Kinesiology and Health Science
KIN 331 002 Concepts of Elementary Physical Education Fall 2018

Instructor: Dr. Mihae Bae
Office: HPE 208
Office Phone: 936-468-3988
Other contact: 936-468-3503 (Department)
Prerequisites: None

Course Time & Location: MWF 10:00-10:50, HPE 224 (Gym)
Office Hours: MW 11-12; TR 12:30-2:00 other times by appointment
Credits: 3
E-mail: baem@sfasu.edu

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 five through twelve. Classroom work will consist of lectures, informal discussions, and occasional physical activity in the classroom or gymnasium. Students will be notified in advance, when to dress for physical activity. Students may be provided opportunities to interact with public school students during the regularly scheduled class time. Lesson plan assignments turned in by Kinesiology majors will be used to provide evidence for meeting accountability and accreditation standards. These assignments must be submitted on paper and electronically.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #4: Teaching and student success. This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:

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

Students will be able to:

1. Plan activities that incorporate motor skills (PLO #5, 1, 4, 2).
2. Apply knowledge of developmental stages as they apply to physical skills (PLO #3, 4, 1, 5).
3. Utilize a variety of instructional methods and materials for educating widely diverse student populations in the areas of health and physical education (PLO #5).
4. Select activities that are appropriate for widely diverse student populations in health and physical education (PLO #1, 2, 3, 4, 5)
5. Utilize knowledge regarding the integration of various subject areas with physical activity (PLO #5).
6. Describe techniques for class management and discipline in a physical activity setting (PLO #5).
III. Course Requirements (Assignments and Activities):

All assignments must be turned in on time in class when due. No late work will be accepted unless absence is documented with Judicial Office.

1. **Attendance (160 pts.)** - Students will participate in a variety of physical, individual, and group activities during class time. These activities cannot be made up unless noted on the schedule are not generally announced ahead of time. Participation is a vital component for determining success in this course. Attendance is mandatory. Roll will be called. Students are expected to be on time. Participation points are awarded based on active engagement in class activities, discussions and assignments in addition to attending class/activities. It is strongly recommended that students attend all classes, engage in learning activities, and take notes during classes.

2. **Microteaching (60 pts.)** – Students will teach one fundamental skill in a microteaching setting and evaluate their own teaching at the beginning of the semester and then re-evaluate it by including instructional strategies for improvement at the end of the semester.

3. **Lesson plan (100 pts.)**– Students will develop a lesson plan for a diverse population of elementary age students. The lesson plan should include learning objectives, fitness and skill concepts, sequence of skill developments, and closure.

4. **Group presentation (100 pts.)** – Students will apply lesson plans while working in groups. They will evaluate not only others’ presentations, but also their own group presentation.

5. **Exams (300 pts.) & quizzes (75 pts.)** - Three exams and three quizzes will include not only the textbook content, but also any materials discussed and covered in class.

6. **Reading assignments (90 pts.)** - Students will review three scholarly journal articles relating to topics discussed and covered in class throughout the semester. The guidelines for reviewing each will be provided.

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KIN 331 Activities, Games and Sports for Children Alignment with Professional Standards

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
<th>TEA Commissioner Teaching Standards</th>
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<tr>
<td>Microteaching – Each student teach one fundamental skill in a microteaching setting at the beginning and end of the semester, and analyze their teaching video.</td>
<td>1.3, 1.5, 2.3, 3.5, 3.6, 4.1, 4.4, 5.3.</td>
<td>1.3</td>
<td>1a,1c</td>
<td>1a,2a, 2c, 3i, 3f 4f 5e</td>
<td>1Ai, 1Di, 2Bi, 2ii</td>
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<td>Three Scholarly Article Reviews Students review articles related to topics covered in class.</td>
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<tr>
<td>Activity Type</td>
<td>Lesson Focus Content</td>
<td>Exam #1 Content</td>
<td>Exam #2 Content</td>
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<td><strong>Fitness Activity</strong> – Lesson</td>
<td>1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.4, 5.1</td>
<td>1.2, 1.5</td>
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<td><strong>Lesson Focus</strong> – Lesson plan</td>
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<td>1.3, 1a</td>
<td>1.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
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<td><strong>Group Presentation</strong> – Students</td>
<td>1.2, 1.3, 1.5, 2.1, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.5, 5.1, 5.3</td>
<td>1.3, 1a, 1d</td>
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A copy of CAEP, ISTE, InTASC and TEA Commissioner Teaching standards can be found on the Perkins College of Education website – www.sfasu.edu/education
A copy of NASPE standards can be found on the Kinesiology and Health Science Departments website – http://www.sfasu.edu/kinesiology/

IV. Evaluation and Assessments (Grading):
The final grade in this course will be based on the percentage of overall points accumulated throughout the semester. The grading scale is as follows:

V. Tentative Course Outline/Calendar: This calendar is subject to change due to possible scheduling conflicts regarding facility usage for physical activities.

Week 1
- Orientation, Syllabus, “Circle Map” to discuss: What is Elementary Physical Education?
- Chapter 1 notes – Elementary School Physical Education
  Provides an overview of quality elementary school physical education.
- Chapter 2 notes – Teaching Children in the Physical Education Environment
  Covers physical and physiological aspects of elementary aged children and how to use this knowledge in teaching elementary school physical education.

Week 2
- Chapter 2 notes and Microteaching
- Start Chapter 3 notes – Preparing a Quality Lesson
  Discuss various teaching styles that can be used for instruction of physical skills and the four parts of the quality physical education lesson plan. This lesson plan assignment is used for accountability and accreditation purposes.

Week 3
- Chapter 3, & 4 and Fitness Activity: Physical Education Lesson Plan Project (in the classroom and participation in the gym) and Curriculum Development

Week 4
- Chapters 5 & 6
  Improving Instructional Effectiveness
  Discuss how to provide instructional cues, instructional feedback, and knowledge of results when teaching elementary aged students.
  Continue work on Physical Education Lesson Plan Project. Fitness Activity lesson plan is due. Quiz 1

Week 5
- Ch 6 - Management and Discipline: Discuss methods to prevent discipline problems before they occur and methods to deal with them.
- Ch 8 - various methods to evaluate student learning in physical education
  Start work on the Lesson Focus physical education lesson plans.

Week 6
  **Exam # 1 (1, 2, 3, 5, 6, & 8)**
  - Ch. 13 Physical Fitness
    Discuss Health-related physical fitness and skill-related physical fitness, harmful practices and exercises
    Lesson Focus lesson plans

Week 7
- Ch. 15 & 16 – Movement Concepts & Fundamental Motor Skills
  Discuss four major concepts and fundamental motor skills

Week 8
- Ch. 16, & 17
  Fundamental Motor Skills and Manipulative Skills
  Start work on lesson plans and begin group presentations

Week 9
- Ch. 18 & 19
  Body and Rhythmic Movement Skills
  Lesson plans and group work
Week 10  **Exam #2** (Chapters 13, 15, 16, 17, 18, & 19)  
Lesson plans and group work  

Week 11  Group Presentations  

Week 12  Chapter 7 – Children with Disabilities  
Chapter 9 – Legal Liability, Supervision and Safety  

Week 13  THANKSGIVING BREAK  

Week 14  Chapter 10 – Facilities, Equipment and Supplies  
Ch. 11 - Promoting and Monitoring Physical Activity and Physical Fitness  

Week 15  Ch 12 - Integrating Academic Concepts, Rainy Day Activities  
Discuss methods to combine physical education concepts with academic concepts both in the gym and in the classroom.  

Week 16  Final exam  
Final Exam (comprehensive) - on Wednesday, December 12, at 10:30 AM.  

**Note:** Attendance and participation will be strictly documented during the first three weeks of the semester. Students who do not attend or do not participate in class will be reported. This is action is necessary for complying with federal regulations regarding financial aid.  

VI. Readings (Required and recommended—including texts, websites, articles, etc.):  

**Recommended:** **TEXT/Materials:** Pangrazi, R.P. and Beighle, A. (2015)  
Dynamic Physical Education for Elementary School Children  

**Required:**  
This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. 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. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu. **Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.  

Websites for class use:  
[www.tea.state.tx.us/](http://www.tea.state.tx.us/)  
[www.pecentral.com](http://www.pecentral.com)  
[www.ncpe4me.com](http://www.ncpe4me.com)
VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) 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: Found at https://www.sfasu.edu/policies

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.

Every student will start off the semester with 160 attendance points. A student must notify the instructor in advance of a university-sponsored trip that will cause an absence. Absences will be discussed on an individual basis and need supporting documentation. If at all possible, try not to schedule appointments for when you should be in class. Inform friends and family of your daily and semester schedules so that you are not missing classes because of their scheduling.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
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 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

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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 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, 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/](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.

IX. Other Relevant Course Information:

Undergraduate Teacher Certification—The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. ([http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf](http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf))

TExES Competencies: Course content is applicable to the following competencies.

Competencies 001, 008, 010, 012

NASPE Standards: Course content is applicable to the following standards.

Standards 1, 3, 5
Insurance: Participation in physical activity involves some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Electronic Devices:
Cellphone use is NOT permitted during class. This includes texting, recording and/or picture taking. To prevent disruption of class due to cell phones, all cell phones must be turned off and placed out of sight and remain out of sight during class. Please remove any earpieces or Bluetooth devices during class. (See also General Classroom Civility)

Laptops or tablets may be used for NOTE TAKING ONLY. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Also other devices such as iWatches, phones, or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices may be requested to leave the classroom.

Professionalism:
You are working towards a degree to become a professional, so you should behave, look, and speak that way. Unprofessional attire should be avoided, which means no sagging pants, no caps or hats in the classroom and building.

Medical Conditions:
Existing medical conditions or medical conditions that arise during the semester and that impede or prohibit physical activity, need to be discussed with the instructor. Student must provide proper documentation, in order to not participate in activities.

Food, Drink and Tobacco Products:
University policy prohibits food and drink in classrooms. Do not bring any food or drinks (including water) into the classrooms or the gym. University policy prohibits the use of tobacco products in the buildings.

Personal Illnesses, Family Emergencies:
Please consider utilizing the Judicial Office and Counseling Services for situations involving these situations.

E-mail etiquette:
When sending an e-mail, please put the course prefix and course number as the subject. Please put your name as the signature for the e-mail.

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspapers, complete work from other classes, talk to their neighbors, sleep during class, or use cell phones or smart watches to text, access social media, or for any other purpose, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals (NASPE Standard 6). If you anticipate an emergency phone call, you may leave your phone on, but leave the room if you get a call.

Exam Conduct:
- You may not wear sunglasses during exams
- You will be asked to either remove your cap or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk.
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during exams may be construed as cheating and result in associated disciplinary action. Keep in mind that you must put away any electronic devices including smartwatch during exams
- Bathroom breaks or leaving the room for any reason will not be allowed during exams
- No food or drink will be allowed during exams. This includes water and gum
- Engagement in suspicious behaviors during exams may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic “0” on the examination as well as further disciplinary action at the discretion of the instructor. Suspicious behavior may include talking with others, roving eyes, and tapping your hands or feet as signals.