sports Instruction System (PSIS) Model of Instruction and start on PSIS</td>
</tr>
<tr>
<td>3</td>
<td>Volleyball PSIS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Serving. (Tournament Play at end of each class) (Sign-ups for peer teaching)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstration of Peer Teaching Expectations using VB defensive strategy and Tactical Model of Instruction –Lesson Plan Assigned</td>
</tr>
<tr>
<td>4</td>
<td>Bumping/Setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digging/Spiking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offense/Defense Basketball Quiz Opens</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Complete model and tournament</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tactical Model of Instruction (All Lesson Plans and Equipment Lists due with a hardcopy and in Livetext)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Basketball: rules, skills, strategies, (place into 4 teams) (Basketball online quiz due before class) Demo Skills</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Basketball Skills using peer teaching Passsing, Dribbling Shooting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Online Assignment – STEM in both gyms)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Rebounding/Offense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basketball Authentic Assessment Evaluation Soccer Quiz Opens</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Review for midterm – Exam covers rules, terms and strategies for basketball and volleyball. Personalized Model of Instruction</td>
<td></td>
</tr>
</tbody>
</table>
|    | Introduction to Soccer: rules, skills, strategies  
(Soccer online quiz due before class)  | SPRING BREAK  |
|----|-------------------------------------------------|---------------|
| 9  | Soccer Skills using Peer Teaching: Dribbling, Kicking (pass & shoot)  
Trapping Throwing  
Tackling  |  |
| 10 | Goal Keeping  | Soccer Authentic Assessment  |
|    | Introduction to Softball: rules, skills, strategies  
(Softball Online quiz due before class)  |  |
| 11 | Softball skills using peer teaching Catching/Fielding infield  
Catching/Fielding outfield  
Pitching/Base Running  |  |
| 12 | Outside Assignment - TAHPERD  | Batting  |
| 13 | Softball Authentic Skills Assessment  |  |
|    | Introduction to Flag Football: rules, skills, strategies  
Introduction of the Sports Education Model of Instruction  
Flag Football Online Quiz Due before class  |  |
| 14 | SEM Model Flag Football  |  |
|    | SEM Model Flag Football  |  |
|    | Review for Exam 2 – covers rules, terms and strategies of soccer, softball, and flag football. Also Tactical Model of Instruction and SEM  |  |
| 15 | Exam 2  | Review for Comprehensive Final Exam  |
|    | Authentic Skills makeups  |  |
| 16 | Final Exam –  |  |

(Schedule is Subject to Change)