I. Course Description:

Individual Games and Sports is a two-credit course offered by the Department of Kinesiology and Health Science. It is a professional activity course that provides experiences that lead to a general understanding of selected individual sport and lifetime activities. The knowledge, skills, and abilities derived upon successful completion of this course will aid the student in his/her development as a participant and as a future physical educator relating to the selected individual sport and lifetime activities.

Course Justification – KINE 2236 Individual Games & Sports (2 credits) is a physical activity-based class. Students will analyze the characteristics of games and sports based on games classification, especially individual games and sports. They are required to develop steps of sequence of learning activities for individual games and sports and also to share their sequences with other students while participating in collaborative activities throughout the semester. This leads to developing an activity which they use in their lesson plan. The outside class assignments will require at least 5 hours of outside work each week.

Course Delivery Modality: Face to Face

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. More information found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes / Goals / Objectives (Program/ Student Learning Outcomes):

The course aligns with the Perkins College of Education mission and core values by providing future physical education teachers with opportunities to learn traditional as well as new as well as multi-cultural individual games through innovative pedagogical instructional models.

SFA B.S. Kinesiology Program Learning Outcomes (PLOs):

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.

This course links with PLO #1, #4, #5.
Student Learning Outcomes (Course Objectives)

Upon completion of the course, each student will be able to:

1. Demonstrate proficient skill execution in a variety of individual games and sports (NASPE 2, PLO 1, 4).
2. Demonstrate an understanding of the tactical similarities between a variety of individual games and sports through experiences in game play and modified game play (NASPE 1, 2, PLO 1, 4).
3. Demonstrate a tactical understanding of games by selecting and performing the necessary skill and/or movements required to solve tactical problems that occur during game play (NASPE 1, 2, PLO 1, 4).
4. Demonstrate an understanding of rules and procedures of games and sports by applying them during game play and within more abstract settings (NASPE 1, PLO 1, 4, 5).
5. Demonstrate behaviors that indicate sensitivity for the uniqueness of others as well as the belief that all students can learn and contribute to group tasks (NASPE 6, PLO 4).
6. Demonstrate an understanding of professional behavior by interacting respectfully with others and cooperating in the set-up, takedown, and care of equipment and facilities (NASPE 6, PLO 4).
7. Demonstrate concern for his or her own development of game and sport performance and view it as a requisite for teaching as a professional physical educator (NASPE 2, PLO 5).
8. Demonstrate concern for their classmate’s game/sport performance development and view it as a requisite for the maintenance of optimal learning environment in PE (PLO 5).
9. Be able to accurately conduct game/sport performance analyses for a variety of individual games including detection/correction of performance errors (NASPE 1, PLO 1).
10. Exhibit a basic understanding of the proper progression of skills and tactics from simple to complex as related to a variety of individual games and sports (NASPE 1, PLO 1, 5).
11. Demonstrate understanding of current technology by completing assignments and assessments that require operation of video and computer equipment (NASPE 1, PLO 4).
12. Understand how to enhance game performance at different developmental levels (PLO 1, 4, 5).
13. Identify major tactical problems for scoring, prevention of scoring and restarting play in a variety of individual games and sports (NASPE 1, 2, PLO 4).
14. Demonstrate dispositions essential to becoming effective professionals (NASPE 6).
15. Utilize the reflective cycle to change teaching performance after leading mini-lessons (NASPE 3, 4, 5).
Assessments in this course align with the following additional professional teacher education related standards:

**Assignment and Standards alignment**

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<tr>
<td>Teacher Candidates (TCs) demonstrate the ability to perform, observe, analyze, and remEDIATE skills in a variety of individual games and activities to improve performance in individual games and sports. Some skill performance will be videotaped in class using Swivl technology while other skills/gameplay will be performed live and students will provide a partner with feedback.</td>
<td>2a,2b</td>
<td>1.1, 1.3, 4.2</td>
<td>1.1k,1.2k,1.3k,1.4k,1.5k,1.6k,1.8k,1.10k,1.11k,1.12k,1.13k,1.15k,1.1s,1.2s,1.3s,1.4s,1.5s,1.6s1.8s,1.9s,1.10s,1.12s,1.13s</td>
<td>1c,2b,3c,5b,5c,6d,7c</td>
<td>4j,4k,4l,4n,4o,5i,6j,6q</td>
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<td><strong>Documentation:</strong></td>
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<tr>
<td>Skill Analyses:</td>
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<td>- Analyze individual performance</td>
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<td>- Identify errors in individual performance Behaviors &amp; practices to remediate individual performance</td>
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<td><strong>Documentation:</strong></td>
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<tr>
<td>Game Performance Assessment Instrument-(GPAI) score sheet(s)</td>
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<td>• GPAI self and peer assessments sheet with ratings completed</td>
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<td>• A concluding statement of the player (strengths and weaknesses) in general based upon your observations throughout game play</td>
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<td>Quiz 1 (in class): Major tenets of and rationale for using A Tactical Games Approach for teaching Net/Wall and Target Games based on games classification (inquiry-based teaching style)</td>
<td>1a,1b,1c,1d,1e,1f</td>
<td>1.1,1.3</td>
<td>2.3k,2.4k,2.5k,2.7k,2.10k,</td>
<td>5b,5c</td>
<td>2.3i,3j,3k,3p,3q,3r,4j,4k,4l,4n,4o,5i,5s,7i,7k,7n</td>
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<tr>
<td>Quiz 2: online Rules, skills, tactics for Peteka gameplay</td>
<td>1a,1b,1c,1d, 1e,1f</td>
<td>1.1,1.3</td>
<td>2.3k,2.4k,2.5k,2.7k 2.10k,</td>
<td>5b,5c</td>
<td>2,3i,3j,3k,3p,3q,3r,4j, 4k,4l,4n,4o,5i,5s, 7j, 7k,7n</td>
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<tr>
<td>Quiz 3: online Rules, skills, tactics for badminton gameplay</td>
<td>1a,1b,1c,1d, 1e,1f</td>
<td>1.1,1.3</td>
<td>2.3k,2.4k,2.5k,2.7k 2.10k,</td>
<td>5b,5c</td>
<td>2,3i,3j,3k,3p,3q,3r,4j, 4k,4l,4n,4o,5i,5s, 7j, 7k,7n</td>
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<tr>
<td>Quiz 4: online Rules, skills, tactics for modified Pickleball gameplay</td>
<td>1a,1b,1c,1d, 1e,1f</td>
<td>1.1,1.3</td>
<td>2.11s,2.13s,2.15s</td>
<td>5b,5c</td>
<td>2,3i,3j,3k,3p,3q,3r,4j, 4k,4l,4n,4o,5i,5s, 7j, 7k,7n</td>
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<tr>
<td>Quiz 5: online Rules, skills, tactics for Target games/sports (Bocce &amp; Bowling)</td>
<td>1a,1b,1c,1d, 1e,1f</td>
<td>1.1,1.3</td>
<td>3.1k,3.2k,3.3k,3.4k, 3.5k,3.6k,3.7k,3.8k, 3.10k,3.11k,3.12k, 3.14k,3.15k</td>
<td>5b,5c</td>
<td>2,3i,3j,3k,3p,3q,3r,4j, 4k,4l,4n,4o,5i,5s, 7j, 7k,7n</td>
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<tr>
<td>Quiz 6: Learning Domains and examples for each.</td>
<td>1a,1b,1c,1d, 1e,1f</td>
<td>1.1,1.3</td>
<td>4.1k,4.2k,4.3k, 4.2s,4.3s,4.4s, 4.5s,</td>
<td>5b,5c</td>
<td>2,3i,3j,3k,3p,3q,3r,4j, 4k,4l,4n,4o,5i,5s, 7j, 7k,7n</td>
</tr>
<tr>
<td><strong>Individual Project (Developing Activities that leads up to a game)</strong></td>
<td>1.a, 1.b,1.c, 1.d, 1.e, 3.a, 3.b,3.c, 3.d,</td>
<td>1.1,1.3, 3.2</td>
<td>1.7k,2.2s,2.3s,2.4s, 2.5s,2.7s,3.1k,3.1s, 3.2s,3.3s,3.4s,3.5s,3.6 s3.9s,3.10s,5.1k,5.2k, 5.4k,5.4s,6.5k,6.6k,7.4k</td>
<td>6b,6d</td>
<td>1c,1d,1.e,1f,1g, 1h,1,1j,1k,2a,2c, 2j,2l,2m,2n,3a,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,8 c,8d,8e,8f,8h,8i,8 j,8l,8m,8n,8p,9a, 9g,9l</td>
</tr>
<tr>
<td><strong>Assignments</strong>-Students will submit sequences of learning activities, video analyses, organizational plans, physical education standards, and review one scholarly journal articles relating to topics discussed and covered in class throughout the semester.</td>
<td>5a, 6.a, 6.b, 6.c,</td>
<td>1.3</td>
<td>9.1k,9.2k, 10.1k,10.2k, 10.3k,10.4k, 10.5k,10.6k, 10.1s,10.2s, 10.3s,10.4s, 10.5s</td>
<td>1b</td>
<td>1d,1e, 2a, 2b, 4b, 4l, 5h,5j, 6b, 7a, 7b, 7c</td>
</tr>
</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Daily Application Tasks (50% of your grade) - This is a process-oriented class. 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. The more DATs you earn, the less other assignments are weighted in your grade. There is no penalty for not earning DATs but if you do not earn any DATs then the remainder of your graded assignments, assessments and quizzes will hold a higher weight in your final average. (Attendance is 50% of your grade)

Skill and Gameplay Analysis (50 pts.) – Students will demonstrate the ability to perform, observe, analyze, and remediate skills to improve performance in individual games and sports. They will enhance their understanding of skill development and share how to provide appropriate feedback for better performance with other students provide. Skills in each sport will be assessed as required by NCATE/NASPE guidelines. There will be criteria based and authentic assessment conducted in the class.

Quizzes (100 pts.) – Students will demonstrate knowledge of course content through five quizzes. Quizzes over the rules, history, strategies, and terms of each sport will come handouts given out during class.

Lesson and Management Plans (200 points)

Group Lesson Plan and Management Plans (100 points) – Students demonstrate understanding of individual games and sports by sharing key aspects of those games in order to develop to create their own game/activity. They will participate in group work by sharing their knowledge and information. Each student will be required to video themselves teaching and submit an individual reflection paper based on their experience with group work.

Individual Lesson and Management Plans (100 points) – Students will develop a detailed lesson plan that will include: equipment list, Instant activity/warm-up, instruction, practice time and closing activity. They will teach in a small group. Individual lesson plan should be using inquiry- and concept-based teaching model. Each student will be required to turn in an individual reflection paper based on their experience during microteaching. Students will videotape themselves teaching this lesson and submit it to the dropbox. The lesson is to demonstrate that the student can teach an online activity if necessary.

Individual assignment (100 pts.)- Students will be required to submit sequences of learning activities, analyze videos, and/or review one scholarly journal article relating to topics discussed and covered in class. All assignments are directly related to developing their lesson plans for innovative games so that students can apply the lesson plan and teach it to the class. (PLO:1, 3, 4, 5)

**Late work will receive a penalty of 10% per week late. If you have extenuating circumstances preventing you from attending class or completing your work, contact the instructor immediately to request accommodations and continue regular communication as long as those circumstances persist.

IV. Evaluation and Assessments (Grading):

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Attendance, Participation, &amp; DATs</td>
<td>0-500</td>
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<tr>
<td>Individual Assignments</td>
<td>100</td>
<td>A 90% - 100%</td>
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<tr>
<td>Group Presentation - Game creation</td>
<td>100</td>
<td>B 80% - 89.9%</td>
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<tr>
<td>Individual Lesson &amp; Management Plans</td>
<td>100</td>
<td>C 70% - 79.9%</td>
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<tr>
<td>Quizzes</td>
<td>100</td>
<td>D 60% - 69.9%</td>
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<tr>
<td>Skill &amp; Game Analysis</td>
<td>50</td>
<td>F &lt; 59.9</td>
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</table>

Rice Updated August 17, 2023
V. Tentative Course Outline / Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>In Class Activity</th>
<th>Out of Class Activities</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>In Class</td>
<td>Welcome and Course Expectations</td>
<td>Syllabus Quiz, PARQ, &amp; Intro Survey due Sunday on D2L</td>
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<td></td>
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<td>Gym Expectations</td>
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<td>Learning Domains</td>
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<td>Week 2</td>
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<td>Learning Domain Quiz</td>
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<td>Week 3</td>
<td>In Class</td>
<td>Models for teaching individual sports</td>
<td>Read Chapters 1,3,5 &amp; D2L Resources</td>
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<tr>
<td></td>
<td>In Class</td>
<td>Models for teaching individual sports</td>
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<tr>
<td>Week 4</td>
<td>In Class</td>
<td>Assessment and Content Alignment</td>
<td>Read Ch 2,6.; Review SHAPE and TEKS Standards on D2L; Organization and Behavior Management Plan due on D2L Sunday Sept. 11</td>
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<td></td>
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<td>Teaching Strategy</td>
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<td></td>
<td>HPE GYM</td>
<td>Teaching Implementation</td>
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<tr>
<td>Week 5</td>
<td>In class</td>
<td>Peteka</td>
<td>Quiz 1: Tactical Games Model, Read Peteka resources on D2L, Practice Peteka Skills;</td>
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<td>HPE Gym</td>
<td>Peteka</td>
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<td></td>
<td>HPER Gym</td>
<td>Peteka (skills assessment)</td>
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<td>Week 6</td>
<td>In Class</td>
<td>Badminton</td>
<td>Quiz 2: Peteka, Video Analysis due Sunday 13th on D2L; Read Ch 12/21, Practice Badminton skills</td>
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<td>HPE Gym</td>
<td>Badminton</td>
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<td></td>
<td>HPE Gym</td>
<td>Badminton (skills assessment)</td>
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<td>Week 7</td>
<td>In Class</td>
<td>Pickleball</td>
<td>Quiz 3 Badminton &amp; Badminton Scope &amp; Sequence due Sunday Feb 20 on D2L; Read Pickleball Resources on D2L, Practice pickleball skills</td>
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<td></td>
<td>HPER Gym</td>
<td>Pickleball</td>
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<td>HPER Gym</td>
<td>Pickleball (Skills assessment)</td>
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<td>Week 8</td>
<td>In class</td>
<td>Bocce</td>
<td>Quiz 4: Pickleball and Pickleball Scope &amp; Sequence due on D2L Sunday Oct 2nd; Read Bocce resources on D2L, Practice Bocce</td>
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<td>HPER Gym</td>
<td>Bocce</td>
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<td>HPER Gym</td>
<td>Bocce (Skills Test)</td>
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<td>Week 9</td>
<td>In Class</td>
<td>In Class Instruction</td>
<td>Quiz 5 Bocce due on D2L FRIDAY March 4th, In Class Activity Discussion Forum</td>
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<td>In Class</td>
<td>In Class Instruction</td>
<td>on D2L Evaluate Peer In Class activities</td>
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<td>Week 10</td>
<td>In Class</td>
<td>Disc Golf</td>
<td>Read resources on D2L, Practice Disc Golf</td>
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<td>HPE Gym</td>
<td>Disc Golf</td>
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<td></td>
<td>HPE Gym</td>
<td>Disc Golf (Skills Assessment)</td>
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<td>Week 11</td>
<td>In Class</td>
<td>Prep Group Game Creation</td>
<td>Quiz 6: Disc Golf &amp; Scope &amp; Sequence, Group Lesson Plan due on D2L Sunday Oct. 24</td>
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<td></td>
<td>In Class</td>
<td>Prep Group Game Creation</td>
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<td></td>
<td>In Class</td>
<td>Prep Group Game Creation</td>
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<td>Week 12</td>
<td>HPE Gym</td>
<td>Adapted Games</td>
<td>Read resources on D2L</td>
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<td>In Class</td>
<td>Adapted Games</td>
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<td>D2L</td>
<td>Adapted Games Discussion on D2L</td>
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<td>Week 13</td>
<td>HPER Gym</td>
<td>Teach Group Game Creation</td>
<td>Peer reviews due Sunday April 10th on D2L</td>
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<td>HP</td>
<td>Teach Group Game Creation</td>
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<td></td>
<td>HPER Gym</td>
<td>Teach Group Game Creation</td>
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<td>Week 14</td>
<td>HPER Gym</td>
<td>Skills test makeups</td>
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<td>onD2L</td>
<td>Professionalism</td>
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<td>Week 15</td>
<td>In Class</td>
<td>Professionalism</td>
<td>Review resources on D2L, Journal article review due in D2L</td>
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<td>In Class</td>
<td>Risk Management</td>
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<td></td>
<td>HPE Gym</td>
<td>Risk Management</td>
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<tr>
<td>Week 16</td>
<td>In Class</td>
<td>Individual Lesson Plan</td>
<td>Individual Lesson Plan due</td>
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<tr>
<td>Finals Week</td>
<td>In Class</td>
<td>Individual Lesson Plan</td>
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<tr>
<td></td>
<td>on D2L</td>
<td>Individual Lesson plan submission</td>
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</table>
VI. Readings (Required and Recommended – including texts, websites, articles, etc.):

- **Recommended Textbook**

Recommended Textbooks

QClassroom This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors or majors in other colleges seeking educator certification through the PCOE. Support emails will come from qclassoom@sfasu.edu

VII. Course Evaluations

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

In the 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:

**Course Grades (Include Withheld Grades), Policy 5.5**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/policies/5.5.pdf](https://www.sfasu.edu/docs/policies/5.5.pdf)

*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.*

[https://www.sfasu.edu/docs/policies/6.3.pdf](https://www.sfasu.edu/docs/policies/6.3.pdf)

**Academic Accommodation for Students with Disabilities, Policy 6.1**
[https://www.sfasu.edu/docs/policies/6.1.pdf](https://www.sfasu.edu/docs/policies/6.1.pdf)

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, visit [http://www.sfasu.edu/disabilityservices/](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.*
Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities, Policy 6.6
https://www.sfasu.edu/docs/policies/6.6.pdf

Attendance and Preparation for Class including SFASU Policy

Class Attendance, Policy 6.7
https://www.sfasu.edu/docs/policies/6.7.pdf

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

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.

Active participation is expected and required of all professionals, therefore your participation in discussion and involvement or lack of involvement in assignments, may affect your final grade. Weekly Application Tasks, completed during a specified week cannot be made up once a due date is past. Exam material comes from class content, discussions, articles, videos, readings – if you fail to do assignments or participate in discussions you may not be prepared for the exams.

Plan ahead if you know you may have something that conflicts in your schedule. Due to the nature of an online class most times work can be done ahead of actual due dates. However, exceptions will be made for students who miss class assignments 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 1 week. 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 on Brightspace. 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.

Code of Student Conduct and Academic Integrity, Policy 10.4
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
https://www.sfasu.edu/docs/policies/10.4.pdf

*** Other SFA Policy Information - https://www.sfasu.edu/policies

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.

IX. Resources

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

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
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

X. 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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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.

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. 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.

XI. Other Relevant Course Information:

Professionalism:

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

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.

Proper Attire: You are expected to wear proper modest athletic attire that will allow for movement and safety during activity lessons. Sneakers or running shoes are the only footwear allowed in the gym. Unprofessional attire should be avoided, which means NO sagging pants, No tank tops, cutoffs, caps or hats, No sunglasses in the classroom and building.

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 professor 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. Display of a lack of respect will be addressed and documented. Additionally, be aware that beverages, food, or tobacco are not permitted in the gym and class. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

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. Please remove any earpieces or Bluetooth devices during class. If you anticipate an important phone call curing 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.

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 2236)
2) Salutation or greeting (Dr. Rice, or Professor)
3) Body of message indicating the purpose
4) Closing (thank you, sincerely, waiting for your reply, etc.)
5) Signature.
Appendix 1

Stephen F. Austin State University James I Perkins College of Education
Candidate Program Continuation Form (Part A)

To: _________________________  From:_________________________  Date:____________

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