I. Course Description: This activity class introduces students to Hatha yoga postures (asanas), controlled breathing practices (pranayama), and meditation techniques. These activities will be complemented by a series of classroom discussions on such topics as the historical, philosophical, and theoretical foundations of yoga. We will also discuss the negative effects of stress upon the body and the way in which relaxation techniques and yoga postures can provide an antidote to the emotional and physical toxins present in today's lifestyles.

II. Intended Learning Outcomes/Goals/Objectives:
- Students will engage intellectually, physically, and emotionally with the theory and philosophy of yoga.
- Students will demonstrate an understanding of their own bodies through yoga poses and breathing exercises learned in class.
- Students will perform a variety of yoga poses showing knowledge of proper alignment.
- Students will gain the knowledge and skills required to develop a personal yoga practice.

III. Course Assignments & Evaluation Requirements:
Each class will encompass the practice of yoga postures and breathing techniques. Some classes will also include a brief lecture and/or meditation component. Students may work occasionally with partners.

Attendance (189 points/60% of final grade): Yoga is an activity-based class and, as such, attendance makes up the largest percentage of students’ grades. Students should be sitting quietly on a yoga mat ready to practice by the time class is scheduled to start. The instructor will take attendance at the start of every class. Students earn seven (7) points per class session to which they are on time, actively participate, and present for the entire class. Unexcused absences will result in deduction of seven (7) points from the total attendance grade per absence. Students that arrive after attendance has been taken/practice has begun will have 2 points deducted from their attendance grade on that day. Students must check in with the instructor after the class day they arrive late in order to earn credit for attending class that day. Please see “Class Attendance and Excused Absence: Policy 6.7” for information about excused absences.

Participation: Unless otherwise instructed, come to class appropriately dressed for movement and bring your own yoga mat. Students will remove shoes and socks when practicing yoga postures. Cell phones are to be turned OFF and left in backpacks or with students’ personal belongings (not with them on their mats). Points will be deducted from a student’s attendance/participation grade if they have with them or use a phone or other electronic device during class. The only thing that should be on your mat is you, water, and any props you may need (e.g. towel, block, strap). In the event a student needs accommodations, the instructor will provide appropriate modifications that will allow the student to participate as much as possible.
Presence: The class will include time for questions and answers, but during the instruction and activity portions of the class, students may only speak to the instructor to ask questions that enhance their ability to engage in the current activity. Points will be deducted from the attendance/participation portion of the grade if students engage in side conversations with others or other disruptive behaviors during class.

Journals (10 points each/100 points/32% of final grade): The class will include a weekly journal reflections based on assigned readings (provided on D2L) and topics discussed each week in class. Assignments will be submitted via D2L dropbox and will answer prompts provided by the instructor.

Final Project (25 points/8% of final grade): Each student will write a final paper in which they report the benefits of yoga and their experiences taking the class over the course of the semester. More specific information will be provided on D2L later in the semester.

IV. Evaluation and Assessment (Grading):

<table>
<thead>
<tr>
<th>Attendance/Participation</th>
<th>189 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Journals</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>25 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>314 points</td>
</tr>
</tbody>
</table>

Grading Scale:
- A=90% or higher (282+ points)
- B=80%-89% (251-281 points)
- C= 79%-79% (219-250 points)
- D=60%-69% (188-218 points)
- F=Below 60% (187 points or less)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Course Introduction&lt;br&gt;Syllabus overview and class expectations&lt;br&gt;No practice&lt;br&gt;Students must have their own mat starting January 21.</td>
</tr>
<tr>
<td>January 21</td>
<td>Self-Care and Yoga Lecture&lt;br&gt;Asana Practice&lt;br&gt;Students must have their own mat starting today.</td>
</tr>
<tr>
<td>January 23</td>
<td>Asana Practice</td>
</tr>
<tr>
<td>January 28</td>
<td>Lecture: What is Intention? Yamas and Niyamas Introduction&lt;br&gt;Asana Practice</td>
</tr>
<tr>
<td>January 30</td>
<td>Asana Practice</td>
</tr>
<tr>
<td>February 4</td>
<td>Lecture-Ahimsa (Non violence)&lt;br&gt;Asana Practice</td>
</tr>
<tr>
<td>February 6</td>
<td>Asana Practice&lt;br&gt;Journal #1 due via D2L Dropbox Sunday @ 11:59 pm</td>
</tr>
<tr>
<td>February 11</td>
<td>Lecture-Satya (Truthfulness)&lt;br&gt;Asana Practice</td>
</tr>
<tr>
<td>February 13</td>
<td>Asana Practice&lt;br&gt;Journal #2 due via D2L dropbox Sunday @ 11:59 pm</td>
</tr>
<tr>
<td>February 18</td>
<td>Lecture-Asteya (Nonstealing)&lt;br&gt;Asana Practice</td>
</tr>
<tr>
<td>February 20</td>
<td>Asana Practice&lt;br&gt;Journal #3 due via D2L dropbox Sunday @ 11:59 pm</td>
</tr>
<tr>
<td>February 25</td>
<td>Lecture-Brahmacharya (Nonexcess)&lt;br&gt;Asana Practice</td>
</tr>
</tbody>
</table>
February 27  Asana Practice  
Journal #4 due via D2L dropbox Sunday @ 11:59 pm

March 3  Lecture-Aparigraha (Nonpossessiveness)  
Asana Practice

March 5  Asana Practice  
Journal #5 due via D2L dropbox Sunday @ 11:59 pm

March 9-13  *Spring Break*

March 17  Lecture-Saucha (Purity)  
Asana Practice

March 19  Asana Practice  
Journal #6 due via D2L dropbox Sunday @ 11:59 pm

March 24  Lecture Santosha (Contentment)  
Asana Practice

March 26  Asana Practice  
Journal #7 due via D2L dropbox Sunday @ 11:59 pm

March 31  Lecture-Tapas (Self-discipline)  
Asana Practice

April 2  Asana Practice  
Journal #8 due via D2L dropbox Sunday @ 11:59 pm

April 7  Asana Practice

April 9  *Easter Break-No class*

April 14  Lecture-Svadhyaya (Self Study)  
Asana Practice

April 16  Asana Practice  
Journal #9 due via D2L dropbox Sunday @ 11:59 pm

April 21  Lecture-Ishvara Pranidhana (Surrender)  
Asana Practice

April 23  Asana Practice  
Journal #10 due via D2L dropbox Sunday @ 11:59 pm

April 28  Asana Practice  
Walking Meditation at SFA Arboretum, meet at HPE 113

April 30  Asana Practice

May 5  10:45 a.m. - 1:15 p.m.  
FINAL PRACTICE/PROJECTS DUE  
Asana Practice

**VI. Required Readings and Course Materials:**

1. Articles assigned by instructor and provided in the weekly course content on D2L.

**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:

A. Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

B. 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/

C. Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

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

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

F. Food and Beverages in Academic Areas Policy (B-8)
Limited consumption of food or beverages is prohibited in the public areas of the Steen Library. Consumption of food or beverages is prohibited in all indoor classrooms and laboratories. **NO FOOD OR DRINK IN THE HPE CLASSROOMS.**

Additional Information Specific to Educator Preparation:

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 http://www.tx-nesinc.com/PageView.aspx?f=GEN_Tests.html). 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.