Instructor: Shelby Kite, M.S.  
Office: HPE 210  
Office Phone: 936-468-1046  
Email: Shelby.Kite@sfasu.edu

Course Time & Location: T TH 2 – 3:15 pm, HPE203  
Credits: 2 Semester Hours  
Office Hours: M 11am – 1pm, TTH 9:30 – 10:30

All emails sent to Shelby.Kite@sfasu.edu will be answered within 48 hours and are the quickest way to get a response to a question or a concern you may have.

Prerequisites: None

I. Course Description: KINE 2234 Innovative Games and Sports  
This course incorporates fundamentals, skills, and strategies of new and/or novel games and sports.

Course Justifications

KINE 2234 “Innovative Games and Sports” (2 credits) typically meets twice each week (Tuesday/Thursday) in 75 minutes segments for 15 weeks or three times (MWF) in 50-minutes segments for 15 weeks, and also meets for a 2.5-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. Instruction and assessment pertaining to virtual instruction student learning outcomes will be delivered asynchronously on the learning management system. This will account for 6 class days. While in class student participate in many different types of activities that involve movement as well as witness the proper way to teach activities in a gym environment. Students will have weekly out of class assignments, such as; reading, preparing for an in-class presentation, creating a lesson plan, observing children participating in physical activity and creating a virtual instructional unit. These activities average at a minimum 4 hours of work each week to prepare outside of classroom hours. **

**In a Hybrid modality some work that you are doing outside of class is not “homework” in the traditional sense, it is actually activities, lecture, discussion, etc. that would typically be done during the 150 minutes of time that the class would be meeting face-to-face.

Course Delivery Modality- Hybrid

II. Intended Learning Outcomes/Goals/Objectives:
This course supports SFA’s strategic plan Initiative #4: Develop a learner-centered environment. This course supports SFA’s COE Goal #2: Prepare teachers, support personnel, and educational leaders. This course supports the College of Education’s (COE) mission by preparing physical educators who are competent, caring, and enthusiastic. The vision of the COE coincides with the emphasis of this course upon academic excellence, life-long learning, cultural diversity, integrity, responsibility, and ethical behavior diverse, global community.

SFA B.S. Kinesiology Program Learning Outcomes (PLO)Addressed:
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 K12 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 K12 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 Addressed: KIN 2234**

By the end of the course the student will be able to:
1. demonstrate a basic knowledge of rules, strategies, and terminology involved with many innovative activities and games (PLO 4,5).
2. demonstrate reasonable performance competency in various innovative activities (PLO1,4).
3. provide experiences that a future physical education teacher may draw upon when handling groups with a large number of participants (PLO 5).
4. develop a lead-up games approach to the teaching of traditional game skills (PLO1, 4,5).

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 When voiced over PowerPoint presentations and handouts are posted on Brightspace it is highly recommended that these be watched and notes taken prior to class meetings. It is suggested that you take notes as you watch/listen to the presentations.
2. Clinical Experiences such as group work, cooperative activities, and lab exercises
3. Student presentations/evaluation of advocacy projects
4. Brightspace is also used for presentation of class quizzes, discussions, submission of assignments, and content related to virtual instruction, etc. It is important that you are competent in using the system.
5. Reflective assignments for assessment of teaching experiences for edTPA preparation

**Evaluation and Assessments (Grading):**

1. **Quizzes** – (30%) Quizzes will be delivered on D2L and will cover material learned in specific modules.
2. **Lesson Plan Project** – (25%) with a group, students will create a developmentally appropriate lesson using innovative games and teach to a small group of students
3. **Virtual Instruction & Assessment** – (20%) individually, students will create a module of virtual instruction and a formal assessment for their peers
4. **Observation** – (10%) students will volunteer 1 hour in a physical education, youth sport, or youth fitness setting and report on their work and observations of motor development. The instructor will provide a list of acceptable events on D2L. All other events must be approved in advance by the instructor.
5. **DATS** – (15%) Daily in class (synchronous) and out of class (asynchronous) activities will be provided for students to assess learning, professionalism and participation.

Grade is based on the % of the total points assigned during the semester (approximately 750points). See Section III for points available for each assignment

- 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. All work at the current time will be submitted through Brightspace/D2L.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activity</th>
<th>Assignments Due</th>
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</thead>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>1/18</td>
<td>No Class</td>
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</tr>
<tr>
<td>1/23</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>1/25</td>
<td>Teaching in a Face-to-Face Environment</td>
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<tr>
<td>1/30</td>
<td>Classroom Management in Gym</td>
<td>Teaching Face to Face Quiz</td>
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<tr>
<td>2/1</td>
<td>Teaching in a virtual environment</td>
<td>Join my Google classroom, Google Introduction module</td>
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<tr>
<td>2/6</td>
<td>ASYNCHRONOUS - Building the virtual classroom</td>
<td>Teaching in a virtual environment quiz</td>
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<tr>
<td>2/8</td>
<td>Virtual Instruction Planning</td>
<td>Create Google Classroom</td>
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<tr>
<td>2/13</td>
<td>Virtual Instruction Planning</td>
<td>Virtual Lesson Plan</td>
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<tr>
<td>2/15</td>
<td>Technology in the gym</td>
<td></td>
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<tr>
<td>2/20</td>
<td>ASYNCHRONOUS - Building the virtual classroom</td>
<td>Technology Quiz; Virtual Instruction &amp; Assessment</td>
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<td>2/22</td>
<td>TACSM</td>
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<tr>
<td>2/27</td>
<td>International Games</td>
<td>Create International Lesson Plan</td>
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<td>2/29</td>
<td>Student Led International Games</td>
<td>International quiz</td>
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<tr>
<td>3/5</td>
<td>Academic Integration</td>
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<td>3/7</td>
<td>ASYNCHRONOUS - Student Led</td>
<td>Academic integration quiz; Google Assignment</td>
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<td>3/9 – 3/17</td>
<td>Spring Break</td>
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<td>3/19</td>
<td>Adventure &amp; Outdoor Pursuits</td>
<td>Adventure Quiz</td>
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<td>3/21</td>
<td>Adventure &amp; Outdoor Pursuits</td>
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<td>3/26</td>
<td>ASYNCHRONOUS - Student Led</td>
<td>Google Assignment; D2L quiz</td>
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<td>3/28</td>
<td>Easter</td>
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<tr>
<td>4/2</td>
<td>Cardio Drumming in Gym</td>
<td>Create Cardio Drum Routine</td>
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<tr>
<td>4/4</td>
<td>Student Led - Cardio Drumming</td>
<td>Cardio Drumming Quiz</td>
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<td>4/9</td>
<td>Jump Rope &amp; Hula Hoop in Gym</td>
<td>Jump Rope &amp; Hula Quiz</td>
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<td>4/11</td>
<td>ASYNCHRONOUS - Student Led</td>
<td>Google Assignment; D2L quiz</td>
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<td>4/16</td>
<td>Group Lesson Planning</td>
<td>Group Lesson Plan &amp; Equipment Form</td>
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<td>4/18</td>
<td>Scooters &amp; Stations</td>
<td>Scooters &amp; Stations Quiz;</td>
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<td>4/23</td>
<td>Face to Face Teaching</td>
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<td>4/25</td>
<td>Virtual Assessment Reports</td>
<td>Google Assignment; D2L Quiz</td>
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<td>4/30</td>
<td>Face to Face Teaching</td>
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<tr>
<td>5/2</td>
<td>Face to Face Teaching/ Makeup?</td>
<td>Self-Assessment; Observation</td>
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<td>5/7 &amp; 5/9</td>
<td>Finals Week</td>
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**Required Materials:**

- Access to Brightspace to download class lectures and handouts - recommend bringing them to class

**V. 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.

**VI. 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**

**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](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

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 course work 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/02-206.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

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
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/theweb
936.468.4008
theweb@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)
Crisis Text Line: Text HELLO to 741-741

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.

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.

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 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 in physical education contexts. 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 relations 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/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 Assignment and Standards Alignment*

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>SHAPE – Society for Health and Physical Education</th>
<th>CAEP- Council for the Accreditation of Educator Preparation</th>
<th>ISTE- International Society for Technology in Education</th>
<th>InTASC- Interstate Teacher Assessment and Support Consortium</th>
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</thead>
<tbody>
<tr>
<td><strong>Online Quizzes-</strong> Demonstrate knowledge of course content through online quizzes</td>
<td>1b</td>
<td>1.1, 1.3</td>
<td>3a</td>
<td>4i</td>
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<tr>
<td><strong>Lesson Plan Project</strong> Students will develop a detailed lesson plan for K-5 and teach to a small group of K-5 students.</td>
<td>3a, 3c, 3d, 4a, 4b, 5a, 5b</td>
<td>1.1,1.3,4.2</td>
<td>1b,3d,</td>
<td>1c,1d,1e,1f,1g, 1h,1i,1j,1k,3a,3c,3d,</td>
</tr>
<tr>
<td><strong>Virtual Instruction and Assessment</strong> – Students will deliver virtual instruction over the internet and create an assignment and rubric to assess virtual learning.</td>
<td>3a, 3c, 3d, 3e 4a, 4b, 5a, 5b</td>
<td>2c, 3a, 3b, 3c, 4b, 5a, 5c, 6b, 7b</td>
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<tr>
<td><strong>Student Observations-</strong> TC’s observe students (K-6) being physically active and in a PE setting</td>
<td>6b</td>
<td>1.3</td>
<td></td>
<td>9a</td>
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