Prerequisites: 18 hours of Kinesiology and or Health Science classes

I. Course Description:
The purpose of this course is to provide supervised teaching, classroom visitation and consultation with graduate assistants concerning teaching, grading, advising and related matters. Graduate assistants are required to take the course each of their first two semesters. This course may be required in addition to basic requirements for the degree. (May be Pass-Fail grading.) May be repeated for credit.

PCOE 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.

Course Justification: KINE 5081 “Problems In Teaching College Kinesiology” (0 credit; repeatable for two semesters) is required for GAs teaching first-year kinesiology classes. Students receive instruction as well as support in teaching entry level kinesiology classes and clinical labs. Typically, the 0-hour course requires one 50-minute meeting per week for 15 weeks, along with enhancement meetings before the beginning of the Fall semester. Concurrent to their teaching, GAs also receive classroom visitations—scheduled and impromptu—throughout the semester, and complete a number of deliverables: weekly reading assignments, and written lesson plans. In addition to the weekly meetings, these activities average a minimum of 4 hours of outside-of-class prep work per week.

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’s COE Goal and Initiative #6: Collaborate with external partners.

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds who are dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the James I. Perkins College of Education at Stephen F. Austin State University, we value and are committed to:
Academic excellence through critical, reflective and creative thinking

- Lifelong learning
- Collaboration and shared decision-making
- Openness to new ideas, culturally diverse people, innovation and change
- Integrity, responsibility, diligence and ethical behavior
- Service that enriches the community.

This academic program, along with its courses, is in compliance and supports the vision, mission, goals and core values of the College of Education and Stephen F. Austin State University. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.
Program Learning Outcomes:
Master of Education Students:
1. The student will be able to demonstrate the ability to read and make critical analysis of original research.
2. The student will be able to demonstrate and understand various quantitative and qualitative analysis techniques used in the classroom environment.
3. The student will be able to demonstrate the ability to apply their Kinesiology related skills and knowledge to critically think and ethically examine issues and solving problems associated with their chosen sub discipline.
4. The student will demonstrate the acquisition of knowledge and strength in the subdiscipline of kinesiology’s pedagogy through the graduate teaching experience.

Student Learning Outcomes:
Upon successful completion of this course the student will be able to:
1. The student will develop classroom organizational skills. (PLO #2,3,4)
2. The student will learn to effectively disseminate course content in a classroom environment. (PLO #2,3,4)
3. The student will develop and grow as a professional from this teaching opportunity. (PLO #2,3,4)
4. The student will have the opportunity to provide support opportunities by collaborating with fellow classmates in their teaching experience. (PLO #2,3,4)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. Students will demonstrate the ability to Effectively Teach Assigned Class(es)
2. Student will be expected to provide substitute coverage for other classes taught in the Department.
3. Students will be expected to Complete Class assignments: Syllabi, Material(s) for class, grading, 12th day roster submission, mid semester grades, test preparation, livetext entries, final exam, online grade entry, hard copy of final grades to main office
4. Students will be observed (minimum two times/semester) while teaching their assigned classes.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Effectively Teach Assigned Courses</td>
<td>50 Points</td>
</tr>
<tr>
<td>Class Substitute Coverage</td>
<td>&gt; 90</td>
</tr>
<tr>
<td>Completion of Class assignments</td>
<td>20 80-89</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>20 70-79</td>
</tr>
<tr>
<td></td>
<td>60-69</td>
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<tr>
<td>Total</td>
<td>&lt; 60</td>
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<td></td>
<td>F</td>
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V. Tentative Course Outline/Calendar:

Pre-semester meet with graduate assistant student(s) teaching kinesiology and health science department classes discuss; class missions and content.

Week 1- Critical elements of a syllabus and lecture preparation. Student resources: Office of disability services, counseling center, food pantry, etc.

Week 2- Analysis of lecture presentations for content, delivery and assessment of knowledge learned.

Week 3 - Instruction on ORD reporting. Check up on class content lectures, delivery and assessment, Creating and assembling of exams: subjective vs. objective assessments.

Week 4- Observe G.A lectures, class content, delivery, dealing with problematic students, classroom management, administration of first round of exams.

Weeks 5&6- Program learning objective, Student learning objectives, Professional Organization standards, continue dissemination of class content.

Week 7 - Submit mid-term grades, I Care, Continue dissemination of materials.

Week 8-10- Elements of good teaching, preparation of lecture and engagement of distracted students, discussion of content subject matter, administer second round of exams.

Week 10-12- Rubric development, assessment of student learning outcomes, assessments and reporting of SLO goals.

Week 13- Discussion of individual experiences and problem resolution, continuation of content, grade submission, withheld grades, final grade and spread sheet to the department office.

Week 15-16- Preparation for final exams, finalizing content delivery, online grade entry, Withheld grade submission, final grade and grade spread sheets to department office.

VI. Readings:
Readings assigned by instructor- may be articles or internet readings.

VII. Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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.
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, 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.

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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
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.

**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/policies/course-grades-5.5.pdf.

**Students with Disabilities**

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/.

**Student 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  
936.468.7249  
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202  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
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