Instructor: Dr. Deborah Buswell
Office: HPE 228B, HPE Building
Course Time and Location: TR 9:30-10:45, HPE 203 & Gym 109
Office Phone: 936-468-1661
Alternate Contact: 936-468-3503(Department)
Credits: 3
Email: buswelld@sfasu.edu or Brightspace/D2L

Prerequisites: None

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 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.

Revised August 21, 2023
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 assessments 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. Demonstrate an understanding of the application of least restrictive alternative concepts and terms related to physical education programming, rehabilitative, therapy, and special education settings (PLO #1)
2. Identify the legal mandates for services, particularly within the physical education setting; IDEA, Section 504, and the Americans with Disabilities Act (ADA) (PLO #1)
3. Demonstrate knowledge of unique attributes of disabling conditions (PLO #1, 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, 4)
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 #4, 6)
6. Demonstrate an understanding of the planning, organizing, and implementation process for an adapted physical activity program (PLO #4)
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 26, 2023** – Additional details about specific content and components of this project will be provided during the first weeks of class and on D2L.

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)

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)

Revised August 21, 2023
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 December 5, 2023 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 Dropbox 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  
Disability Simulation Lab – Big Gym (Room 109) – SNEAKERS and activity attire September 5th (Tuesday) – Meet in HPE 109 – the Big Gym in the HPE Complex  

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.)  

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 (Tuesday, September 26th)  
Wheelchair Mobility Lab – Big Gym (Room 109) – SNEAKERS and activity attire (Tuesday), September 26th – Meet in HPE 109 – the Big Gym in the HPE Complex  
EXAM I – September 27, 2023, Thursday – Exam will be online during the scheduled class time  

Week 6  
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.  
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 7  
Movement Exploration Lab – Big Gym (Room 109) – SNEAKERS and activity attire – October 10th (Tuesday) – Meet in HPE 109 – the Big Gym in the HPE Complex  
Module 5 – continued  
Slanted Rope and Teaching by Invitation Labs – Big Gym (Room 109) – SNEAKERS and activity attire (Thursday), October 12th – Meet in HPE 109 – the Big Gym in the HPE Complex  

Week 8  
Finish Module 5  
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 9  
Module 6 Continued  

Week 10  
EXAM 2 (Modules 4, 5, & 6) – October 31, 2023, 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.)  

Week 12  
Module 8 Continued – 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.  
Module 9 - 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.)

Revised August 21, 2023
Activities for Special Populations KINE 4387.002

Week 13  
THANKSGIVING BREAK – NO CLASSES

Week 14  
Fitness & Other Motor Skills Assessment Lab – Big Gym (Room 109) – SNEAKERS and activity attire – November 28th (Tuesday) – Meet in HPE 109 – the Big Gym in the HPE Complex  
November 29th – NO CLASS – TAHPERD

Week 15  
Module 10 – Assessment of Motor Skills (Covers use of appropriate motor skills testing instruments for children with disabilities in public schools given current laws in the State of Texas and use of alternative testing instruments.)  
Final Day to Submit any Fieldwork Papers/Hours (Log Sheets) Tuesday, December 5, 2023

Week 16  
FINAL EXAM DAY EXAM 3 (Modules 7, 8, 9, & 10) – Thursday, December 14th, 8-10 AM. Exam will be online during the scheduled class time

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.

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 the associated links provided below*

**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.*

**Final Course Grade Appeals by Students, Policy 6.3**  
[https://www.sfasu.edu/docs/policies/6.3.pdf](https://www.sfasu.edu/docs/policies/6.3.pdf)

Revised August 21, 2023
Academic Accommodation for Students with Disabilities, Policy 6.1
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/

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
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
936.468.7249
dos@sfasu.edu

SFASU Human Services Counseling Clinic Human Services, Room 202
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
936.468.1041

The Health and Wellness Hub “The Hub”
Location: Corner of E. College and Raguet Street

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
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)
JohCrissiText Line: Text HELLO to 741-741

Revised August 21, 2023
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.
Activities for Special Populations KINE 4387.002

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.
Appendix 1

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 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.

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

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<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>2b, 3a, 5a, 6c, 6d</td>
<td>4q</td>
<td></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>2b, 5b</td>
<td>3j</td>
<td></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>4k, 4q, 9j</td>
<td></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>2h, 9j</td>
<td></td>
</tr>
</tbody>
</table>
Exam #3 – Modules 7, 8, 9, & 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.

| Submission of Textbook – student will return department owned textbook at the end of the semester | 6.a | 90 |
| 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. | 6.1, 6.2, 6.3, 6.4 | 1.1, 1.3, 4.2 | 3b, 4c, 6a | 21, 9a, 9m, 9n, 90 |