Department of Kinesiology and Health Science
KINE 2235.002 Team Games & Sports
Spring 2024

Instructor: Dr. Sharon Rice
Office: HPE 228A
Office Phone: 936-468-1527
HPE Office 936-468-3503

Time & Location: MWF 8:00am-9:00 am HPE 203
Office Hours: MW 1:00-2:15, TTR 11:00am-12:00
Credits: 2 Hours
Email: rices2@sfasu.edu

Prerequisites: None

I. Course Description:
Team Games and Sports is a two-credit course offered by the Department of Kinesiology and Health Science. Students will demonstrate and practice basic skills and rules of various team sports. They will be assessed in sports skills and authentic application of these skills for accountability and accreditation purposes required by NCATE/NASPE. This course includes the requirement of an accreditation assignment to be submitted to Qclassroom.

Course Justification - KINE 2235 Team Games and Sports (2 credits) Students are expected to analyze the characteristics of games based on games classification, especially team games and sports. Students will develop sequences of learning activities by using transferrable skills in team games and sports throughout the semester. In class, they will share the sequences with other students through collaborative activities I order to expand the sequencing, contributing to their own lesson plan. This is a 16 week course which will include approximately 150 minutes of class instruction and outside class assignments require at least 5 hours of outside work each week.

Course Delivery Modality - This is a face to face course and students are expected to attend in person.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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, confident, 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.

SFA B.S. Kinesiology Program Learning Outcomes (PLO) Addressed:
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 apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
By the end of the course the student will be able to:
1. demonstrate a basic knowledge of rules, strategies, and terminology involved in various team sports (PLO 4, 5).
2. demonstrate reasonable competency in various team sports. (PLO 1, 3, 4)
3. analyze fundamental skills and determine performance errors and corrections. (PLO 1, 3, 4)
4. plan and conduct an appropriate class presentation including warm-up components, skill preparation, and group management skills. (PLO 5)
5. describe the different teaching models utilized in physical education. (PLO)

Professional Organization Standards Incorporated
This course also supports the following exemplary objectives from the THECB:

Updated January, 2024
1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Use logical reasoning in problem solving; and
7. Integrate knowledge and understand the interrelationships of the scholarly disciplines

This course also supports the following Physical Education Standards of the Texas 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 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 V.** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

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

**SHAPE America Standards** Addressed:
1. The Physical education candidate 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.
2. The Physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. The Physical education candidate will 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.
4. The Physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
5. The Physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.
6. The Physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will 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.

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

**Daily Application Tasks (50% of the class grade)** - Active learning and participation are the focus of the class. Therefore, students will participate in a variety of physical, individual, and group activities. These Daily Application Tasks (DATs) done during class time are assigned a point value – these activities cannot be made up unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine participation in class activities and class discussions.

**Lesson and Management Plans (Group and individual)**

**Group Lesson and Management Plan (100 pts.)** - Students will participate in group work by sharing their knowledge and information in order to develop a lesson plan (game creation) and management plan. Each student will be required to submit or turn in a peer evaluation based on their experience with group work. Students will video the lesson the group teaches and then reflect on their teaching skills.

Updated January, 2024
**Individual Lesson and Management Plans (100 pts.)** - Each student will be required to develop their own individual lesson and management plans. Individual lesson plan should not be the same as their group lesson plan in terms of skill development or skill learning.

**Skills Assessments (100 pts.)** - Students will be assessed in their psychomotor skill proficiency in the various sports covered in class. Students are expected to practice skills outside of class to become proficient in the psychomotor skills.

- **Quizzes (120 pts.)** - Students will take six quizzes. Quizzes over the rules, history, strategies, and terms of each sport will come from [handout given out during class](#).

**Individual Assignments (100 pts)** - Students will submit sequences of learning activities, video analyses, and review on scholarly journal article relating to topics discussed and covered in class throughout the semester.

Instructional Strategies may include lecture, skills, practice, and in-class play will be utilized for instruction. We will spend the majority of our time in the gym simulating a physical education learning environment.

Links to additional standards can be found on the PCOE website.

Detailed Assignment Explanations can be found on D2L

**Late work will receive a penalty of 10% per day late.** Quizzes cannot be made up.

**See attached chart at the end of syllabus for all standards associated with the assignments.**

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

The final grade in this course will be based on the following factors:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Participation, &amp; DATs</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>100</td>
<td>A 90% - 100%</td>
</tr>
<tr>
<td>Group Lesson &amp; Management Plans</td>
<td>100</td>
<td>B 80% - 89.9%</td>
</tr>
<tr>
<td>Individual Lesson &amp; Management Plans</td>
<td>100</td>
<td>C 70% - 79.9%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>120</td>
<td>D 60% - 69.9%</td>
</tr>
<tr>
<td>Skills Assessments</td>
<td>80</td>
<td>F &lt; 59.9%</td>
</tr>
</tbody>
</table>

### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Learning Activities in Class</th>
<th>Learning Activities out of class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>In Class</td>
<td>Welcome and Course Expectations</td>
<td>Syllabus Quiz due Sunday August 29 on D2L</td>
</tr>
<tr>
<td></td>
<td>In Class</td>
<td>Inspiration &amp; SHAPE standards</td>
<td>PARQ due Sunday August 29 on D2L</td>
</tr>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Ch 2</td>
<td>Read Ch 1 &amp; 2</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>In Class</td>
<td>Ch 1; Grade Level Outcomes</td>
<td>Read Ch 3</td>
</tr>
<tr>
<td></td>
<td>In Class</td>
<td>Ch 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Tactical Games</td>
<td>Read Ch 4, 5</td>
</tr>
<tr>
<td></td>
<td>In Class</td>
<td>Ch 4/5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Tactical Games</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>In Class</td>
<td>Ch 5/6</td>
<td>Read Ch 11 &amp; 16</td>
</tr>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Basketball</td>
<td></td>
</tr>
</tbody>
</table>

Updated January, 2024
<table>
<thead>
<tr>
<th>Week 4</th>
<th>In Class</th>
<th>Ch 11/16</th>
<th>Quiz 1 (Ch1-6; SHAPE standards) on D2L due Sunday Sept 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Basketball</td>
<td>Practice Basketball passing, dribbling and shooting</td>
</tr>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Basketball (skills test)</td>
<td>Read Ch 12 &amp; 20</td>
</tr>
<tr>
<td>Week 5</td>
<td>In Class</td>
<td>Ch 12 &amp; 20</td>
<td>Sequence of skills for Basketball &amp; Basketball quiz due Sunday Sept 26</td>
</tr>
<tr>
<td>Week 6</td>
<td>In Class</td>
<td>Ch 15/ Soccer</td>
<td>Sequence of skills for Volleyball &amp; Volleyball quiz due Sunday Sept 26 on D2L</td>
</tr>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Soccer</td>
<td>Practice soccer trapping, shooting, and dribbling</td>
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<tr>
<td></td>
<td>HPER Gym</td>
<td>Soccer (Skills test)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Softball</td>
<td>Sequence of skills for Soccer &amp; Soccer quiz due Sunday Sept 26 on D2L</td>
</tr>
<tr>
<td>Week 7</td>
<td>In Class</td>
<td>Ch 13/23</td>
<td></td>
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<tr>
<td></td>
<td>HPER Gym</td>
<td>Softball</td>
<td>Practice softball throwing, catching/fielding, and hitting</td>
</tr>
<tr>
<td></td>
<td>In Class</td>
<td>Lesson Planning</td>
<td>Sign up for a sport on D2L; Sequence of batting skills &amp; Softball quiz due Sunday Sept 26 on D2L</td>
</tr>
<tr>
<td></td>
<td>HPE Gym</td>
<td>Softball (Skills test)</td>
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<tr>
<td>Week 8</td>
<td>In Class</td>
<td>Group Instruction Project Prep day</td>
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<td></td>
<td>In Class</td>
<td>Group Instruction Project Prep day</td>
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<tr>
<td>Week 9</td>
<td>In Class</td>
<td>Hockey</td>
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<tr>
<td></td>
<td>HPER Gym</td>
<td>Hockey</td>
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<tr>
<td></td>
<td>HPER Gym</td>
<td>Hockey</td>
<td>Group Lesson plan due Sunday Oct 31 on D2L</td>
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<tr>
<td>Week 10</td>
<td>HPER Gym</td>
<td>Group Lesson Plan</td>
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<td></td>
<td>HPER Gym</td>
<td>Group Lesson Plan</td>
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<tr>
<td></td>
<td>HPER Gym</td>
<td>Group Lesson Plan</td>
<td>Individual Lesson Plan due Sunday Nov 14 on D2L</td>
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<tr>
<td></td>
<td>HPER Gym</td>
<td>Group Lesson Plan</td>
<td>Review What is Handball? - America's Next Great Sport - YouTube</td>
</tr>
<tr>
<td>Week 11</td>
<td>In Class</td>
<td>Team Handball</td>
<td>Peer reviews due Sunday Nov 14th on D2L</td>
</tr>
<tr>
<td></td>
<td>HPER Gym</td>
<td>Team Handball</td>
<td>Sequence of skills for Hockey/Handball due Sunday Nov 14 on D2L</td>
</tr>
<tr>
<td></td>
<td>In Class</td>
<td>Classroom instruction</td>
<td>Choose an “in classroom” activity to lead in class WEDNESDAY (3-5min)</td>
</tr>
<tr>
<td>Week 12</td>
<td>In Class</td>
<td>Classroom Instruction</td>
<td>Sign up for skills test makeup on D2L TODAY</td>
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<tr>
<td></td>
<td>HPE Gym</td>
<td>Skills test makeups</td>
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<tr>
<td>Week 13</td>
<td></td>
<td>Classroom Management</td>
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<tr>
<td>Week 14</td>
<td></td>
<td>Risk Management</td>
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<td>Professionalism</td>
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<tr>
<td>Week 15</td>
<td></td>
<td>Review</td>
<td>Journal article review due on D2L by Sunday May 1st</td>
</tr>
<tr>
<td>Week 16</td>
<td>Online</td>
<td>Quiz 6 (Handball, Hockey, Curriculum and Instruction, Professionalism) on D2L</td>
<td></td>
</tr>
</tbody>
</table>

This calendar is subject to change. Updates will be communicated in class and on D2L.

Updated January, 2024
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Recommended Textbooks**

**QClassroom Statement:** (only add if you have QClassroom assignments or TimeLog Hours) This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses 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; 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 COE faculty is committed to excellence in teaching and continued improvement.

In the COE, 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 Policy

**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)

**Academic Accommodation for Students with Disabilities, Policy 6.1**
[https://www.sfasu.edu/docs/policies/6.1.pdf](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/](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.

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.

Revised January, 2024
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, 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. For additional information, go to https://www.sfasu.edu/docs/policies/10.4.pdf

**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/02-206.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.

Revised January, 2024
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 important course-related policies:
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX: Resources

- On-campus Resources:
  o The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
dos@sfasu.edu
  o SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  o SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  o 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
  o 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

***Other SFA Policy Information - https://www.sfasu.edu/policies

Students and Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free and all of them are confidential.

On-Campus Resources
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services Room 202
936-468-1041

Revised January, 2024
Crisis Resources
Burke 24-Hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

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.

Revised January, 2024
XI: Other Relevant Course Information:

Assignment and Standards Alignment

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<tr>
<td>Teacher Candidates (TCs) demonstrate the ability to perform skills and make appropriate tactical decisions in game like settings for the following team games: volleyball, soccer, softball, and basketball. Some skill performance will be videotaped in class using swivl technology while other skills/gameplay will be performed live. Documentation: Skill Analyses</td>
<td>2a,2b</td>
<td>1.1, 1.3, 4.2</td>
<td>1.1k,1.2k,1.3k,1.4k, 1.5k, 1.6k,1.8k,1.10k, 1.11k, 1.12k,1.13k,1.15k, 1.1s,1.2s, 1.3s,1.4s,1.5s,1.6s 1.8s,1.9s, 1.10s,1.12s,1.13s</td>
<td>1c,2b,3c,5b,5c,6d,7c</td>
<td>4j,4k,4l,4n,4o,5i,6j,6q</td>
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<tr>
<td>Teacher and Self Analysis of individual performance</td>
<td>1a,1b,1c,1d, 1e,1f</td>
<td>1.1,1.3</td>
<td>2.3k,2.4k,2.5k2.7k 2.10k,</td>
<td>5b,5c</td>
<td>2.3i,3j,3k,3p,3q,3r,4j 4k,4l,4n,4o,5i,5s,7j, 7k,7n</td>
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<tr>
<td>Documentation: Game Performance Assessment Instrument (GPAI) score sheet(s)</td>
<td>1a,1b,1c,1d, 1e,1f</td>
<td>1.1,1.3</td>
<td>2.3k,2.4k,2.5k2.7k 2.10k,</td>
<td>5b,5c</td>
<td>2.3i,3j,3k,3p,3q,3r,4j 4k,4l,4n,4o,5i,5s,7j, 7k,7n</td>
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Quiz 1 (on line): Major principles and rationale for using student centered teaching models, A Tactical Games Approach (TGA) & Sports Education (SE) to teach invasion and field-run-score games, principles of warm up and cool down procedures

Quiz 2 (online) Major principles and rationale for using the student-centered teaching model-Personalized System of Instruction (PSI) Basis rules and strategies for Team Sports, Basketball, Volleyball, Softball, Soccer
<table>
<thead>
<tr>
<th>Quiz 3</th>
<th>Principles of training, motivational strategies, physiological changes,</th>
<th>1a,1b,1c,1d,1e,1f</th>
<th>1.1,1.3</th>
<th>2.3k,2.4k,2.5k,2.7k,2.10k</th>
<th>5b,5c</th>
<th>2.3i,3j,3k,3p,3q,3r,4j4k,4l,4n,4o,5i,5s,7j,7k,7n</th>
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<tr>
<td>Quiz 4</td>
<td>Improving student health and participation</td>
<td>1a,1b,1c,1d,1e,1f</td>
<td>1.1,1.3</td>
<td>2.11s,2.13s,2.15s</td>
<td>5b,5c</td>
<td>2.3i,3j,3k,3p,3q,3r,4j4k,4l,4n,4o,5i,5s,7j,7k,7n</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>Classroom management techniques, social skills, conflict management, etc</td>
<td>1a,1b,1c,1d,1e,1f</td>
<td>1.1,1.3</td>
<td>3.1k,3.2k,3.3k,3.4k,3.5k,3.6k,3.7k,3.8k,3.10k,3.11k,3.12k,3.14k,3.15k</td>
<td>5b,5c</td>
<td>2.3i,3j,3k,3p,3q,3r,4j4k,4l,4n,4o,5i,5s,7j,7k,7n</td>
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<tr>
<td>Quiz 6</td>
<td>Learning Domains</td>
<td>1a,1b,1c,1d,1e,1f</td>
<td>1.1,1.3</td>
<td>4.1k,4.2k,4.3k,4.2s,4.3s,4.4s,4.5s</td>
<td>5b,5c</td>
<td>2.3i,3j,3k,3p,3q,3r,4j4k,4l,4n,4o,5i,5s,7j,7k,7n</td>
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</table>

**Lesson Plans** - Students will develop a detailed lesson plan that will include; equipment list, instant activity/warm up, instruction, practice time, cool down, closing. Transition time and time of task.

| Lesson Plans | Students will develop a detailed lesson plan that will include; equipment list, instant activity/warm up, instruction, practice time, cool down, closing. Transition time and time of task. | 1.a, 1.b,1.c,1.d,1.e,3.a,3.b,3.c,3.d | 1.1,1.3,4.2 | 1.7k,2.2s,2.3s,2.4s,2.5s,2.7s,3.1k,3.1s,3.2s,3.3s,3.4s,3.5s,3.6s,3.9s,3.10s,5.1k,5.2k,5.4k,5.4s,6.5k,6.6k,7.4k | 6b,6d | 1c,1d,1e,1f,1g,1h,1i,1j,1k,2a,2c,2j,2l,2m,2n,3a,3c,3d,3f,3g,3i,3j,3k,3l,3m,3n,3p,3q,3r,4a,4b,4c,4d,4f,4h,4j,4l,4m,4n,5i,5l,6n,7a,7c,7e,7f,7g,7h,7i,7j,7l,7n,7p,7q,7r,7s,8a,8b,8c,8d,8e,8f,8g,8h,8i,8j,8k,8m,8n,8p,9a,9b,9c,9d,9e,9f,9g,9h,9i,9j,9k,9l |

**Assignments** - Students will submit sequences of learning activities, video analyses, organizational plans, physical education standards, and review one scholarly journal articles relating to topics discussed and covered in class throughout the semester.

| Assignments | Students will submit sequences of learning activities, video analyses, organizational plans, physical education standards, and review one scholarly journal articles relating to topics discussed and covered in class throughout the semester. | 5a, 6.a, 6.b,6.c | 1.3 | 9.1k,9.2k,10.1k,10.2k,10.3k,10.4k,10.5k,10.6k,10.1s,10.2s,10.3s,10.4s,10.5s | 1b | 1d,1e,2a,2h,4b,4l,5h,5j,6b,7a,7b,7c |