Department of Kinesiology and Health Science
KIN 4387.001 Activities for Special Populations
Fall 2021

Instructor: Dr. Deborah Buswell
Office: HPE 228B, HPE Building

Course Time and Location: TR 2:00-3:00, HPE 203
Office Hours: TR 9:15-11:15 – Physical Office Hours
W 1:30-2:30 – Virtual Office Hours Link in D2L/Brightspace “Getting Started” Module
Other times by appointment

Office Phone: 936-468-1661
Alternate Contact: 936-468-3503(Department)
Credits: 3
Email: buswelld@sfasu.edu

Prerequisites: None
Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

I. Course Description & Purpose:
Characteristics and implications of special population children as related to activities and activity programs. Ninety percent of students with disabilities are included in general physical activity settings (i.e., physical education classes, sports, and recreation).

This course is designed to introduce students in physical education and related disciplines with current information addressing the physical education/activity needs of individuals with disabilities. Emphasis will be placed on the following issues (a) adapted physical education/activity service delivery in accordance with federal laws; (b) unique attributes of disabling conditions with implications for physical education; (c) procedures for adapting regular physical education programs to meet the needs of students with disabilities; and (d) quality teaching, community instruction, sport, and recreational programs for individuals with disabilities.

Course Justification - “Activities for Special Populations: (3 credits) typically meets 150 minutes of class time each week for 15 weeks, and also meets for a 2-hour final examination. During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussion, case studies, synthesis exercises, reflection activities, peer review, and skills practice. Students have weekly reading assignments, study for quizzes/exams over the course content, complete several short papers throughout the semester reflecting on work done during class such as the disability simulation lab and the assessment lab or other "daily application tasks" and reflect on personal/professional dispositions and develop action plans for change if necessary. Students will complete two projects in the course requiring significant outside of class time: disabilities stories, and service learning working with individuals with disabilities culminating in a reflective paper. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA's COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA 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 #6: Collaborate with external partners.

Program Learning Outcomes: Program Specific
Undergraduate Kinesiology
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.

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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.

**Student Learning Outcomes:**
Upon completion of the course the student will be able to:

1. Demonstrate an understanding of the application of least restrictive alternative concepts and terms related to physical education programming, rehabilitative, therapy, and special education settings
2. Identify the legal mandates for services, particularly within the physical education setting; IDEA, Section 504, and the Americans with Disabilities Act (ADA)
3. Demonstrate knowledge of unique attributes of disabling conditions (PLO #1, #2, #3, #4)
4. Demonstrate knowledge of assessment tools used in the evaluation process of psychomotor skills for students in the adapted physical education setting (PLO #1, #2, #3)
5. Write an individual education program (IEP) based on assessment data that includes present level of performance, specific goals and objectives, movement activities, and equipment required (PLO #5)
6. Demonstrate an understanding of the planning, organizing, and implementation process for an adapted physical activity program
7. Demonstrate the ability to utilize a variety of modification techniques to allow for individualizing instructions and the inclusion of students with disabilities in games and activities (PLO #5)
8. Demonstrate dispositions essential to becoming effective professionals

Students are expected to perform with integrity and responsibility both in the classroom and as a representative of the SFA community when off-site.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. Students will complete Daily or Weekly Application Tasks (DATs) throughout the semester – these tasks are used to determine classroom participation and are done during class times or throughout the week and are assigned a point value - these activities, when done as part of the scheduled meeting times cannot be made up and unless noted on the schedule are not generally announced ahead of time. DATs may also be assigned to be completed asynchronously between class periods to enhance various instructional components of the course as preparation or reflection of concepts. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. These DATs may be part of the assignment categories listed above or may be stand-alone assignments. ~ 300 points (SLOs 1, 2, 4, & 7)

2. Students will develop (100 points), present (25 points) and evaluate (15 points) disability stories – Students will design, write and illustrate a children’s book that has the outcome of educating children about persons with disabilities and inclusion. The book may have any theme you would like but must include a leisure/recreation/physical activity/fitness/sport component. The book will be graded on appropriateness of the theme, binding/durability, originality, overall presentation, illustrations, vocabulary/grammar appropriateness, content appropriateness (must have at least five (5) facts about the disability), readability, and achievement of stated purpose (this is the purpose that you have stated in your paper, and includes educating children about persons with disabilities and inclusion). (SLOs 1 & 3)

**Due Thursday, September 23, 2021** – Additional details about specific content and components of this project will be provided during the first weeks of class.

3. Announced and unannounced quizzes throughout the semester, ~ 100 points (SLOs 1, 2, 3, 4 & 6)

4. Exams - 3 exams @ 100 points each – content of exams will include, but is not limited to, material discussed/presented in class, material presented in media format (i.e., videos or video clip segments used in presentations), material presented or discussed during day labs, material from handouts provided by the instructor, including materials on D2L Brightspace, materials gathered by students to complete homework assignments, and material presented by guest speakers. Both specific content and application of content are stressed on examinations. See schedule for modules and content covered for each of the three exams. (SLOs 1, 2, 3, 4, & 6)

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5. There will be other reading assignments, short papers, assigned throughout the semester (i.e., homework) @ 5-30 points each depending on expected amount of time to complete (SLOs 4, 5, 6, &7)

6. Completion of 5 hours of “volunteer” experience working with individuals with disabilities in physical activity settings outside of class time - this time will be based on your schedule and may include weekends and evenings – some opportunities will be announced in class as they become available and/or students are responsible for seeking opportunities on their own. This assignment will also include writing a minimum 1500-word reflective paper on the experience(s) - further details will be provided on specific content and submitting a log of your time spent - due no later than two weeks after completion of last logged hours or November 30, 2021, whichever day occurs first. Points will be deducted for students not meeting the 1500-word minimum limit (this count is for the body of the paper and DOES NOT include headers). Project is worth 100 points – 50 points for hours spent and 50 points for the reflective paper – Point values for the components must match – you can’t get points for the hours without writing the required paper and you can’t get more points on the paper than the hours that you spent (i.e., if you only do 2 hours of experience, but write a 1500 word paper the maximum point value on the paper matches the two hours that you’ve completed = 20 points). (SLOs 1, 3, 6, & 7) Submission of the paper (word document) and log sheet (photo or scanned copy) in DROPBOX on Brightspace.

7. Professional Dispositions – A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals. Failure to adhere to professional dispositions may prevent TCs from being eligible for student teaching. (SHAPE 6) 60-75 points

Please see Appendices 1 & 2 for Content Specific Standards and for Alignment of Assignments with Standards Assessed in this Course

**Instructional Strategies, use of Technology:**
A variety of instructional methods are modeled during the course and include, but are not limited to the following:
1. Traditional Experiences such as lecture (using PowerPoint), class discussion and demonstration. There are PowerPoint slide notes that go with each topic. These are posted as handouts in each module on Brightspace and it is highly recommended that these be printed out prior to class meetings and brought to class so that you can take notes in class. NOT EVERYTHING YOU NEED TO KNOW IS ON THE SLIDE CONTENT! Being present, listening, and engaging with content is essential to your success.
2. Clinical Experiences such as group work, cooperative activities, and lab exercises and experiences.
3. Field Experiences such as observation and direct instruction of children and/or adults with disabilities in school, sport, and recreation environments
4. Brightspace is also used for presentation of class quizzes, discussions, submission of assignments, etc. It is important that you are competent in using the system and that you maintain an active presence in D2L/Brightspace.
5. DATs Daily or Weekly Application Tasks that apply content in discussion, group or individual assignments, quick labs, etc.

Please see Appendix I for Alignment of Assignments with Standards Assessed in this Course

**IV. Evaluation and Assessments (Grading):**

Grade is based on the % of the total points assigned during the semester (approximately 900-1000 points).

See Section III for points available for major assignments

- A = 90 – 100% of point total
- B = 80 – 89.9% of point total
- C = 70 – 79.9% of point total
- D = 60 – 69.9% of point total
- F = below 60% of point total

All assignments, unless specified by the instructor, must be typed…..no work will be accepted unless it is typed. The majority of assignments in this class will be submitted using dropboxes in D2L/Brightspace.
V. Tentative Course Outline/Calendar: 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!

Week 1  Introduction, syllabus and other in class assignments
Discuss Disability Stories and Course Projects
Module 1 - Educating People with Disabilities (Manual Reading pages 91-92, ii-iv, 6-9)
(Covers general introductory information regarding terminology, laws, labeling, perceptions towards persons with disabilities, accessibility issues, and how persons with disabilities are depicted in mainstream media.)

Week 2  Module 1 continued

Week 3  Module 2 – Introduction to APE & Legislation (Manual Reading pages Laws 6-14)
(Covers introduction to adapted physical education, philosophy, definition, and purpose for Texas educators; United States laws related to disability and physical activity/education; providing appropriate services for ALL students.)

Disability Simulation Lab – Big Gym (Room 109) – SNEAKERS and activity attire September 2nd
Thursday – Meet in HPE 109 – the Big Gym in the HPE Complex

Week 4  Module 2 continued – begin Module 3
Module 3 - Teaching Adapted PE (Manual Reading pages 14-16)
(Covers various models of service that are have been used for people with disabilities for medical, education, recreation, leisure, and sport activities. Examines strategies for managing stigmas, interacting on an equal status basis and terminology usage for common physical disabilities.)

Week 5  Module 3 Continued Disability Stories Due (Thursday, September 23, 2021)

Week 6  EXAM 1 (Modules 1, 2 & 3) – Tuesday September 28, 2021 – Exam will be online during the scheduled class time
Wheelchair Mobility Lab – Big Gym (Room 109) – SNEAKERS and activity attire (Thursday), September 30th – Meet in HPE 109 – the Big Gym in the HPE Complex

Week 7  Module 4 – Team Approach (Manual Reading pages 14-16, 19-24)
(Covers instructional service models, direct and related service personnel, general responsibilities, scheduling and caseloads.

Movement Exploration Lab – Big Gym (Room 109) – SNEAKERS and activity attire – October 7th
(Thursday) – Meet in HPE 109 – the Big Gym in the HPE Complex

Week 8  Module 5 – Curriculum & Instruction (Manual Reading pages 17-18 & 35)
(Covers curriculum and instruction, implementation of adaptations relevant for physical education, activity, and sports and appropriate practices in physical education and coaching settings for children with disabilities.)

Week 9  Module 6 – General Considerations (Manual Reading pages 25-26)
(Covers the general information and considerations regarding making decisions about best practices for developing a program of improving motor, social, cognitive skills for children with disabilities. Also includes information on various technology, equipment and use of mobility devices in physical education/activity settings.)

Week 10  EXAM 2 (Modules 4, 5, & 6) – October 26, 2021, Tuesday – Exam will be online during the scheduled class time
Module 7 – Development of Fundamental Movement Skills (Manual Reading pages 52-57)
(Covers the common systems in the body where many of the physical disabilities problems occur including, reflexes, vestibular, visual, kinesthetic, and tactile. Discusses definitions and connections to perception motor systems and skilled movements.)

Week 11  Module 8 – Assessment Process & ARDs (Manual Reading pages 27-34)
(Covers various processes and procedures related to assessment as well as elements of the Individualized Education Program/Admission, Review, Dismissal Process.
Integration System Assessment Lab – Big Gym (Room 109) – SNEAKERS and activity attire – November 4th (Thursday) – Meet in HPE 109 – the Big Gym in the HPE Complex

Week 12  Module 9 – General Assessment (Manual Reading pages 60-82)
(Covers general information on the purposes of assessment in adapted physical activity including screening and referral, eligibility and programming, day-to-day teaching, student progress and feedback, and sport classification decisions.
Fitness and Motor Skills Assessment Lab – Big Gym (Room 109) – SNEAKERS and activity attire – October 11th (Thursday) – Meet in HPE 109 – the Big Gym in the HPE Complex

Week 13  Module 10 - Assessment of Fitness Skills (Manual Reading pages 60-82)
(Covers use of appropriate fitness testing instruments for children with disabilities in public schools given current laws in the State of Texas and use of alternative testing instruments.)

Week 14  Thanksgiving Break – no classes

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Exam 3, during FINALS WEEK will not be given early for any reason - so make sure that you or your family, do not make plans that necessitate you leaving prior to your exam.

VI. Required Text/Readings/Materials:


The text we will be using for this class is available through the Department of Kinesiology and Health Science on loan for the semester. This text is the property of the Kinesiology Department and any damage to the book, including but not limited to highlighting marks, notes written in the book, removal of any pages, etc. will be the responsibility of the student to whom the book has been assigned. Students not returning the book or returning a damaged book will be charged for the full replacement value ($25.00) of the textbook. These charges will be sent to the Business Office at the end of the semester. Failure to pay or return the book may result in you being dropped from registered classes for the following semester.

If a decision is made during the semester that the university moves to a fully online course structure it will be your responsibility to return the next to the department, which may include mailing it back to the university.

Access to Brightspace to download class lectures and handouts - recommend bringing them to class

Other readings/videos as assigned by instructor – may be articles or internet accessible materials

Appropriate footwear during physical activity (lab days) is essential for your safety and the safety of your classmates. Students may be limited in activities they will be permitted to do (at the discretion of the instructor) if they do not have appropriate footwear. If you can’t do the activity you cannot earn the points.

VII. Course Evaluations:

Near the conclusion of each semester, students in the 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: Full text of polices can be found at http://www.sfasu.edu/policies/

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 previous day’s notes and assignments from another student in the class AND come to the next class prepared to answer questions about the previous day’s material.

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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 your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily or Weekly Application Tasks (DATs), completed during class cannot be made up. Test material comes from 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 immediately 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.

Academic Accommodation for Students with Disabilities (6.1 & 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/

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

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 plagiarizing. 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, resubmission 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.

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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.

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.
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.

Students and Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student 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

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

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

IX. Other Relevant Course Information

Electronic Devices:
Cell phone use may be required as part of the course interactions or tasks when practicing the use of digital technology. However, this is not intended as permission to utilize your phone for non-class related tasks while in the classroom. Including texting, web browsing, checking emails or assignments for other courses, etc. To prevent disruption of class and a distraction to your learning, if you are not using your cell phone for a class related activity, place it out of sight and remove the distraction. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

Laptops and tablets may be an important tool for notetaking, and like the cell phone may be an important tool for the interactions or tasks required in the 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. Note that use of electronic devices in ways that are disruptive to the learning environment effects more than just the user. Disruption of the learning environment may cause the student to be removed from the classroom. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

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 the newspaper, complete work from other classes, talk to their neighbors, sleep during class, text, 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 (SHAPE Standard 6). Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

Exam Conduct:
• You may not wear sunglasses during an exam
• You will be asked to either remove your hat or turn it around backwards
• You must place all class materials out of sight in a backpack or under your desk
• Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
• No food or drinks will be allowed during exams - this includes water and gum

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• Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. 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.

• All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.
Appendix 1

Content Specific Standards for PETE Courses

TEExES Standards for Physical Education EC-12 (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 II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

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

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

National Standards for Physical Education Teacher Education, 4th edition (2017, SHAPE)*

Standard 1: Content and Foundational Knowledge: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2: Skillfulness and Health-Related Fitness: Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3: Planning and Implementation: Physical education candidates 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.

Standard 4: Instructional Delivery and Management: Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5: Assessment of Student Learning: Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

Standard 6: Professional Responsibility: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They 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.

*SHAPE Standards have been adopted as the Program Learning Outcomes in the Physical Education Teacher Education Program.
Appendix 2
KINE 4387 – Assessment/Assignment Standards Matrix

Links to additional standards can be found on the PCOE website.

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<tbody>
<tr>
<td>Disability Story – create children’s book to educate about persons with disabilities and inclusion.</td>
<td>1.c, 6.c</td>
<td>3.9s</td>
<td></td>
<td>2b, 3a, 5a, 6c, 6d</td>
<td>4q</td>
</tr>
<tr>
<td>Disability Simulation Lab – participate in activities simulating disabilities, responding to predetermined questions about the experience.</td>
<td>3.f, 4.c, 6.a</td>
<td>1.5s, 3.9s</td>
<td></td>
<td>2b, 5b</td>
<td>3j</td>
</tr>
<tr>
<td>Service Learning – Field Experience – Completing of 5 hours interacting with individuals with disabilities in a physical activity setting, responding to predetermined questions about the experience.</td>
<td>3.f, 6.a, 6.b</td>
<td>1.3</td>
<td>3.9s, 5.1s, 5.2s, 5.4s</td>
<td>2b, 7a</td>
<td>3p</td>
</tr>
<tr>
<td>Exam #1 – Modules 1, 2, &amp; 3. Content covered includes terminology, laws, labeling, perceptions, accessibility, mainstream media depictions of persons with disabilities, service models used, management of stigmas, disability sports.</td>
<td>1.a, 1.f</td>
<td>1.3</td>
<td>10.1k, 10.2k</td>
<td></td>
<td>4k, 4q, 9j</td>
</tr>
<tr>
<td>Exam # 2 – Modules 4, 5, &amp; 6. Content covered includes personnel delivering service, appropriate practices in physical education and sport settings, least restrictive environment, universally designed instruction, adaptation and accommodations applications, use of various technology and mobility devices in physical activity settings.</td>
<td>1.a, 1.b, 1.d, 3.b, 3.d</td>
<td>1.3</td>
<td>5.1k, 5.2k, 5.3k, 5.4k</td>
<td>2b, 9j</td>
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### Exam #3 – Modules 4, 5, & 10
Content covered includes development of fundamental movement skills and basic systems in the body where many physical disability problems may occur, purposes of assessment for individuals with disabilities, types of assessments, elements of the IEP, instruments and adaptations for assessing fitness skills, and instruments and adaptations for assessing motor skills.

<table>
<thead>
<tr>
<th>1.a, 1.b, 1.c, 1.e, 3.b, 3.d, 1.3</th>
<th>7.1k, 7.2k, 7.3k, 7.4k</th>
<th>2h, 6j, 6k, 6l, 6o, 6p, 9o</th>
</tr>
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### Submission of Textbook – student will return department owned textbook at the end of the semester

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<th>6.a</th>
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### Professional Dispositions – A combination of teacher and self-assessments that will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.

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<th>6.1, 6.2, 6.3, 6.4, 1.1, 1.3, 4.2</th>
<th>3b, 4c, 6a</th>
<th>21, 9a, 9m, 9n, 9o</th>
<th>4c, 6a</th>
</tr>
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Revised August 16, 2021