KINE 1301.00 Foundations of Kinesiology

Department of Kinesiology and Health Science
KINE 1301.00 Foundations of Kinesiology
Spring 2024

Instructor: Shelby Kite, MS
Office: HPE 210
Office Phone: 936-468-1046
Email: shelby.kite@sfasu.edu
Course Time and Location: Online
Office Hours: M 11:00-1, T & R 9:30-10:30
Credits: 3

Prerequisites: None

I. Course Description & Purpose:
Foundation courses are introductory by nature and allow for the exploration of a field of interest. Therefore, it should be expected that a wide variety of information be disseminated, to include Historical, physiological, psychological, and sociological foundations; programs, professional requirements and opportunities. It is expected that professionals be exposed to a broad range of general professional information that will enhance their ability to grow professionally. This course is designed to meet Texas Teacher Certification requirements. It is expected that a teacher in Texas be schooled in selected foundation areas.

Course Justification - “Foundations of Kinesiology” (3 credits) is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks. During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. Kinesiology students will explore the value of their discipline by scrutinizing each of the 12 sub disciplines of kinesiology. Students will have significant weekly out of class assignments, such as; readings, preparing for an in-class group presentation, and developing their professional philosophy by writing and submitting a formal paper. These assignments will enhance the student’s understanding of the weekly topics that are discussed in class, as well as prepare them for three in-class written examinations. The outside class assignments would require at least 6 hours of outside work each week.

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’s 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 (modified, 2022)
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

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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.

Undergraduate Kinesiology – Exercise Science

1. The student will identify and analyze critical components of physical movements
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.
4. The student will demonstrate an understanding of the physiological principles of exercise.
5. The student will be prepared to pass nationally accredited certifications.

Student Learning Outcomes:
As an introductory course KINE. 1301 presents an overview of the Kinesiology field in order to prepare the student either in the field of education or in other professions in the field of exercise science. Students are presented with opportunities to develop their academic excellence through critical, reflective and creative thinking. Establishment of life-long learning in the development of the critical component of daily physical activity is emphasized within both the content and the opportunities presented in the classroom. Students are expected to perform with integrity and responsibility both in the classroom and as a representative of the SFASU community when off-site.

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

1. A variety of instructional methods are modeled during the course such as but, not limited to; lectures, class discussion, group work, cooperative activities, guest speakers, and power point presentations.
2. Students will have an opportunity to apply writing skills by composing a written paper as an optional assignment. The paper will consist of the students writing their philosophy as well as discussing their future aspirations upon completion of their degree.
3. Students will complete various homework assignments that will enhance the learning of the topics being covered in class. These homework assignment(s) will correlate to the chapters being discussed; this will aid in enhancing their learning opportunity.

Assignments and Program Standards Chart

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>NASPE Standards</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 5 Journal Article- Motor Behavior (terms and studies specific to the discipline of motor behavior)</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a</td>
</tr>
<tr>
<td>Philosophy Assignment- (Student will identify different philosophies and be able to apply them.)</td>
<td>1.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2d, 2h, 2j, 2n</td>
</tr>
<tr>
<td>Exam #1 – Ch. 1-5</td>
<td>1.4, 5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1a</td>
<td>1A,1D,2L</td>
</tr>
</tbody>
</table>
IV. Evaluation and Assessment (Grading):

Grade is based on the % of the total points assigned during the semester (approximately 600 points). See Section III for points available for each assignment.

- Exam 1 – 100 pts
- Exam 2 – 100 pts
- Exam 3 – 100 pts
  Total for exams – 300 points (50% of grade)

Quizzes
- Syllabus quiz and 15 chapter quizzes (10 pts each) = 160 points (26% of grade)

Assignments
- Introduce Yourself – 5 pts
- Ch 1 Assignment-major and minor – 20 pts
- Ch 2 Philosophy Assignment – 25 pts
- Ch 3 Video Assignment – 10 pts
- Ch 5 Journal Articles – 20 pts
- Ch 6 Video of themselves – 20 pts
- Ch 7 Lab Self Pic – 10 pts
- Ch 9 Goal Setting Assignment – 20 pts
- Ch 14 Job Posting – 5 pts
- Ch 15 Ethical Discussion – 10 pts
  Total points for Assignments – 145 (24% of grade)

604 points total
A= 90-100% (544-605 pts)
B= 80-89% (484-543 pts)
C= 70-79% (424-483 pts)
D= 60-69% (363-423 pts)
F= below 60% (0-362 pts)

Major Assignment Descriptions (This is not all of the assignments)

Chapter 1 Major/Minor

You will state what your major and minor areas of study are and how you plan to accomplish them. The purpose of this assignment is to make sure you have investigated your future career and know the educational requirements and certification processes to meet your career goals.

Chapter 2 Philosophy Assignment

You will investigate the following philosophies (Idealism, Realism, Pragmatism, Naturalism, Existentialism, Humanism) and be able to apply them to experiences in physical education, exercise science and sport. You will take a quiz over the interpretation of these philosophies.

Chapter 5 Journal Article Assignment

The assignment for this chapter is to find a journal article that relates to the topics covered in the chapter. See assignment instructions in the online module. You will give the full citation of the article and summarize the findings of the article.
Chapter 6 Video Themselves – Sports Skill

Student will be placed into discussion groups and assigned a sport and specific sport skill. Each person in the group will investigate the proper skill performance for their specific skill. Each person will then video themselves performing the skill several times. Students will post the proper skill performance information for their skill along with their video. Each person in the discussion group will analyze and give feedback to each group member’s video.

Chapter 9 Goal Setting

The assignment for this chapter is to develop two goals. You will use the worksheet on the page in the module to complete this assignment. You will need to type the questions off the sheet and your answers. Save your document in Word or a pdf file. Use this as an opportunity to better yourself. You will submit your assignment under the “dropbox” tab

Typed Assignments:
All assignments, must be typed. No work will be accepted unless it is typed! These will be uploaded to D2L. For accreditation purposes some assignments may also be uploaded to QClassroom (within D2L) as well.

Late Assignments and 24/7 Rule:
Late assignments will be accepted up to 7 days after the due date, each day deducting 3 points off of the assignment. After 7 days, the assignment will no longer be accepted and student will receive a 0 grade.

24/7 rule. After a grade is submitted, the student must wait 24 hours to contact the instructor about that grade. After 24 hours, the student has 7 days to contact the instructor about the grade. After those 7 days, the grade is locked in and may not be revisited.

Attendance:
You may have 2 excused absences. After 2 excused absences, each excused absence results in 2pts deduction. Excused absences may be university sponsored events (see policy for Institutional Absences) or for sickness/health related, family emergency at the discretion of the instructor. Students requesting an absence for reasons not defined under the Institutional Absences Policy should contact the Dean of Students Office. Please notify me in advance, if possible, of any excused absences.

V. Tentative Course Outline/Calendar:
Modules will open up early and you may work ahead. But you must meet the deadlines by when the module is due.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Points</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 24</td>
<td></td>
<td>Orientation, Getting Started Module,</td>
</tr>
<tr>
<td>Jan 24</td>
<td>10</td>
<td>Syllabus Quiz (Must make a 100 before other materials will open)</td>
</tr>
<tr>
<td>Jan 24</td>
<td>5</td>
<td>Introduce Yourself Assignment [DISCUSSION]</td>
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<tr>
<td></td>
<td></td>
<td>Module 1 Chapters 1-5</td>
</tr>
<tr>
<td>Jan 28</td>
<td>10</td>
<td>Chapter 1 Meaning and Scope –Ch. 1 Quiz</td>
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<tr>
<td>Jan 28</td>
<td>20</td>
<td>Chapter 1 Assignment Major/Minor [DROPBOX]</td>
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<tr>
<td>Feb 4</td>
<td>10</td>
<td>Chapter 2 Philosophy, Goals, and Objectives –Ch 2 Quiz</td>
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<tr>
<td>Feb 4</td>
<td>10</td>
<td>Chapter 2 Philosophy Assignment – Philosophy Quiz/Short Answer [QUIZ]</td>
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<tr>
<td>Feb 11</td>
<td>10</td>
<td>Chapter 3 Role in Society – Ch 3 Quiz</td>
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<tr>
<td>Feb 11</td>
<td>25</td>
<td>Chapter 3 Cultural Competence Video Assignment [DISCUSSION]</td>
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<tr>
<td>Feb 18</td>
<td>10</td>
<td>Chapter 4 Historical Foundation– Ch 4 Quiz</td>
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<td>Feb 25</td>
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<td>Chapter 5 Motor Behavior – Ch 5 Quiz</td>
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<tr>
<td>Feb 25</td>
<td>20</td>
<td>Chapter 5 – Journal Article [DROPBOX]</td>
</tr>
<tr>
<td>Feb 28</td>
<td>100</td>
<td>Exam 1 –Chapters 1-5</td>
</tr>
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</table>

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<table>
<thead>
<tr>
<th>Pts so far</th>
<th>240</th>
<th>Module 2 – Chapters 6-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 3</td>
<td>10</td>
<td>Chapter 6 Biomechanical Foundations – Ch 6 Quiz</td>
</tr>
<tr>
<td>Mar 6</td>
<td>20</td>
<td>Chapter 6 Video Themselves – Sport Skill Assignment [DISCUSSION]</td>
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<tr>
<td>Mar 10</td>
<td>10</td>
<td>Chapter 7 Exercise Physiology and Fitness – Ch 7 Quiz</td>
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<tr>
<td>Mar 10</td>
<td>10</td>
<td>Chapter 7 Picture of Themselves and Lab List Assignment [DROPBOX]</td>
</tr>
<tr>
<td>Mar 11-17</td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 24</td>
<td>10</td>
<td>Chapter 8 Sociological Foundation – Ch. 8 Quiz</td>
</tr>
<tr>
<td>Mar 31</td>
<td>10</td>
<td>Chapter 9 Sport and Exercise Psychology – Ch. 9 Quiz</td>
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<tr>
<td>Mar 31</td>
<td>20</td>
<td>Chapter 9 Goal Setting Assignment [DROPBOX]</td>
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<tr>
<td>Apr 3</td>
<td>100</td>
<td>Exam 2 – Chapters 6-9</td>
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<tr>
<td>Pts so far</td>
<td>430</td>
<td>Module 3 – Chapters 10-15</td>
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<td>Apr 7</td>
<td>10</td>
<td>Chapter 10 Sport Pedagogy – Ch. 10 Quiz</td>
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<td>Apr 14</td>
<td>10</td>
<td>Chapter 11 Career and Professional Development – Ch. 11 Quiz</td>
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<tr>
<td>Apr 21</td>
<td>10</td>
<td>Chapter 12 Teaching and Coaching Careers – Ch. 12 Quiz</td>
</tr>
<tr>
<td>Apr 21</td>
<td>10</td>
<td>Chapter 13 Fitness and Health-Related Careers – Ch. 13 Quiz</td>
</tr>
<tr>
<td>Apr 28</td>
<td>10</td>
<td>Chapter 14 Sport Careers – Ch 14 Quiz</td>
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<tr>
<td>Apr 28</td>
<td>5</td>
<td>Chapter 14 Sports Career Job Posting Assignment [DROPBOX]</td>
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<tr>
<td>May 5</td>
<td>10</td>
<td>Chapter 15 Issues, Challenges, and Future Trends- Ch. 15 Quiz</td>
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<tr>
<td>May 5</td>
<td>10</td>
<td>Chapter 15 Ethical Discussion Assignment [DISCUSSION]</td>
</tr>
<tr>
<td>May 10</td>
<td>100</td>
<td>Exam 3 Chapters 10-15</td>
</tr>
<tr>
<td>Total Pts</td>
<td>605</td>
<td>Class Schedule is subject to change</td>
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</table>

VI. Recommended Text/Readings/Materials:


Access to Brightspace to download class lectures and handouts

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

Institutional Absences, Class Attendance and Preparation for Class

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Institutional Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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 (HOP policy 02-206)

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/hops/04-106.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.

Academic Accommodation for Students with Disabilities (HOP policy 04-101)

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.

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.

***Other SFA Policy Information is found in the - Handbook of Operating Procedures (HOP)***

IX. Resources

On-Campus Resources

The Dean of Students Office (Rusk Building, 3rd floor lobby)

www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFASU Counseling Services www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) 936.468.2401

SFASU Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp
Human Services Room 202  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

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Additional Information:

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.

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IX. Other Relevant Course Information

Cell phone/laptops:  
Cell phone use is not permitted during class; This includes texting, recording and/or picturing taking. Laptops are to be used for NOTE TAKING ONLY.

Insurance:  
It is strongly advised that each student carry health/accident insurance. You are NOT covered by a Departmental or University insurance policy while attending this course.