KIN 332 Online Health & Kinesiology for Children Spring 2019

Instructor: Sharon Rice

Course Time & Location: Online Course
Office Hours: Online (M-F 8:00-9:00am or any time after 2:30pm)
face to face by appointment

Other Contact: 468-3503 (Main Office)

Email: rices2@sfasu.edu

Credits: 3 Semester Hours
Prerequisites: None

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

II. Intended Learning Outcomes/Goals/Objectives:
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 in this course:
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: Kin 332
The student will be able to:
-discuss an overview of physical education and the influences upon the field.
-explain the relationship of physical activity and the growing child (PLO 3).
-explain the components a four-part lesson plan in physical education and/or a health lesson plan (PLO’s 3,4,5).
-discuss the establishment and maintenance of the proper environment for learning (PLO 5).
-describe effective teaching, classroom management and discipline techniques for a physical education class (PLO 5).
-list activities for children with varying disabilities (PLO 3).
-analyze legal liability and proper care of students (PLO 5).
-list the various forms of evaluation in physical education (PLO 1).
-discuss wellness concepts for quality lifestyles (PLO 2).
-evaluate facilities, equipment, and supplies for physical education (PLO 3,4, 5).
-list guidelines and examples of integrating academic concepts into physical education.
-analyze and interpret the reading materials through the use of study questions and class
discussions.
- effectively discover, develop, organize and phrase the course information in written form through the use of essays, papers and/or reports.
- communicate clearly, coherently and persuasively the course information through the use of group discussions and/or presentations.

**Professional Organization Standards Incorporated**

TExES Standards for Physical Education EC-12 (State Board of Educator Certification)

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

Standard II: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promote students’ self-management, self-motivation, and social skills through participation in physical activities.

Standard III: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

NASPE Standards Addressed:

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

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

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

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

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

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

Physical Education Generalist EC-6 Standards addressed in this course:

Standard II. The physical education teacher understands principles and benefits of a healthy,
physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
Standard III. The physical education teacher uses knowledge of individual group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.

Standard IV. The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

Standard V. The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI. The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Standard VII. The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.

Standard X. The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

Health Generalist EC-6 Standards addressed in this course:

Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Standard II. The health teacher communicates concepts and purposes of health education.

Standard III. The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Standard IV. The health teacher evaluates the effects of school health instruction.

CAEP Standards addressed in this course:

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

InTASC Standards addressed in this course:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of
assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ISTE Standards addressed in this course:
Standard 1: Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments
Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
### Assessment/Assignment and Standards Alignment Table

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<tr>
<th>Assessment/Assignment</th>
<th>NASPE</th>
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III. A. Course Assignments, Activities, Use of Technology:
- Quizzes will be taken after completion of each module/chapter
- Online Discussions and assignments
- Students will be required to observe children being physically active.
- Please contact the SHACK at 468-4357 if you have any problems accessing online materials or other technology problems.

B. Instructional Strategies
- Online Discussions, Lecture, Powerpoint Presentations, and Online Video Viewing.

IV. Evaluation and Assessments (Grading):
The final grade in this course will be determined on the following factors:
Exams (30%)
   Exam 1 = 100 points
   Exam 2 = 100 points
Quizzes, Assignments, and Discussions (70%)
   Quizzes (10pts each) = 290 points
   Assignments and Discussions (Pts vary for each) = 85 points
   Health/Physical Activity Lesson Plan = 100 points
Total Points = 675

A = 90-100% = 607-675 points,
B = 80-89% = 540-606 points
C = 70-79% = 472-539 points
D = 60-69% = 405-471 points
F = <59% = < or = 404 points

V. Course Outline
Below you will find the content for each of the chapters/modules covered in the course. The course timeline and due dates are on the last page of the syllabus.

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

Chapter 2
- Describe general growth patterns of elementary aged boys and girls
- List and describe the different somatotypes
- Describe how skeletal maturity, muscular development, relative strength, and aerobic capacity of children affect their performance in physical activities and how this affects the physical activity assignments chosen by the physical education teacher
- Explain how to help children succeed in skill development
- Describe how to safely allow students to participate in the heat, running activities, and
resistance training.
Chapter 3
- Describe the following teaching styles: Direct, Task(Station), Mastery Learning, Individualized, Cooperative, Inquiry, Guided Discovery, Problem Solving, and Free Exploration.
- Identify developmental patterns of skill development in relation to sequence, rate, and gross motor skills to fine motor skills.
- Identify strategies to optimize skill learning in relation to arousal, skill feedback, practice sessions, progression, learning environment considerations, integrating mechanical principles, and instructional formations.
- List and describe the four-part lesson plan components.
- Be able to identify appropriate Physical Education TEKS for the different four parts of the lesson plan.

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

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

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

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

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

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

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

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

Chapter 11
- Determine the priority of physical education objectives when integrating academic subjects
- Describe research related to physical activity and academic achievement
- Describe different types of academic integration models in physical education
- List several examples of activities that integrate: math, language arts, science, social studies, art...
- List the guidelines and examples for moving a physical education class into a regular size classroom
-List the NASPE Physical Activity Guidelines for Children
-Identify MVPA and their MET levels (low, moderate, vigorous)
-Describe the different levels of the Physical Activity Pyramid and which activities should be participated in more than others
-Determine the benefits of utilizing pedometers in a physical education class
-What are the benefits of walking (physical activity)
-List several internet sources for schools to promote physical activity

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

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

VI. Required Textbooks/Materials:
Required:
-D2L modules materials.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

VIII. Student Ethics and Other Policy Information:

Attendance:

Class Attendance and Excused Absence: Policy 6.7

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

Students are expected to logon regularly to the online learning system and check emails and complete assignments by the due date. Students should contact the 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 (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. Students experiencing any life events that affect turning in assignments on time should contact the office of Student Rights and Responsibilities.

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 polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

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

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

**Penalties for Academic Dishonesty**

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

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

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

**Student Code of Conduct: Policy 10.4**

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

Additional Information:

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

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

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.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 936-468-1740 or snyderke1@sfasu.edu.

IX. Additional Policies: 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-Thursday. Students should also check email in the course every day during the week.
**Semester Schedule**
(This schedule is subject to change at discretion of the professor)
The format for each module will be to read the text and module notes, complete chapter quiz/assessment, and assignment if one is listed. Modules will open up early and students can work ahead. Due dates for specific quizzes and assignments will be at midnight on the day stated below. 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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 22</td>
<td>10</td>
<td>Getting Started Module</td>
</tr>
<tr>
<td>Jan 22</td>
<td>5</td>
<td>Syllabus Quiz <em>(Must make a 100 before other materials will open)</em></td>
</tr>
<tr>
<td>Jan 22</td>
<td>5</td>
<td>Introduce Yourself Assignment</td>
</tr>
<tr>
<td>Feb 1</td>
<td>10</td>
<td>Chapter 1 read text, module notes and Chapter 1 Quiz</td>
</tr>
<tr>
<td>Feb 1</td>
<td>10</td>
<td>NASPE Standards Quiz</td>
</tr>
<tr>
<td>Feb 1</td>
<td>10</td>
<td>Chapter 2 read text, module notes and Quiz</td>
</tr>
<tr>
<td>Feb 15</td>
<td>10</td>
<td>Chapter 3 read text, module notes and Quiz</td>
</tr>
<tr>
<td>Feb 15</td>
<td>20</td>
<td>Chapter 3 Assignment – Mechanical Principle Assignment</td>
</tr>
<tr>
<td>Feb 15</td>
<td>10</td>
<td>Chapter 4 read text, module notes and Quiz</td>
</tr>
<tr>
<td>Feb 15</td>
<td>10</td>
<td>Chapter 5 read text, module notes and Quiz</td>
</tr>
<tr>
<td>March 1</td>
<td>100</td>
<td>Exam 1 – Chapters/Modules 1-5 (Points so far in course – 195)</td>
</tr>
<tr>
<td>March 1</td>
<td>10</td>
<td>Chapter 8 read text, module notes and Quiz</td>
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<tr>
<td>March 1</td>
<td>10</td>
<td>Chapter 13 read text, module notes and Quiz</td>
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<tr>
<td>March 1</td>
<td>10</td>
<td>Chapter 6 read text, module notes and Quiz</td>
</tr>
<tr>
<td>March 15</td>
<td>30</td>
<td>Chapter 2 Assignment due – Observe Children Being Active</td>
</tr>
<tr>
<td>March 15</td>
<td>10</td>
<td>Chapter 6 Assignment – Good Behavior Game Email Assignment</td>
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<tr>
<td>March 15</td>
<td>10</td>
<td>Chapter 7 read text, module notes and Quiz</td>
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<tr>
<td>March 15</td>
<td>20</td>
<td>Ch. 7 Video Assignment</td>
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<tr>
<td>March 29</td>
<td>10</td>
<td>Chapter 9 read text, module notes and Quiz</td>
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<td>March 29</td>
<td>10</td>
<td>Chapter 10 read text, module notes and Quiz</td>
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<tr>
<td>March 29</td>
<td>10</td>
<td>Chapter 11 read text, module notes and Quiz</td>
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<tr>
<td>March 29</td>
<td>10</td>
<td>Naperville PE Quiz</td>
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<tr>
<td>April 12</td>
<td>10</td>
<td>Chapter 12 read text, module notes and Quiz</td>
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<tr>
<td>April 12</td>
<td>10</td>
<td>Module CSH and Health TEKS and Quiz</td>
</tr>
<tr>
<td>April 12</td>
<td>100</td>
<td>Exam 2-Chapt/Modules 6-12 and CSH and Health TEKS (455 pts so far)</td>
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<td>April 12</td>
<td>100</td>
<td>Health Lesson Plan Assignment due</td>
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<td>April 12</td>
<td>10</td>
<td>Mental and Emotional Health Module and Quiz</td>
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<tr>
<td>April 26</td>
<td>10</td>
<td>Physical Activity and Depression Quiz</td>
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<tr>
<td>April 26</td>
<td>10</td>
<td>Family and Social Health Module and Quiz</td>
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<tr>
<td>April 26</td>
<td>10</td>
<td>Growth and Development Module and Quiz</td>
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<tr>
<td>April 26</td>
<td>10</td>
<td>Brain Differences Between Males and Females Quiz</td>
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<tr>
<td>April 26</td>
<td>10</td>
<td>Nutrition Module and Quiz</td>
</tr>
<tr>
<td>May 10</td>
<td>10</td>
<td>Personal Health and Physical Activity Module and Quiz</td>
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<tr>
<td>May 10</td>
<td>10</td>
<td>Alcohol, Tobacco, and Other Drugs Module and Quiz</td>
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<tr>
<td>May 10</td>
<td>10</td>
<td>Communicable and Chronic Diseases Module and Quiz</td>
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<td>May 10</td>
<td>10</td>
<td>Consumer and Community Health Module and Quiz</td>
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<tr>
<td>May 10</td>
<td>10</td>
<td>Environmental Health Module and Quiz</td>
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<tr>
<td>May 10</td>
<td>10</td>
<td>Injury Prevention and Safety Module and Quiz</td>
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<tr>
<td>Total Pts</td>
<td>675</td>
<td>Class Schedule is subject to change</td>
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