I. Course Description:
This course is designed to meet Texas Teacher Certification requirements. It is expected that a teacher in Texas be schooled in selected foundation areas: historical, physiological, psychological, and sociological. In addition, it is expected that they will engage with 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.

Course Justification - “Foundations of Kinesiology” (3 credit hours) is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks and also meet for a 2 hour final examination. Kinesiology students will explore the value of their discipline by scrutinizing each of the 12 sub disciplines of kinesiology. Students will have significant weekly out of class assignments, such as; readings, preparing for an in-class group presentation, and developing their professional philosophy by writing and submitting a formal paper. These assignments will enhance the student’s understanding of the weekly topics that are discussed in class, as well as prepare them for three in-class written examinations. The outside class assignments require at least 6 hours of work each week.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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’s Initiative #4: Develop a learner-centered environment.
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 #2: Prepare educators and industry professionals.
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 and 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 as an educator or other professional in the field of exercise science. Students are presented with opportunities to develop critical, reflective and creative thinking through class discussion and written papers, to achieve academic excellence (NASPE Standard 8 –Reflection). Establishment of life-long learning in the development of daily physical activity is emphasized as a critical component in 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 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>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, 1.3</td>
<td>1a</td>
<td>1b, 2a</td>
<td></td>
</tr>
<tr>
<td>Philosophy Assignment – (Students will identify different philosophies and be able to apply them)</td>
<td>1.1,1.2, 1.3,1.5, 3.2, 3.3,3.5, 3.6,3.7, 5.1</td>
<td>1a</td>
<td>1b,2a,2d, 2h,2j,2n</td>
<td></td>
</tr>
<tr>
<td>Group Presentations – Students will present current topics in the field of Kinesiology</td>
<td>1.2, 1.3,1.5, 3.2, 3.3,3.4,3.5, 3.6,3.7, 5.1, 6.1, 6.4, 1.3</td>
<td>1a</td>
<td>1b, 2a, 2j, 3i, 3r, 4b, 4h, 4j,5m, 6b, 7a, 7b, 7c, 8a</td>
<td></td>
</tr>
<tr>
<td>Exam #1 – Ch. 1-5 (Assessment to cover semantics specific to kinesiology, The SFA Way, Philosophy, and History of Physical Education, Motor Behavior)</td>
<td>1.4, 5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A,1D,2L,</td>
<td></td>
</tr>
<tr>
<td>Exam #2 – Ch.5-9 (Assessment to cover Motor Behavior, Biomechanical Principles, and Exercise Physiology)</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 1d, 2L,</td>
<td></td>
</tr>
<tr>
<td>Exam # 3 Ch. 10-15 (Assessment to cover Careers in Therapeutic Exercise, Teaching Physical Education, Coaching, Sport Instruction, and Sport Management)</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 1d, 2L,</td>
<td></td>
</tr>
</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A variety of instructional methods are modeled during the course including, 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 exams and 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):

Attendance and Daily Application Tasks (160 pts.)
- 160 pts. See SFA Attendance Policy (6.7)

Exams (300 pts.)
- Exam 1 – 100 pts
- Exam 2 – 100 pts
- Exam 3 – 100 pts (Final)

Quizzes (75 pts.)
- Three Quizzes (25 pts. each)

Assignments (125 pts.)
- Introduce yourself - 5 pts.
- Plan for the future-major/minor -25 pts
- Lab Reports (15 pts. each) = 75 pts.
- Individual Reflection paper = 20 pts

Group Presentation (145 pts.)
- Presentation Outline – 20 pts.
- Materials (PowerPoints or Handouts) –80 pts.
- Group and individual Performance – 40 pts.
- Assessment – 5 pts.

➢ Note: All assignments, unless specified by the instructor, must be typed. No work will be accepted unless it is typed. No late work will be accepted without special permission. An absence must be documented with the Judicial Office in order to be excused.

The grading scale is as follows:

A= 90-100%
B= 80-89.9%
C=70-79.9%
D=60-69.9%
F= below 60%
Major Assignment Descriptions:

Attendance (6.7) and Daily Application Tasks

- Students should participate in a variety of physical, individual, and group activities (SFA Attendance Policy (6.7)). The Daily Application Tasks (DATs) done during class time are assigned a point value - these activities cannot be made up and 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.

- **Absence is no excuse for not knowing.** You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

- **The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.**

Plan for the future

- 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.

Lab Reports

- Students will be assigned to identify a sport and specific skill in relation to particular topics covered in the chapters. The students will investigate and post the proper performance for their assigned skills.

Group presentation

- The group will be assigned to investigate a sport and specific sport event in relation to major subdisciplines in Kinesiology. Each member of the group will present their understanding of the sport-related event in terms of the viewpoint of his or her particular discipline. In preparation, they will turn in an outline or power point slides at least a week prior to their presentations. The guidelines for a reflection paper will be provided.

V. Tentative Course Outline/Calendar:

For each chapter, the student will read the text and notes, complete chapter quiz/assessment, and assignment. Assignments will include article submissions, major/minor statements, group presentations, and classroom discussions. Due dates for specific quizzes and assignments will be stated in the Course Calendars. **No late work will be accepted without special permission. An absence must be documented with the Judicial Office in order to be excused.** It is suggested that you print the schedule and mark off quizzes/assignments as you complete them. The Course Calendar, a detailed class schedule, is at the end of the syllabus.

VI. Readings (Required and recommended):

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 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 and Preparation for Class:
SFA Attendance 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 a student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.


Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

Daily attendance and active participation is expected and required of all professionals, therefore, as a professional, your attendance, may affect your final grade. This includes being tardy and/or leaving class early. Daily Application Tasks (DATs), completed during class cannot be made up. Test materials are presented in class – if you miss class you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. It is the responsibility of the student to notify the instructor prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

There is a 10-point perfect attendance bonus at the end of the semester – for students who have no absences or tardies of any kind.
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/.

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): Acceptable Student Behavior
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.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
   • You enrolled or planning to enroll in an educator preparation program or
   • You are planning to take a certification exam for initial educator certification, and
   • You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

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

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

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

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

Insurance:
It is strongly advised that every student carry 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 remain out of sight during class. This includes earpieces or Bluetooth devices. (See also General Classroom Civility). If you receive an important phone call during class, please leave the classroom to answer it.

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 are 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 be professional in your behavior, appearance, and speech. Unprofessional attire should be avoided, which means no sagging pants, no caps or hats inside the classroom or building.

Medical Conditions:
Existing medical conditions or medical conditions that arise during the semester and that impede or prohibit physical activity, should be discussed with the instructor. Students must provide proper documentation, in order to be excused from activities.

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 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 chewing 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 behaviors may include talking with others, roving eyes, and tapping your hands or feet as signals.
# Tentative Course Outline/Calendar

**KIN 120.002 (TR)**

Reading should be done before class and lecture printouts from Brightspace should be brought to class. Remember that not everything you need to know is on the slides so NOTES SHOULD BE TAKEN DURING CLASS!

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activities</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Orientation, Introduce the course (Kinesiology), Introducing yourself</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/21</td>
<td>Chapter 1 - Meaning and Scope</td>
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<tr>
<td></td>
<td>1/23</td>
<td>Chapter 2 - Philosophy, Goals, and Objectives</td>
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<tr>
<td>3</td>
<td>1/28</td>
<td>Chapters 2 &amp; 3 - Philosophy, Goals, and Objectives &amp; Health and Physical Activity in our society</td>
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<tr>
<td></td>
<td>1/30</td>
<td>Chapter 3 - Health and Physical Activity in our society</td>
<td>Philosophy Paper</td>
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<tr>
<td>4</td>
<td>2/4</td>
<td>Introduction to Motor Behavior &amp; Online Quiz 1</td>
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<td></td>
<td>2/6</td>
<td>Chapter 5 - Motor Behavior</td>
<td>Lab Report 1</td>
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<tr>
<td>5</td>
<td>2/11</td>
<td>Exam # 1 (Chapters 1-5)</td>
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<td></td>
<td>2/13</td>
<td>Chapters 6 - Biomechanical Foundations &amp; Lab</td>
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<tr>
<td>6</td>
<td>2/18</td>
<td>Chapter 7 - Exercise Physiology</td>
<td>Lab Report 2</td>
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<td></td>
<td>2/20</td>
<td>Chapter 7 - Exercise Physiology and Lab</td>
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<tr>
<td>7</td>
<td>2/25</td>
<td>Chapter 8 - Sociological Foundation</td>
<td>Lab Report 3</td>
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<td></td>
<td>2/27</td>
<td>Chapter 9 - Exercise Psychology Quiz 2</td>
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<tr>
<td>8</td>
<td>3/3</td>
<td>Chapter 9 - Exercise Psychology</td>
<td></td>
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<tr>
<td></td>
<td>3/5</td>
<td>Exam # 2 (Chapters 5-9)</td>
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<tr>
<td>9</td>
<td>3/9–3/13</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>10</td>
<td>3/17</td>
<td>Chapter 10 - Sport Pedagogy</td>
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<td></td>
<td>3/19</td>
<td>Chapter 10 - Sport Pedagogy and lab</td>
<td>Lab Report 4</td>
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<tr>
<td>11</td>
<td>3/24</td>
<td>Chapter 11 - Career and Professional Development and Group Work</td>
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<tr>
<td></td>
<td>3/26</td>
<td>Chapter 12 - Teaching and Coaching Careers and Group Work</td>
<td>Lab Report 5</td>
</tr>
<tr>
<td>12</td>
<td>3/31</td>
<td>Chapter 13 - Fitness and Health-Related Careers and Group Work</td>
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<tr>
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<td>4/2</td>
<td>Group Presentation I (Every group should upload all their materials for group presentation, including PPT &amp; outline, into D2L by 11:00 am, regardless of their scheduled dates for group presentation)</td>
<td>Group Materials (PPT &amp; Outline)</td>
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<tr>
<td>13</td>
<td>4/7</td>
<td>Group Presentation II</td>
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<td></td>
<td>4/9</td>
<td>Group Presentation III</td>
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<td>14</td>
<td>4/14</td>
<td>Group Presentation IV</td>
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<td>4/16</td>
<td>Chapter 14 - Sport Careers &amp; Classroom Discussion</td>
<td>Reflection Paper</td>
</tr>
<tr>
<td>15</td>
<td>4/21</td>
<td>Chapter 15 - Issues, Challenges, and Future Trends</td>
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<td></td>
<td>4/23</td>
<td>Chapter 15 - Issues, Challenges, and Future Trends Quiz 3</td>
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<td></td>
<td>4/28</td>
<td>Reviewing for Final Exam</td>
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<td></td>
<td>4/30</td>
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<tr>
<td>5/7</td>
<td>5/9</td>
<td>Exam # 3 (Final Exam)</td>
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</table>

*This schedule is tentative and subject to change. All changes, if any, will be announced in class.*