Instructor: Amber Chelette, Ph.D.  
Office: HPE 212  
Office Phone: 936-468-1567  
Other Contact: 870-260-5540 (Text Only)  
Email: Amber.Chelette@sfasu.edu  
Course Website: Brightspace (D2L)  
Office Hours: MWF 10:00-11:00 am by appointment  
Credits: 2 hour  
This course uses REMIND app for class communication, https://www.remind.com/join/2235t

Prerequisites: None

This is a face-to-face course and students will be expected to attend in person.

I. Course Description:

Team Games and Sports is a two-credit course offered by the Department of Kinesiology and Health Science. Students will demonstrate and practice basic skills and rules of various team sports. They will be assessed in sports skills and authentic application of these skills for accountability and accreditation purposes required by NCATE/NASPE. This course includes the requirement of an accreditation assignment to be submitted into Livetext/Watermark.

Course Justification - “KINE 2235 Team Games and Sports” (2 credits). Students are expected to analyze the characteristics of games based on games classification, especially team games and sports. Students will develop sequences of learning activities by using transferrable skills in team games and sports throughout the semester. In class, they will share the sequences with other students through collaborative activities in order to expand the sequencing, contributing to their own lesson plan. This is a 15 week course which will include approximately 150 minutes of in class instruction and outside class assignments require at least 5 hours of outside work each week.

Perkins College of Education Diversity Statement – can be found at the http://coe.sfasu.edu/about-us/

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, confident, 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:

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:

By the end of the course the student will be able to:
1. demonstrate a basic knowledge of rules, strategies, and terminology involved in various team sports (PLO 4,5).
2. demonstrate reasonable performance competency in various team sports. (PLO 1,3,4)
3. analyze fundamental skills and determine performance errors and corrections. (PLO 1,3,4)
4. plan and conduct an appropriate class presentation including warm-up components, skill preparation, and group management skills. (PLO 5)
5. describe the different teaching models utilized in physical education. (PLO 5)

Professional Organization Standards Incorporated

This course also supports the following exemplary objectives from the THECB:
1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Use logical reasoning in problem solving; and
7. Integrate knowledge and understand the interrelationships of the scholarly disciplines

This course also supports the following Physical Education Standards of the Texas State Board for Educator Certification. Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Standard III. The physical education teacher uses knowledge of individual and 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 V. The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

SHAPE America Standards Addressed:
1. The Physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
2. The Physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. The Physical education candidate will apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
4. The Physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
5. The Physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.
6. The Physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

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 discipline-specific 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 #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
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.

**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.
Standard 3: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
Standard 4: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
Standard 5: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

**III. Course Assignments, Activities, Use of Technology:**

**Daily Application Tasks (100 pts.)** - Active learning and participation are the focus of the class. Therefore, students will participate in a variety of physical, individual, and group activities. These Daily Application Tasks (DATs) done during class time are assigned a point value – these activities cannot be made up unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine participation in class activities and class discussions.

**Lesson and Management Plans (Group and individual)**

*Group Lesson and Management Plan (100 pts.)* - Students will participate in group work by sharing their knowledge and information in order to develop a lesson plan (game creation) and management plan. Each student will be required to submit or turn in a peer evaluation based on their experience with group work.

*Individual Lesson and Management Plans (100 pts.)* - Each student will be required to develop their own individual lesson and management plans. Individual lesson plan should not be the same as their group lesson plan in terms of skill development or skill learning.

**Skills Assessments (100 pts.)** - Students will be assessed in their psychomotor skill proficiency in the various sports covered in class. Students are expected to practice skills outside of class to become proficient in the psychomotor skills. Your scores for authentic skill acquisition will be entered into Livetext/Watermark for accountability and accreditation requirements for NASPE/NCATE. (PLO: 1, 3, 4) **You will need a Livetext account.**

* - **Quizzes (120 pts.)** - Students will take six online quizzes. Quizzes over the rules, history, strategies, and terms of each sport will come from the Teaching sport concepts and skill (4th ed.)(required text) and the Physical Education Activity Handbook (recommended text) and will be given using the online learning system on D2L. Please contact the Help Desk at 468-4357 if you have any problems accessing online quizzes or other technology problems. Students will need to have their SFA online learning system account activated and checked regularly for class information.

* - **Individual Assignments (300 pts)** - Students will submit sequences of learning activities, video analyses, and review one
**Late work will receive a penalty of 10% per day late. Quizzes cannot be made up.**

Instructional Strategies may include lecture, skills, practice, and in-class play will be utilized for instruction. We will spend the majority of our time in the gym simulating a physical education learning environment.

Detailed Assignment Explanations can be found on D2L

### Assignment and Standards alignment

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>NASPE- National Association for Sport and Physical Education</th>
<th>CAEP- Council for the Accreditation of Educator Preparation</th>
<th>ISTE- International Society for Technology in Education</th>
<th>InTASC- Interstate Teacher Assessment and Support Consortium</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill and Gameplay Performance</strong></td>
<td>1.1,1.2,1.3,1.5 2.1, 2.3</td>
<td>1.1, 1.3, 4.2</td>
<td>2d,3a,3d,4c,5b</td>
<td>4j,4k,4l,4n,4o</td>
</tr>
<tr>
<td>Teacher Candidates (TCs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrate the ability to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>perform skills and make</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate tactical decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in game like settings for the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>following team games:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>volleyball, soccer, softball,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and basketball.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some skill performance will be</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>videotaped in class using IPAD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>technology while other skills/gameplay will be performed live.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation: Skill Analyses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Teacher and Self Analysis of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>individual performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher and Self Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of individual performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation: Game Performance Assessment Instrument- (GPAI) score sheet(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• GPAI self-assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sheet with ratings completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A concluding statement of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the personal (strengths and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>weaknesses) in general</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>based upon your game play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Quizzes - Demonstrate knowledge of course content through online quizzes**

**Quiz 1 (on line):**
Major tenets of and rationale for using student centered teaching models, A Tactical Games Approach (TGA) & Sport Education (SE) to teach invasion and field-run-score games

<table>
<thead>
<tr>
<th>Quiz 1</th>
<th>3.3,3.4,3.6,4.1,4.2,4.3,4.4,4.5,4.6</th>
<th>1.1,1.3</th>
<th>3a</th>
<th>2g,3i,3j,3k,3p,3q,3r,4j,4k,4l,4n,4o,5i,5s,7j,7k,7n</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quiz 2 (on line):</strong></td>
<td>3.3,3.4,3.6,4.1,4.2,4.3,4.4,4.5,4.6</td>
<td>1.1,1.3</td>
<td>3a</td>
<td>2g,3i,3j,3k,3p,3q,3r,4j,4k,4l,4n,4o,5i,5s,7j,7k,7n</td>
</tr>
<tr>
<td>Major tenets of and rationale for using the student-centered teaching model-Personalized System of Instruction (PSI)</td>
<td>1.1,1.2,1.3,1.4,2.1,2.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic rules, skills, strategies for Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quizzes 3-6**

| 1.1,1.2,1.3,1.4,2.1,2.3 | 1.1,1.3 | 3a | 4j,4k,4l,4n,4o, |
| 1.1,1.2,1.3,1.4,2.1,2.3 | | | |

**Lesson Plans**

Students will develop a detailed lesson and management plan that will include: equipment list, Instant activity/warm-up, instruction, practice time and closing activity.

| 1.1,1.2,1.3,1.5,2.1,2.3,3.5,4.1,4.2,4.3,4.4,4.6 | 1.1,1.3,4.2 | 1b,3d, | 1c,1d,1e,1f,1g,1h,1i,1j,1k,2a,2c,2j,2l,2m,2n3a,3c,3d,3f,3g,3i,3j,3k,3l,3m,3n,3q,3r,4a,4d,4f,4h,4j,4l,4o,4r,5i,5l,6n,7a,7c,7e,7j,7k,7l,7n,7p,7q,8a,8b,8c,8d,8e,8f,8h,8i,8j,8l,8m,8n,8p,9a,9g,9l |
| | 1.1,1.3,4.2 | | |

**Assignments**

Students will submit sequences of learning activities, video analyses, organizational plans, physical education standards, and review one scholarly journal article relating to topics discussed and covered

| 1.1,1.2,1.3,1.4,3.2,3.4,3.5,3.6,3.7,4.3,4.4,4.6,5.15,3 | 1.3 | 1a | 1d,1e,2a,2b,4b,4l,5h,5j,6b,7a,7b,7c, |
| 1.1,1.2,1.3,1.4,3.2,3.4,3.5,3.6,3.7,4.3,4.4,4.6,5.15,3 | | | |
in class throughout the semester.

IV. Evaluation and Assessments (Grading):

The final grade in this course will be based on the following factors:

<table>
<thead>
<tr>
<th>Attendance, Participation, &amp; DATs</th>
<th>300 pts.</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignments</td>
<td>300 pts.</td>
<td>A 90% - 100%</td>
</tr>
<tr>
<td>Group Lesson &amp; Management Plans</td>
<td>100 pts</td>
<td>B 80% - 89.9%</td>
</tr>
<tr>
<td>Individual Lesson &amp; Management Plans</td>
<td>100 pts</td>
<td>C 70% - 79.9%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>120 pts.</td>
<td>D 60% - 69.9%</td>
</tr>
<tr>
<td>Skills Assessments</td>
<td>80 pts.</td>
<td>F &lt; 59.9%</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Learning Activities in Class</th>
<th>Learning Activities out of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23</td>
<td>In Class</td>
<td>Welcome and Course Expectations</td>
<td>Syllabus Quiz due Sunday August 29 on D2L</td>
</tr>
<tr>
<td>August 25</td>
<td>In Class</td>
<td>Inspiration &amp; SHAPE standards</td>
<td>PARQ due Sunday August 29 on D2L</td>
</tr>
<tr>
<td>August 27</td>
<td>HPER Gym</td>
<td>Ch 2</td>
<td>Read Ch 1 &amp; 2</td>
</tr>
<tr>
<td>August 30</td>
<td>In Class</td>
<td>Ch 1; Grade Level Outcomes</td>
<td>Read Ch 3</td>
</tr>
<tr>
<td>September 1</td>
<td>In Class</td>
<td>Ch 3</td>
<td></td>
</tr>
<tr>
<td>September 3</td>
<td>HPER Gym</td>
<td>Tactical Games</td>
<td>Read Ch 4, 5, &amp; 6</td>
</tr>
<tr>
<td>September 6</td>
<td>In Class</td>
<td>Ch 4/5</td>
<td></td>
</tr>
<tr>
<td>September 8</td>
<td>In Class</td>
<td>Ch 5/6</td>
<td>Read Ch 9 &amp; 10</td>
</tr>
<tr>
<td>September 10</td>
<td>HPER Gym</td>
<td>Tactical Games</td>
<td>Quiz 1 (Ch1-6; SHAPE standards) on D2L due Sunday Sept 12</td>
</tr>
<tr>
<td>September 13</td>
<td>In Class</td>
<td>Ch 9&amp;10</td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>HPER Gym</td>
<td>SEL in the gym</td>
<td>Read Ch 11&amp;16</td>
</tr>
<tr>
<td>September 17</td>
<td>In Class</td>
<td>Ch 11/16</td>
<td></td>
</tr>
<tr>
<td>September 20</td>
<td>HPER Gym</td>
<td>Basketball</td>
<td>Practice Basketball passing, dribbling and shooting</td>
</tr>
<tr>
<td>September 22</td>
<td>HPER Gym</td>
<td>Basketball (skills test)</td>
<td>Read Ch 12 &amp; 20</td>
</tr>
<tr>
<td>September 24</td>
<td>In Class</td>
<td>Ch 12 &amp; 20</td>
<td>Sequence of skills for Basketball &amp; Basketball quiz due Sunday Sept 26</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Activity Description</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>September 27</td>
<td>HPER Gym</td>
<td>Net games/ Volleyball Practice volleyball forearm pass, setting and serving</td>
<td></td>
</tr>
<tr>
<td>September 29</td>
<td>HPER Gym</td>
<td>Volleyball (Skills test)</td>
<td></td>
</tr>
<tr>
<td>October 1</td>
<td>In Class</td>
<td>Ch 15/ Soccer Sequence of skills for Volleyball &amp; Volleyball quiz due Sunday Sept 26 on D2L</td>
<td></td>
</tr>
<tr>
<td>October 4</td>
<td>HPER Gym</td>
<td>Soccer Practice soccer trapping, shooting, and dribbling</td>
<td></td>
</tr>
<tr>
<td>October 6</td>
<td>HPER Gym</td>
<td>Soccer (Skills test)</td>
<td></td>
</tr>
<tr>
<td>October 8</td>
<td>HPER Gym</td>
<td>Softball Sequence of skills for Soccer &amp; Soccer quiz due Sunday Sept 26 on D2L</td>
<td></td>
</tr>
<tr>
<td>October 11</td>
<td>In Class</td>
<td>Ch 13/23</td>
<td></td>
</tr>
<tr>
<td>October 13</td>
<td>HPER Gym</td>
<td>Softball Practice softball throwing, catching/fielding, and hitting</td>
<td></td>
</tr>
<tr>
<td>October 15</td>
<td>HPER Gym</td>
<td>Softball (Skills test) Sign up for a sport on D2L; Sequence of batting skills &amp; Softball quiz due Sunday Sept 26 on D2L</td>
<td></td>
</tr>
<tr>
<td>October 18</td>
<td>In Class</td>
<td>Lesson Planning</td>
<td></td>
</tr>
<tr>
<td>October 20</td>
<td>In Class</td>
<td>Group Instruction Project Prep day</td>
<td></td>
</tr>
<tr>
<td>October 22</td>
<td>In Class</td>
<td>Group Instruction Project Prep day</td>
<td></td>
</tr>
<tr>
<td>October 25</td>
<td>In Class</td>
<td>Hockey Group Lesson plan due Sunday Oct 31 on D2L</td>
<td></td>
</tr>
<tr>
<td>October 27</td>
<td>HPER Gym</td>
<td>Hockey Group Lesson plan</td>
<td></td>
</tr>
<tr>
<td>October 29</td>
<td>HPER Gym</td>
<td>Hockey Group Lesson plan due Sunday Oct 31 on D2L</td>
<td></td>
</tr>
<tr>
<td>November 1</td>
<td>HPER Gym</td>
<td>Group Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>November 3</td>
<td>HPER Gym</td>
<td>Group Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>HPER Gym</td>
<td>Group Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>November 8</td>
<td>HPER Gym</td>
<td>Group Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>November 15</td>
<td>In Class</td>
<td>Team Handball Peer reviews due Sunday Nov 14th on D2L</td>
<td></td>
</tr>
<tr>
<td>November 12</td>
<td>HPER Gym</td>
<td>Team Handball Sequence of skills for Hockey/Handball due Sunday Nov 14 on D2L</td>
<td></td>
</tr>
<tr>
<td>November 15</td>
<td>In Class</td>
<td>Classroom instruction Choose an “in classroom” activity to lead in class WEDNESDAY (3-5min)</td>
<td></td>
</tr>
<tr>
<td>November 17</td>
<td>In Class</td>
<td>Classroom instruction Sign up for skills test makeup on D2L TODAY</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>HPER</td>
<td>Skills test makeup</td>
<td></td>
</tr>
</tbody>
</table>

Review [What is Handball? - America's Next Great Sport - YouTube](https://www.youtube.com/watch?v=3JZ6Q4VW7wU)
VI. Readings (Required and recommended):

- **Required Textbooks**

- **Recommended Textbooks**

**LIVETEXT/WATERMARK**

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

This course uses REMIND app for class communication. [https://www.remind.com/join/2235t](https://www.remind.com/join/2235t)

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses 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.
In the COE, 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:

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.

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. 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of "WP" or "WH" may be changed to "WF" at the discretion of the faculty member. In the case of a grade change to "WF", the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Additional Policies/Other Relevant Course Information:

Insurance:

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Medical Conditions:

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

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

**Professionalism:**
You are working towards a degree to become a professional, so you should demonstrate professionalism in your behavior, including your appearance, and speech.

**Dress code:**
We will be in the gym simulating a physical education environment for the majority of our class time. Be prepared each day by wearing athletic clothing and shoes that exemplifies a professional educator which may include fingertip length shorts, khakis or athletic pants with a school t-shirt (tucked in), polo or pullover. Avoid jeans, sandals, boots, cut off sleeves, baggy or revealing clothing and hats. Practice makes permanent.

This course uses REMIND app for class communication. [https://www.remind.com/join/2235t](https://www.remind.com/join/2235t)
Students will be required to appear, and behave professionally. Attendance and assignments due will be considered as parts of professional conduct. Also, each member should communicate respectfully with the instructor and classmates both in person and online.

General Classroom Civility:

Students as future professionals should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspapers, complete work from other classes, talk to their neighbors, sleep during class, or use cell phones or smart watches to text, access social media, or for any other purpose, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals according to standards for educator preparation recommended by NASPE, CAEP, and InTASC.

Electronic Devices:

Cell phone use (including TEXTING) is not permitted during class. To prevent disruption of class due to cell phones, all cell phones must be turned to silent and placed out of sight and remain out of sight during class. This includes earpieces or Bluetooth devices. If you anticipate an important phone call during class, please alert the professor in advance, and when the call comes leave the classroom to answer it. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching. (See also General Classroom Civility)

Laptops and tablets may be used for NOTE TAKING ONLY, unless directed by the instructor for assignments during class. 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. Use of other devices such as iWatches, phones or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices may be requested to leave the classroom. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

E-mail etiquette:

Email Correspondence. In keeping with the promotion of professional behavior and courtesy, all electronic correspondence should follow professional rules of courtesy and format. Every message should include the following:

1) Name and class in subject line (i.e. John Doe, KINE 2235)
2) Salutation or greeting (Dr. Bae, or Professor)
3) Body of message indicating the purpose
4) Closing (thank you, sincerely, waiting for your reply, etc.)
5) Signature.
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.
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
- 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 / activities
- Does not complete individual assignment/work for group project
- 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