I. Course Description:
Historical, physiological, psychological, and sociological foundations; programs, professional requirements and opportunities. This course is designed to meet Texas Teacher Certification requirements. It is expected that a teacher in Texas be schooled in selected foundation areas. In addition, it is expected that professionals also be exposed to a broad range of general professional information that will enhance the ability to teach and to grow professionally. Foundation courses are introductory by nature and allow for the exploration of a field of interest. Therefore, it should be expected that a wide variety of information be disseminated.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.
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’s 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:
As an introductory course KIN 120 presents an overview of the Kinesiology field in order to prepare the student either as an educator or in other professions in the field of exercise science. Students are presented with opportunities to develop their academic excellence through critical, reflective and creative thinking (NASPE Standard 8 – Reflection). Establishment of life-long learning in the development of the critical component of daily physical activity is emphasized within both the content and the opportunities presented in the classroom. Students are expected to perform with integrity and responsibility both in the classroom and as a representative of the SFASU community when off-site.
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 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 5: Impact on Student Learning
Physical education teacher candidates select, create, and utilize assessments that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Assignment and Standards Alignment

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>NASPE Standards</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 5 Journal Article- Motor Behavior (terms and studies specific to the discipline of motor behavior)</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</td>
<td>1b, 2a,</td>
</tr>
<tr>
<td>Philosophy Assignment- (Student will identify different philosophies and be able to apply them.)</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>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a,2d, 2h,2j, 2n</td>
</tr>
<tr>
<td>Exam #1 – Ch. 1-5</td>
<td>1.4, 5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1a,</td>
<td>1A,1D,2L,</td>
</tr>
<tr>
<td>Exam #2 – Ch. 6-9</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1a</td>
<td>1A, 1d, 2L,</td>
</tr>
<tr>
<td>Exam #3 Ch. 10-15</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1a</td>
<td>1A, 1d, 2L,</td>
</tr>
</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, use of Technology:
A variety of instructional methods are modeled during the course such as but not limited to; lectures, class discussion, group work, cooperative activities, lab exercises, and power point presentations.
1. Students will have an opportunity to apply writing skills by composing papers and written discussion posts.
2. Students will take chapter quizzes.
3. Students will complete various homework assignments that will enhance the learning of the topics being covered in class.

IV. Evaluation and Assessments (Grading):

**Exams**
Exam 1 – 100 pts
Exam 2 – 100 pts
Exam 3 – 100 pts
   Total for exams -300 points (50% of grade)

**Quizzes**
Syllabus Quiz and 15 Chapter Quizzes (10 pts each) = 160 pts (26% of grade)

**Assignments**
Introduce Yourself – 5pts
Ch 1 Assignment-major and minor -20 pts
Ch 2 Philosophy Assignment - 25 pts
Ch 3 Video Assignment – 10 pts
Ch 5 Journal Article – 20 pts
Ch 6 Video of themselves – 20 pts
Ch 7 Lab Self Pic – 10 pts
Ch 9 Goal Setting Assignment – 20 pts
Ch 14 Job Posting – 5 pts
Ch 15 Ethical Discussion – 10 pts
   Total points for Assignments – 145 pts (24% of grade)

605 points total
A= 90-100% (544-605 pts)
B= 80-89% (484-543 pts)
C=70-79% (424-483 pts)
D=60-69% (363 – 423 pts)
F= below 60% (0 - 362 pts)

Major Assignment Descriptions (This is not all of the assignments)

Chapter 1 Major/Minor
You will state what your major and minor areas of study are and how you plan to accomplish them.
The purpose of this assignment is to make sure you have investigated your future career and know the educational requirements and certification processes to meet your career goals.
Chapter 2 Philosophy Assignment

You will investigate the following philosophies (Idealism, Realism, Pragmatism, Naturalism, Existentialism, Humanism) and be able to apply them to experiences in physical education, exercise science and sport. You will take a quiz over the interpretation of these philosophies.

Chapter 5 Journal Article Assignment

The assignment for this chapter is to find a journal article that relates to the topics covered in the chapter. See assignment instructions in the online module. You will give the full citation of the article and summarize the findings of the article.

Chapter 6 Video Themselves – Sports Skill

Student will be placed into discussion groups and assigned a sport and specific sport skill. Each person in the group will investigate the proper skill performance for their specific skill. Each person will then video themselves performing the skill several times. Students will post the proper skill performance information for their skill along with their video. Each person in the discussion group will analyze and give feedback to each group member’s video.

Chapter 9 Goal Setting

The assignment for this chapter is to develop two goals. You will use the worksheet on the page in the module to complete this assignment. You will need to type the questions off the sheet and your answers. Save your document in Word or a pdf file. Use this as an opportunity to better yourself. You will submit your assignment under the “dropbox” tab

V. Tentative Course Outline/Calendar:

The format for each module will be to read the text and notes, complete chapter quiz/assessment, and assignment. Assignments will range from article submissions, video submissions, presentations, and online discussions. Due dates for specific quizzes and assignments will be at midnight on the day stated in the Course Calendar. No late work will be accepted unless absence is documented with Judicial Office. It is suggested that you print the schedule and mark off quizzes/assignments as you complete them. The detailed class schedule is at the end of the syllabus.

Objectives for each module

Students should be able to:

Chapter 1
- determine the nature of “contemporary physical education, exercise science and sport (PEEXSPT)” and how it has evolved.
- define the specialized areas of study within PEEXSPT and how do they interrelate
- determine the relationship between the discipline, profession, and field
- identify the allied fields associated with PEEXSPT
Chapter 2
- Discuss key concepts of philosophy and their application to physical education, exercise science, and sport.
- Define sport philosophy and describe its historical development and areas of study.
- Begin to develop a professional philosophy.
- Discuss the goals and objectives of physical education, exercise science, and sport.
- Identify the characteristics of a physically educated person.
- Explain what is meant by the cognitive, affective, and psychomotor domains of behavior and how education contributes to development within these domains.
- Describe the purposes and the importance of assessment in physical education, exercise science, and sport.

Chapter 3
- Understand the changing demographics of the United States and their implications for physical education, exercise science, and sport.
- Interpret to colleagues and to the public the role of physical education, exercise science, and sport in the promotion of health and the attainment of wellness.
- Discuss the physical activity of people of all ages and the implications for physical education, exercise science and sport.

Chapter 4
- Identify events that served as catalysts for physical education, exercise science, and sport’s growth.
- Identify some of the outstanding leaders in the fields.
- Discuss recent developments in physical education, exercise science, and sport.
- Draw implications from history of our fields for the future of physical education, exercise science, and sport.

Chapter 5
- Define concepts of motor behavior.
- Understand selected models of motor learning and the stages of learning and be able to draw implication for instruction in PEEXSPT.
- Apply the teaching of PEEXSPT concepts of motor learning such as feedback, design of practice, and transfer.
- Describe the fundamental movements and the phases of motor development.

Chapter 6
- Define the term biomechanics and how it relates to the field of PEEXPST
- Understand the importance of biomechanics to PEEXSPT
- Define terms related to the field of biomechanics
- Explain mechanical principles associated with PEEXSPT
- Describe various techniques to analyze human motion

Chapter 7
- Define terms and concepts related to exercise physiology and understands its importance in PEEXSPT
- Understand health- and performance-related fitness components
- Understand how physical activity enhances health
- Use the FITT formula to design a fitness program
Chapter 8
- Show how sport is a socializing force in American culture
- Discuss the nature and scope of sport
- Describe the growth of sports in educational institutions in America and educators attitudes
- Explain the concerns of sports related to girls and women, children, minorities, violence and substance abuse in sports

Chapter 9
- Describe the psychological benefits of participating in physical activities and sport.
- Describe different behavioral theories and their application to exercise adherence.
- Understand the effects of anxiety and arousal in the performance of motor skills and different strategies to enhance performance.
- Discuss the effective use of motivation, goal setting, imagery, and self-talk in PEEXSPT.

Chapter 10
- Define sport pedagogy, assessment, physical education, curriculum and instruction.
- Discuss the effects of the standards-based movement upon physical education programs relation to instructional processes, assessment and curriculum.
- Describe an effective physical education teacher.
- Discuss the importance of assessment in physical education programs.

Chapter 11
- List career opportunities in PEEXSPT.
- Identify your strengths, weaknesses, interests, goals, and career preferences.
- Understand your professional preparation needs and educational requirements.
- Discuss the importance of internships and professional organizations in PEEXSPT.

Chapter 12
- Discuss the advantages and disadvantages of the teaching career.
- Describe the similarities and differences between teaching and coaching.
- Identify strategies to maximize opportunities for employment in a teaching or coaching career.

Chapter 13
- Discuss the responsibilities and opportunities for PEEXSPT professionals in fitness and health-related careers.
- List career opportunities for someone pursuing therapy-related careers.
- Describe several strategies that can be used to enhance the marketability of someone in fitness-, therapy-, and health-related careers.

Chapter 14
- Identify career opportunities in sport management.
- Discuss career opportunities in sport media and how experiences in PEEXSPT can help in these careers.
- Describe how to increase ones marketability in sport careers.

Chapter 15
- Discuss the importance of leadership in the fields of PEEXSPT.
- Describe the promotion of developing values in PEEXSPT.
- Identify the technological advances that are impacting the field.
- Define the role of PEEXSPT professionals in relation to national health goals.
- Articulate your opinion on certain issues related to the field of PEEXSPT.
VI. Readings Required:

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken 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. Therefore, your response is critical!

In the 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.

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 office of Student Rights and Responsibilities (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, one week for a summer session, or 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. If students experience any life events that effect the completion of assignments, the student should contact the office of Student Rights and Responsibilities.
**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, 936-468-3004 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/](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. 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 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 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, 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.

IX. Other Relevant Course Information:
Proper etiquette for online discussions is required. No late work will be accepted. Students should email the instructor through D2L in the course. Email will be responded to within 24 hours Monday-Thursday. I will check email daily Monday-Friday. Students should also check email in the course every day during the week or have D2L email forwarded to their personal email accounts.
## Semester Schedule

Modules will open up early and you may work ahead. But, you must meet the deadlines by when the module is due. **No late work will be accepted unless absence is documented with Judicial Office. It is suggested that you print this schedule and mark off quizzes/assignments as you complete them.**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Pts</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 29</td>
<td></td>
<td>Orientation, Getting Started Module,</td>
</tr>
<tr>
<td>Jan 29</td>
<td>10</td>
<td>Syllabus Quiz (Must make a 100 before other materials will open)</td>
</tr>
<tr>
<td>Jan 29</td>
<td>5</td>
<td>Introduce Yourself Assignment [DISCUSSION]</td>
</tr>
<tr>
<td>Feb 5</td>
<td>10</td>
<td>Chapter 1 Meaning and Scope –Ch. 1 Quiz</td>
</tr>
<tr>
<td>Feb 5</td>
<td>20</td>
<td>Chapter 1 Assignment Major/Minor [DROPBOX]</td>
</tr>
<tr>
<td>Feb 12</td>
<td>10</td>
<td>Chapter 2 Philosophy, Goals, and Objectives –Ch 2 Quiz</td>
</tr>
<tr>
<td>Feb 19</td>
<td>10</td>
<td>Chapter 3 Cultural Competence Video Assignment [DISCUSSION]</td>
</tr>
<tr>
<td>Feb 19</td>
<td>10</td>
<td>Chapter 3 Role in Society – Ch 3 Quiz</td>
</tr>
<tr>
<td>Feb 26</td>
<td>25</td>
<td>Chapter 2 Philosophy Assignment – Philosophy Quiz/Short Answer [QUIZ]</td>
</tr>
<tr>
<td>Feb 26</td>
<td>10</td>
<td>Chapter 4 Historical Foundation– Ch 4 Quiz</td>
</tr>
<tr>
<td>Mar 5</td>
<td>10</td>
<td>Chapter 5 Motor Behavior – Ch 5 Quiz</td>
</tr>
<tr>
<td>Mar 5</td>
<td>20</td>
<td>Chapter 5 – Journal Article [DROPBOX]</td>
</tr>
<tr>
<td>Mar 7</td>
<td>100</td>
<td>Exam 1 –Chapters 1-5</td>
</tr>
<tr>
<td>Pts so far</td>
<td>240</td>
<td>Module 2 – Chapters 6-9</td>
</tr>
<tr>
<td>Mar 12</td>
<td>10</td>
<td>Chapter 6 Biomechanical Foundations – Ch 6 Quiz</td>
</tr>
<tr>
<td>Mar 26</td>
<td>20</td>
<td>Chapter 6 Video Themselves – Sport Skill Assignment [DISCUSSION]</td>
</tr>
<tr>
<td>Apr 2</td>
<td>10</td>
<td>Chapter 7 Exercise Physiology and Fitness – Ch 7 Quiz</td>
</tr>
<tr>
<td>Apr 9</td>
<td>10</td>
<td>Chapter 7 Picture of Themselves and Lab List Assignment [DROPBOX]</td>
</tr>
<tr>
<td>Apr 9</td>
<td>10</td>
<td>Chapter 8 Sociological Foundation – Ch. 8 Quiz</td>
</tr>
<tr>
<td>Apr 16</td>
<td>10</td>
<td>Chapter 9 Sport and Exercise Psychology – Ch. 9 Quiz</td>
</tr>
<tr>
<td>Apr 16</td>
<td>20</td>
<td>Chapter 9 Goal Setting Assignment [DROPBOX]</td>
</tr>
<tr>
<td>Apr 17</td>
<td>100</td>
<td>Exam 2 –Chapters 6-9</td>
</tr>
<tr>
<td>Pts so far</td>
<td>430</td>
<td>Module 3 – Chapters 10-15</td>
</tr>
<tr>
<td>Apr 23</td>
<td>10</td>
<td>Chapter 10 Sport Pedagogy – Ch. 10 Quiz</td>
</tr>
<tr>
<td>Apr 23</td>
<td>10</td>
<td>Chapter 11 Career and Professional Development – Ch. 11 Quiz</td>
</tr>
<tr>
<td>Apr 30</td>
<td>10</td>
<td>Chapter 12 Teaching and Coaching Careers – Ch. 12 Quiz</td>
</tr>
<tr>
<td>Apr 30</td>
<td>10</td>
<td>Chapter 13 Fitness and Health-Related Careers – Ch. 13 Quiz</td>
</tr>
<tr>
<td>May 7</td>
<td>10</td>
<td>Chapter 14 Sport Careers – Ch 14 Quiz</td>
</tr>
<tr>
<td>May 7</td>
<td>5</td>
<td>Chapter 14 Sports Career Job Posting Assignment [DROPBOX]</td>
</tr>
<tr>
<td>May 9</td>
<td>10</td>
<td>Chapter 15 Issues, Challenges, and Future Trends- Ch. 15 Quiz</td>
</tr>
<tr>
<td>May 9</td>
<td>10</td>
<td>Chapter 15 Ethical Discussion Assignment [DISCUSSION]</td>
</tr>
<tr>
<td>May 15</td>
<td>100</td>
<td>Exam 3 Chapters 10-15</td>
</tr>
<tr>
<td>Total Pts</td>
<td>605</td>
<td>Class Schedule is subject to change</td>
</tr>
</tbody>
</table>
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.
Stephen F. Austin State University James I Perkins College of Education
Candidate Program Continuation Form (Part A)

To: ____________________________  From: ____________________________  Date: __________

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
__ Inappropriate social interaction 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
__ 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 / group activities
__ Does not complete individual assignment/work
__ 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