Kinesiology and Health Science  
KINE 3349.002 - Psychomotor Development Movement Activities  
Fall Semester 2023

Instructor: Mihae Bae, PhD  
Office: HPE 208  
Office Phone: 936-468-3988  
Alternative Contact: 936-468-3503 (Department)  
Course Website: Brightspace (D2L)  
Prerequisites: None

Course Time & Location: MW 1:00-2:15pm, HPE 224/HPE Gym  
Office Hours: MW 10:50 am-12:50 pm; Tue 2:00-3:00 pm  
Credits: 3 hours  
Email: baem@sfasu.edu

Students can expect a response to e-mails and phone calls within 24-48 hours Monday - Friday

I. Course Description:

This course examines the fundamental principles of psychomotor development. It presents a wide variety of physical skills and movement activities in the learning environment for children and adults. Assignments for this course include four exams and the TGMD-2 project, all of which are tied directly to national accreditation for our Kinesiology program from the Society of Health and Physical Educators. KINE 3349 is also important for accreditation for Stephen F. Austin State University from the Southern Association of Colleges and Schools Commission on Colleges. Each student must have an active QClassroom account in order for the TGMD-2 assignment to be submitted. See information under required reading section for enrolling and accessing your QClassroom account.

Course Justification - KINE 3349 “Psychomotor Development Movement Activities” (3 credits) is a face-to-face format that includes 150 minutes of classroom time and direct instruction per week for 15 weeks and also meets for a 2.5 - hour final examination. During the 14-week semester this course includes instructional time that is delivered asynchronously. Asynchronous instruction may include: written content, video analyses, discussion, reflection activities, peer review, and skills practice. Students have significant weekly reading assignments and are expected to take regular quizzes in preparation for their examinations. One of the two major projects in this course is the TGMD-2 project. Successful completion of the projects will require a significant amount of time outside of class researching information to incorporate into the projects. Additional time outside of class will be dedicated to completing a variety of readings, visual materials, and identification of factors which enhance or restrict psychomotor development. These activities average at a minimum 6 hours of work each week 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. More information found at the following link: http://coe.sfasu.edu/about-us/

II. Intended 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 #4: Teaching and student success. This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:

Undergraduate Kinesiology – Physical Education Teacher Education

1. The student will be prepared to pass state/national accredited certifications
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 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
4. The student will apply content and foundational knowledge to plan 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.
5. The student will apply content and foundational knowledge to 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.
6. The student will select and implement appropriate assessment tools to monitor P-12 students’ progress and guide decision-making related to instruction and learning.

Student Learning Outcomes:

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

1. Identify stages of development regarding physical movement (PLO #1, 3).
2. Identify different factors that can influence the motor development process throughout an individual’s lifetime (PLO #2, 3, 4).
3. Identify normal patterns of growth and maturation (PLO #3, 4).
4. Plan movement experiences for various developmental levels (PLO #1, 2, 3, 5).
5. Apply theories and concepts of motor development to the practice of teaching and coaching (PLO #1, 3, 4, 5).

III. Course Assignments, Activities, and Instructional Strategies, and Technology:

1. Students will complete semester exams (400 points).
2. Students will complete pre- and post-test quizzes on each chapter (140 - 155 points).
3. Students will also complete two general quizzes (syllabus quiz and prior knowledge quiz) within the first week (10 - 15 points).
4. Students will physically act out various stages of development in a variety of movement skills as part of in class “hands-on” learning activities (not an assignment for point value).
5. Students will teach themselves a new motor skill, record their progress, design practice sessions for teaching other individuals (Bean Bag Toss assignment worth 80 points).
6. Students will review one scholarly journal article and analyze three videos in relation to Motor Development (120 points).
7. Students will complete discussion posts (20 points).
8. Students will complete lab activities and reports for them (40 – 60 points).
9. Students will observe each other, performing a variety of physical skills, record observations of peers performing physical tasks and design practice sessions for improvement of the physical skills (in class “hands on” preparation for the TGMD-2 project not an assignment for point value).
10. Students will observe different age groups in the public school setting performing a variety of physical skills, record observations and design practice sessions for improvement of the physical skills. This is the TGMD-2 project that is used for accountability and accreditation purposes. It is required to be submitted through QClassroom and on paper (120 points).
11. Students will complete Daily or Weekly Application Tasks (DATs) throughout the semester – these tasks are used to determine classroom participation. They are performed during class time 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 (120 points).
12. Students are required to volunteer in public school settings for at least three hours. Documented evidence of volunteer work confirmed by physical education teachers or school personnel should be turned in before the final exam week (20 pts.).

13. Professional conduct – Demonstration of professional behavior is assessed to determine disposition essential to becoming effective professionals. One requirement related to professional conduct is that each member is required to have a one-on-one meeting with Dr. Bae. For the meeting, students need to make an appointment using an electron calendar which they will find in the Getting Started Module on D2L. Professional behavior will be constantly monitored throughout the semester (30 points).

- **Required Technology:** Students are required to access the University’s Learning Management System (LMS), Brightspace.
- **Access to LMS:** As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio or video files. Students must have a working computer microphone and camera or the ability to add audio and video files on their computer to complete these assignments. Files may be submitted in a variety of formats accepted by Brightspace, however the most common are .pdf, .doc, .docx, .mp4, and .jpeg files.

- **Technical Support:** If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936-468-1919) for technical help.

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

The final grade in this course will be based on the percentage of overall points accumulated throughout the semester. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Point Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% &amp; below</td>
</tr>
</tbody>
</table>

*Kinesiology Majors must earn a minimum grade of C.*

**NOTE:**

- **All assignments**, unless specified by the instructor, **must be typed**. No work will be accepted unless it is typed. All work at the current time will be submitted electronically through Brightspace.

As a general rule, there is no extra credit in this course. On the rare occasion that the instructor provides an opportunity to earn extra credit, such opportunity will be extended to all students in the class.

- **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**.

### Attendance and Daily Application Tasks (240 pts.)

Participation is a vital component for determining success in this course. It is strongly recommended that students attend all classes, engage in learning activities, and take notes during classes. Students with disabilities will have an appropriate adjustment for activity involvement to maximize participation. It is the student’s responsibility to disclose information to the instructor about specific disabilities which may hinder participation. (PLO:3, 4)
• **Attendance & participation (120 pts.)** for meeting in class, will be taken at the beginning of each class. Attendance is mandatory. Roll will be called. If you come into class late two times without any reasonable explanation or notification to Dr. Bae, it will be considered one absence. For online attendance, all online activities including pre- and post-test quizzes and discussion posts will be counted. I will check your progress on D2L. An absence must be documented with the Judicial Office in order to be excused. Please be aware that if you have three consecutive absences without any notification to the instructor, unless you can prove a qualifying reason, we as instructors have been told to inform your advisor through ICare on MySFA.

• **If students are absent more than 8 times, they will fail to pass the course because it will be impossible for them to complete the work.**

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

• **Daily Application Tasks (120 pts.)**- These *Daily Application Tasks (DATs)* done during class time are assigned a point value – these activities are not generally announced ahead of time, and they cannot be made up unless noted on the schedule. These tasks are used to determine participation in class activities and class discussions.

V. Tentative Course Outline/Calendar:

Remember that not everything you need to know is on the PowerPoint notes so you should take your own note as you are listening to a lecture during class and read the chapters!

**Week 1**  
Overview of syllabus and Introduction to motor development:  
Chapter 1: Understanding Motor Development: An Overview  
Syllabus and Prior knowledge quizzes; “Introduce Yourself” in person and online

**Week 2**  
Chapter 1: Definition and importance of motor development  
Chapter 2: Cognitive and Motor Development

**Week 3**  
Chapter 2: Cognitive and Motor Development  
Chapter 3: Social and Motor Development

**Week 4**  
Chapter 4 – Prenatal Development Factors  
Chapter 5 - Effects of Early Stimulation and Deprivation

**Week 5**  
Chapter 5 - Effects of Early Stimulation and Deprivation  
Chapter 6: Growth and Maturation - Discuss quantitative and qualitative development.

**Week 6**  
Chapter 6 - Growth and Maturation - Discuss quantitative and qualitative development  
**Online Activities** – Online Assignment on D2L **EXAM # 1**

**Week 7**  
Chapter 7: Physiological Changes - Discuss health-related fitness components.  
Chapter 8: Movement and the Changing Senses

**Week 8**  
Chapter 9: Infant Reflexes and Rhythmical Stereotypies  
Discuss various primitive and postural reflexes.

**Week 9**  
Chapter 10: Voluntary Movements of Infancy -Discuss developmental sequences  
Chapter 11: Fine Motor Development - Discuss prehension, grasping behavior, manipulation, task constraints

**Week 10**  
Chapter 11: Fine Motor Development  
Discuss prehension, grasping behavior, manipulation, task constraints, and bean bag toss. **EXAM# 2**

**Week 11**  
Chapter 12: Fundamental Locomotion Skills of Childhood -Discuss gross motor development Chapter 13: Fundamental Object-Control Skills of Childhood  
Discuss and apply knowledge of the various phases of development for fundamental movements.

**Week 12**  
Chapter 13 - Fundamental Object-Control Skills of Childhood - TGMD-2 instrument on kindergarten students  
Chapter 14: Youth Sports - **EXAM # 3**

**Week 13**  
**THANKSGIVING BREAK**

**Week 14**  
Chapter 15: Movement in Adulthood  
Chapter 16: Assessment - Characteristics of tests, various variables to assess, and types of assessment instruments.

**Week 15**  
TGMD-2 Project, QClassroom, and Final Exam Review

**Final Week**  
**Comprehensive Final Exam (Dec. 13)**
VI. Readings (Required and recommended – including texts, websites, articles, etc.):

Required Textbook

- Required journal articles

- Required QClassroom Statement:
This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) 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 the associated links provided at https://www.sfasu.edu/policies

Academic Integrity (4.1)
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

Withheld Grades Semester 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

Students with Disabilities Policy
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, go to http://www.sfasu.edu/disabilityservices/

Attendance and Preparation for Class including SFASU Policy

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.

***Other SFA Policy Information - [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

Students Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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
The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis 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.

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.

1. 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.

2. 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:

Undergraduate Teacher Certification—The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout.

(TExES Competencies: Course content is applicable to the following competencies.
Competencies 001, 008, 010, 012)
Insurance: Participation in physical activity involves some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

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.

Procedures to be Followed for Injury or Accident of an SFA Student.

1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD) (911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.
3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.
4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 9364682608.
5. The instructor should complete an accident report which can be obtained from the department office.

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, appropriate communication, assignments due will be considered as parts of professional conduct. Also, each member should communicate respectfully with the professor (Dr. Bae) and classmates, both in person and online.

In this class, each student is required to have a one-on-one conference with the professor (Dr. Bae) during the semester. A meeting should last at least 20-30 minutes.

Electronic devices and software:

Part 1: No Artificial Intelligence for the class

Using Artificial Intelligence (AI) including ChatGPT is not permitted for this class because it still counts as cheating. Please be mindful of this classroom policy related to Code of Student Conduct and Academic Integrity (Policy 10.4), Code of Ethics for the Texas Educator, and professionalism.

Part 2: Be courteous and turn cell phones off during class.

Cell phone use may be 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 so that you will not be distracted nor will you be a distraction to other students and the professor. Wireless earbuds/earpieces are forbidden in class. Those who are found with wireless earbuds/earpieces more than twice will be considered unprofessional. Therefore, they may expect not only substantial deduction points, but some notification for their advisors.

Part 3: Focus on the class and not use electronic devices for other purposes during class.
Electronic devices (e.g., laptop computers, tablets, or other devices) may only be used in class for taking notes and/or following the class lecture. All devices to be used for note taking notes or recording may be used with prior consultation with the instructor. If you have a medical or legal emergency and are waiting for a call, you should notify the instructor before class, and if you need to take a call you should leave the classroom to take the call.

**Proper Attire:** Students should wear clothes that will allow for movement and safety during activity lessons. Tank tops, cutoffs, boots, sandals, etc., are not allowed.

**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 instructor. Student must provide proper documentation, in order to be exempt from participation in activities.

**Food, Drink and Tobacco Products:** University policy prohibits food and drink in classrooms. Do not bring any food or drinks (including water) into the classrooms or the gym. University policy **prohibits** the use of tobacco products in the buildings.

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

**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 3330.00X)
2. Salutation or greeting (Dr. Bae, or Professor Bae)
3. Body of message indicating the purpose
4. Closing (e.g., thank you, sincerely, best, or waiting for your reply, etc.)
5. Signature (e.g., your full name).

Messages not following this format will receive a reply of “Use proper email protocol” and **WILL NOT** be attended to until received in the appropriate manner.

When you email me, I will check and respond to course-related email during the regular work week (Monday-Friday). So, if you send me an email on a Friday evening, it may be Monday morning before I respond.

**Respect during class time:** Examples of being respectful include being engaged in note taking, asking questions to the professor regarding information being taught, answering questions from the professor. Examples of **NOT being respectful** include texting during class, accessing social media during class, talking to classmates during the presentation of information by the professor or classmates, studying for another class during class time, turning in assignments during the presentation of information by the professor, consistently leaving during class to do “something”, consistently coming to class late, sleeping during class, lack of participation/lack of “effort” during activities that require participation. **Persistent displays of a lack of professional respect will be addressed and documented so your academic advisors or program coordinators will be notified.**

**EXAM CONDUCT:**

- **Both tests in class and on line have the same expectation.**
- You may not wear sunglasses during an exam
- You will be asked to either remove your hat/cap 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
- 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 including smartwatches and wirelessearbuds/earpieces **must be turned off and placed out of sight** during examinations. Use of such devices during the examination may be construed as cheating and result in associated disciplinary action.
Content Specific Standards for PETE Courses

TExES 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 teacher demonstrates a growth mindset and engages students in self-directed learning.

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

Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development.

Standard VIII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.

Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning, and instruction, matching participants, safety, first aid, and risk management.

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 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 3349 Psychomotor Development Alignment with Professional Standards Matrix

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards SHAPE (2017)</th>
<th>CAEP Standards</th>
<th>EC-12 Texas Physical Education Standards</th>
<th>ISTE Standards (2021)</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bean Bag Toss Activity — teaching oneself a new physical skill and responding to predetermined questions about the experience.</td>
<td>1a, 1b, 1c, 1e 2a, 3b, 3d, 3f, 4a, 4b, 4c, 4d, 4e, 5a, 6c</td>
<td>1.3</td>
<td>1.1k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.10k, 1.11k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.13s, 2.1k, 2.3k, 2.10k, 3.1k, 3.2k, 3.5k, 3.6k, 3.15k, 3.1s, 3.4s, 3.5s, 3.6s, 3.11s, 3.13s, 3.14s, 4.5s, 4.6s, 4.7s, 5.1k, 5.4k, 6.2s, 6.4s, 6.5s, 6.6s, 6.7s</td>
<td>1b</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>TGMD-2 Project – assessing gross motor skills of young children, designing learning experiences for these children, implementing these experiences and reassessing to determine if learning has taken place.</td>
<td>1a, 1b, 1c, 1d, 1e 2a, 3a, 3b, 3d, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 6b, 6c</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.10k, 1.11k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.13s, 2.1k, 2.3k, 2.10k, 2.7s, 2.31k, 3.2k, 3.3k, 3.5k, 3.6k, 3.7k, 3.12k, 3.1s, 3.5s, 3.6s, 3.7s, 3.13s, 3.14s, 4.1k, 4.3k, 4.4k, 4.5k, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 5.1k, 5.2k, 5.3k, 5.4k, 5.1s, 5.3s, 6.1k, 6.2k, 6.4k, 6.5k, 6.6k, 6.7k, 6.2s, 6.4s, 6.5s, 6.6s, 6.6s, 6.10s, 7.1k, 7.2k, 7.2s, 7.4s, 8.1k, 8.2k, 8.1s, 8.2s, 9.3s, 9.5s, 9.7s, 10.4k, 10.6k, 10.1s, 10.2s, 10.3s, 10.4s, 10.5s</td>
<td>1b</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>Assignments – Reviewing one scholarly journal article and analyzing videos in relation to Motor Development</td>
<td>1a, 1b, 1d, 1e, 2a, 4c, 4e, 5b, 5c, 6a</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.10k, 1.11k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 2.1k, 2.2k, 2.4k, 2.5k, 2.8k, 2.10k, 2.2s, 2.7s, 2.8s, 2.11s, 2.12s, 2.15s</td>
<td>1b</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>Chapter Quizzes (online) – pre- and post-test quizzes assigned. Pre-test quiz on each chapter is part of attendance points.</td>
<td>1a, 1b, 1c, 1d, 1e, 2a, 3a, 3d, 3f, 4c, 4e, 5b, 6b, 6c</td>
<td>1.3</td>
<td>3.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.10k, 1.11k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 2.1k, 2.2k, 2.4k, 2.5k, 2.8k, 2.10k, 2.2s, 2.7s, 2.8s, 2.11s, 2.12s, 2.15s, 2.2k, 3.5k, 3.7k, 3.6s, 3.7s, 3.13s, 3.14s, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.3s, 5.1k, 5.2k, 5.3k, 5.4k, 5.1s, 5.4s, 6.3k, 6.2s, 6.7s, 7.2k, 8.1k, 8.2s, 9.5s, 9.6s, 10.4s</td>
<td>1b</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>Exam #1 (In class) – Ch. 1, 2, 3, 4, 5, &amp; 7 Content covered includes introduction to motor development, factors that influence motor development before birth up to kindergarten.</td>
<td>1a, 1b, 1c, 1d, 1e, 2a, 2b, 3a, 3d, 3f, 4a, 4c, 4e, 5b, 6b, 6c</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.10k, 1.12k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 2.1k, 2.2k, 2.4k, 2.5k, 2.7k, 2.8k, 2.10k, 2.1s, 3s, 2.9s, 2.11s, 2.15s, 2.16s, 3.5k, 3.6k, 3.6k, 3.7k, 3.7s, 3.9s</td>
<td>1b</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>Exam #2 (In class) – Ch. 8, 9, 10, 11, 12, &amp; 13</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.10k, 1.12k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 2.1k, 2.2k, 2.4k, 2.5k, 2.7k, 2.8k, 2.10k, 2.1s, 3s, 2.9s, 2.11s, 2.15s, 2.16s, 3.5k, 3.6k, 3.6k, 3.7k, 3.7s, 3.9s, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.6s, 4.7s, 5.1k, 5.2k, 5.4s.</td>
<td>1d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content covered includes stages of motor development during the elementary years, factors that affect motor development during the elementary years.</td>
<td></td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Exam #3 (In class) – Ch. 14, 15, 16, 17, 18, 19 | 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.10k, 1.12k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 2.1k, 2.2k, 2.4k, 2.5k, 2.10k, 2.1s, 3s, 2.9s, 2.11s, 2.15s, 2.16s, 3.5k, 3.6k, 3.6k, 3.7k, 3.7s, 3.9s, 4.5k, 4.2s, 4.4s, 4.7s, 5.1k, 5.2k, 5.4s, 6.1k, 6.2k, 6.3k, 6.4s, 6.6s, 6.7s, 7.2k, 7.3k, 7.2s, 7.3s, 8.3k, 8.4k, 8.1s, 8.2s, 9.1k, 9.3k, 9.5s, 10.1k, 10.2k, 10.3, 10.6k, 10.1s, 10.2s, 10.7s. | 1d |
| Content covered includes stages of motor development during adolescence, factors that affect motor development during adolescence. | | 1.3 |

| Final Exam – Ch. 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, & 19 | 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.10k, 1.12k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 2.1k, 2.2k, 2.4k, 2.5k, 2.7k, 2.8k, 2.10k, 2.1s, 3s, 2.9s, 2.11s, 2.15s, 2.16s, 3.5k, 3.6k, 3.6k, 3.7k, 3.7s, 3.9s, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.6s, 4.7s, 5.1k, 5.2k, 5.4s, 6.1k, 6.2k, 6.3k, 6.4s, 6.6s, 6.7s, 7.2k, 7.3k, 7.2s, 7.3s, 8.3k, 8.4k, 8.1s, 8.2s, 9.1k, 9.3k, 9.5s, 10.1k, 10.2k, 10.3, 10.6k, 10.1s, 10.2s, 10.7s. | 1d |
| Content covered includes all content previously assessed, stages of motor development during adulthood/older adulthood, factors that affect motor development during adulthood/older adulthood. | | 1.3 |