Department of Kinesiology and Health Science  
KINE 3330 003 Measurement and Evaluation  
Spring 2024

Instructor: Mihae Bae, PhD  
Office: HPE 208  
Office Phone: 936-468-3988  
Alternative Contact: 936-468-3503 (Department)  
Course Website: Brightspace (D2L)  
Prerequisites: None  
Credits: 3 hours  
Email: baem@sfasu.edu  

I. Course Description:  
This course is designed to educate students on assessment of physical skills and health-related physical fitness (including the FitnessGram). The assessments can be used in school settings and non-school settings. The course content includes the setting up and administration of assessments, data collection, basic statistics, and utilizing statistics in order to make program decisions. This course contains several critical assignments including the semester exams, quizzes, and projects related to accountability and accreditation. One of the projects (FitnessGram Program Needs) and the data derived from this project are utilized in providing evidence for accountability and accreditation. Each student must have an active Qclassroom account in order for this assignment to be submitted. See information under required reading section for enrolling and accessing your Qclassroom account.

Course Credit Hour Justification – “KINE 3330 Measurement and Evaluation” (3 credits) is offered in a face-to-face format that includes 150 minutes of classroom time and direct instruction per week for 15 weeks and also meets for a 2.5-hour final examination. During the 14-week semester this course includes instructional time that is delivered asynchronously. Asynchronous instruction may include: quizzes, written content, video content, discussion, lab reports, health-related and skill-related tests, and FitnessGram data analyses. Students have significant weekly reading assignments and are expected to take regular quizzes in preparation for their content examination, as well as additional practice modules. Students will be introduced to the setting up and administration of a variety of health-related fitness tests and physical skill-related tests. One of the two major projects in this course is tied directly to our Southern Association of Colleges and Schools Commission on Colleges accreditation requirements. Successful completion of the projects will require a significant amount of time outside of class researching information to incorporate into the projects. Additional time outside of class will be dedicated to completing a variety of statistical analyses on provided data and data students will collect from administering various tests. These activities average at a minimum 6 hours of work each week outside of classroom hours.

Course Delivery – Face to Face

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
This course links with SFA Initiative #4: Develop a learner-centered environment.  
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.  
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.  
This course links with SFA’s COE Goal and Initiative #4: Teaching and student success.  
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes (PLO) addressed:  
Undergraduate Kinesiology  
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.

Student Learning Outcomes:
Upon completion of the course the student will be able to:
1. Demonstrate knowledge of the FitnessGram (PLO #2, 3).
2. Demonstrate the ability to read, set up, administer a variety of physical fitness tests, and collect the data from these tests (PLO #2, 5).
3. Demonstrate knowledge of basic statistics (PLO #4).
4. Apply knowledge of selected statistical procedures to the area of kinesiology (PLO #3, 4).
5. Apply skills for interpreting performance data to analyze progress, provide feedback about strengths and areas of need and make recommendations for maintenance and/or improvement (PLO #2, 4, 5).
6. Create or select a physical skills test or test battery and administer the skills test or test battery (PLO #2, 5).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. Students will complete semester exams (300 points).
2. Students will apply the raw data they will have collected to statistical procedures (25-45 points).
3. Students will read, set up, and administer various tests of health-related fitness tests and collect the data from the tests (50 - 65 points).
4. Students will take data derived from an old administration of the FitnessGram to disaggregate the data, interpret the data and make recommendations based on the interpretations. This project and the student data derived from this project will be utilized in providing evidence for accountability and accreditation. An electronic version of this project will be submitted through QClassroom for grading and for retention of student work samples that are needed for accountability and accreditation (100 points).
5. Students will create or select and administer physical activity skills tests, collect data, interpret the data and make recommendations based on interpretations (50 points).
6. Students will complete pre- and post-test quizzes on each chapter (90 – 100 points).
7. Students will create skill checklists, assessments, and rubrics (40 – 55 points).
8. Students will complete a pre-assessment (health-related components) for Chapter one (10 points).
9. Students will also complete two general quizzes (syllabus quiz and prior knowledge quiz) within the first week (10 -15 points).
10. Students will complete two discussion posts (15- 20 points).
11. Students will complete lab activities and reports for them (45 - 50 points).
12. Students will complete Daily or Weekly Application Tasks (DATs) throughout the semester – these tasks are used to determine classroom participation. They are performed during class time throughout the week and are assigned a point value - these activities, when done as part of the scheduled meeting times cannot be made up and unless noted on the schedule are not generally announced ahead of time. DATs may also be assigned to be completed asynchronously between class periods to enhance various instructional components of the course as preparation or reflection of concepts. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. These DATs may be part of the assignment categories listed above or may be stand-alone assignments (100-150 points).
13. Professional conduct – Demonstration of professional behavior is assessed to determine the disposition essential to becoming effective professionals. Professional behavior will be constantly monitored during the semester (20 points).
Typed submissions are mandatory for all assignments unless specified otherwise, and they must be devoid of spelling and grammatical errors. Electronic submission in Microsoft Word format (.doc or .docx preferred) is the required mode for all assignments.

Required Technology: Students are required to access the University’s Learning Management System (LMS), Brightspace.

Access to LMS: As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio or video files. Students must have a working computer microphone and camera or the ability to add audio and video files on their computer to complete these assignments. Files may be submitted in a variety of formats accepted by Brightspace, however the most common are .pdf, .doc, .docx, .mp4, and .jpeg files.

Technical Support: If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936-468-1919) for technical help.

### KINE 3330 Measurement and Evaluation Alignment with Professional Standards

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE/SHAPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency Distribution Activity</strong> – Take provided raw data and create a frequency distribution in class.</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6,</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td><strong>Chapter 6 Testing Scenario Activity</strong> – Setting up and administering various tests of health-related fitness that are in the textbook.</td>
<td>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, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td><strong>FitnessGram Project</strong> – Analyzing FitnessGram data to provide responses to predetermined questions. Identifying activities that would have a positive impact on the various components of health related fitness that were assessed by the FitnessGram.</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, 2h, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td><strong>Skills Testing Project</strong> – creation of a skills checklist, creation of a skills test, administration of the skills test, use of the checklist to assess and collect data, disaggregation of collected data to draw conclusions about the physical skills that were assessed.</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td><strong>Exam #1</strong> - Ch. 1, 2, 3. The content covered includes an introduction to measurement and evaluation in kinesiology, and needs assessments. FitnessGram Content covered includes how to set up and administer various health-related fitness tests and the State of Texas mandated FitnessGram.</td>
<td></td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam #2</strong> - Ch.6. The content covered includes basic statistics and alternative assessment.</td>
<td>5.3</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exam #3</strong> – Ch. 4, 5, 7, 12.</td>
<td>5.3</td>
<td>1.3</td>
<td></td>
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<tr>
<td><strong>Final Exam</strong> – Ch. 1, 2, 3, 4, 5, 6, 7, 12, projects and all course information taught throughout the semester.</td>
<td></td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Daily/Weekly Application Tasks – A variety of learning experiences in the classroom/gym environment

| 1.a, 1.b, 1.e, 2b, 3.a, 3.b, 3.d, 3.e, 5.a, 5.b, 5.c | 1.1, 4.4 | 1c, 2b, 3d 4c, 5a, 6b |

A copy of CAEP, ISTE and InTASC standards can be found on the Perkins College of Education website – www.sfasu.edu/education
A copy of NASPE/SHAPE standards can be found on the Kinesiology and Health Science Departments website – http://www.sfasu.edu/kinesiology/
A copy of SFASU Kinesiology Professional Preparation Program standards can be found on the Kinesiology and Health Science Department website – http://www.sfasu.edu/kinesiology/

IV. Evaluation and Assessments (Grading):
The final grade in this course will be based on the percentage of the total points accumulated throughout the semester. See Section III for points available for each assignment.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Point Total</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

NOTE:
- Typed submission are mandatory for all assignments, unless specified otherwise, and they must be devoid of spelling and grammatical errors. be typed. No work will be accepted unless it is typed. All work at the current time will be submitted on time when due through Brightspace/D2L.
- Late assignments are permissible with an automatic 25% deduction if submitted within one week of the due date. Assignments beyond one week will not be accepted.
- As a general rule, there is no extra credit in this course. On the rare occasion that the instructor provides an opportunity to earn extra credit, such opportunity will be extended to all students in the class.

Attendance and Daily Application Tasks (240 pts.)
Participation is a vital component for determining success in this course. It is strongly recommended that students attend all classes, engage in learning activities, and take notes during classes. Students with disabilities will have an appropriate adjustment for activity involvement to maximize participation. It is the student’s responsibility to disclose information to the instructor about specific disabilities which may hinder participation. (PLO:3, 4)

- Attendance & participation (120 pts.) for meeting in class, will be taken at the beginning of each class. Attendance is mandatory. Roll will be called. If you come into class late two times without any reasonable explanation or notification to Dr. Bae, it will be considered one absence. For on line attendance, all online activities including pre-and post-test quizzes and discussion posts will be counted. I will check your progress on D2L. Please be aware that if you have three consecutive absences without any notification to the instructor (Dr. Bae), unless you can prove a qualifying reason, we as instructors have been told to inform your advisor through ICare on MySFA.

- ** If students are absent more than 10 times, they will fail to pass the course because it will be impossible for them to complete the work.
  ** The difference between an excused and an unexcused absence is that with an excused absence, the student will have the opportunity to make up the work missed. An excused absence is still an absence.

- Daily or Weekly Application Tasks (120 pts.)- These Daily Application Tasks (DATs) done during class time are assigned a point value – these activities are not generally announced ahead of time, and they cannot be made up unless noted on the schedule. These tasks are used to determine participation in class activities and class discussions.
V. Tentative Course Outline/Calendar:

Remember that not everything you need to know is on the PowerPoint notes so you should take your own note as you are listening to a lecture during class and read the chapters.

Week 1
- Orientation, Syllabus, ‘Introduce Yourself’
- Introduction to Measurement and Evaluation
- Syllabus Quiz, Chapter quiz (Pre- & Post-quizzes)

Week 2
- Start Chapter 1 – Introduction to Measurement and Evaluation
- Anatomical sites for locating a pulse.
- Measurement and Evaluation
- Chapter quiz, Pre-assessment assignment. Lab Activity

Week 3
- Chapters 2
- Linking Program Development with Measurement and Evaluation and introduction to Health-related Physical Fitness and Physical Activity

Week 4
- Chapter 3 – Basic Statistics
- Covers various types of basic statistics such as levels of measurement, frequency distributions, measures of central tendency, charts and graphs

Week 5
- Continue Chapter 3
- Discuss both descriptive and inferential statistics providing tools for analyzing data

Week 6
- Exam #1 (Anatomical locations for pulse, Chapters 1, 2, & 3).
- Chapter 6 - Measuring Health-related Physical Fitness and Physical Activity

Week 7
- Continue Chapter 6
- Various tests and test batteries for measuring health-related physical fitness in children, adults, and older adult populations. Fitness Test for older adults assignment (50 points). Students will be required to read, set up, administer a variety of physical fitness tests, and collect the data from the tests. Lab Activity

Week 8
- Continue Chapter 6
- FitnessGram notes from the FitnessGram training DVD and other videos.
- Begin FitnessGram Program Needs Project (required for SACS accreditation, 100 points) in class and assign project due date. Lab Activity
- Exam #2

Week 9
- Spring Break

Week 10
- Chapter 4 – Criteria for Test Selection
- Chapter 5 – Alternative Assessment
- Discuss test criteria in alternative assessment

Week 11
- Continue Chapter 5
- Covers creation and use of checklists, rating scales and rubrics in measuring physical skills.
- Start work on a skill test.
- Assignments for skill checklists and rubrics are given. Lab Activity

Week 11
- Chapter 7 - Measuring Psychomotor Skills
- Covers various tests and test batteries to measure skill-related physical fitness and specific sports skills

Week 12
- Continue Chapter 7
- Start work on a psychomotor skill test
- Lab Activity

Week 13
- Chapter 12 - Measurement and Evaluation in Activity-based settings.
- Test batteries for physical fitness - SHAPE America

Week 14
- Exam #3 (4, 5, 7, & 12). Finish up any remaining course content.

Week 15
- Review for Final Exam.

Week 16
- Comprehensive Final Exam – Thursday, May 7
VI. Readings (Required and recommended – including texts, websites, articles, etc.):

**Required Text/Materials:**
- ISBN: 9781138232341


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

- **Required QClassroom Statement:**
  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.

If you have questions about obtaining or registering your QClassroom account or any technical questions, call 936-468-2395 or e-mail qclassroom@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the QClassroom data management system may result in course failure.

VII. Course Evaluations:

*Near the conclusion of each semester, students in the Perkins College of Education (PCOE) 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 policies 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.
Class Attendance and Preparation for Class

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (even for institutional absences) - 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.

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.

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 Institutional Absences. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

Code of Student Conduct and Academic Integrity

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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.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 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, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

***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](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://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](http://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 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](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
X: Additional Information Specific to Educator Preparation

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:

- 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.

- 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.

- 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 SFA.

- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
Competencies 001, 008, 010, 012

**Insurance:** Participation in physical activity involves some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

**Procedures to be Followed for Injury or Accident of an SFA Student.**

1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD) (911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.
3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.
4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-4682608.
5. The instructor should complete an accident report which can be obtained from the department office.

**PROFESSIONALISM:**

You are working towards a degree to become a professional, so you should demonstrate professionalism in your behavior, including your appearance, and speech.

Students will be required to appear, and behave professionally. Attendance and assignments due will be considered as parts of professional conduct. Also, each member should communicate respectfully with the professor (Dr. BAE) and classmates BOTH in person and online.

**Electronic devices:**

*Part 1:* Be courteous and turn cell phones off during class. Cell phone use may be required as part of the course interactions or tasks when practicing the use of digital technology. However, this is not intended as permission to utilize your phone for non-class related tasks while in the classroom. Including texting, web browsing, checking emails or assignments for other courses, etc. To prevent disruption of class and a distraction to your learning, if you are not using your cell phone for a class related activity, place it out of sight and remove the distraction. Remove all wireless headsets and ear pieces (e.g., wireless earbuds) so that you will not be distracted nor will you be a distraction to other students and the professor. Students failing to maintain professional behavior with respect to cell phone use may expect substantial deduction points, and notification to their advisors.

*Part 2:* Electronic devices (e.g., laptop computers, tablets, or other devices) may only be used in class for taking notes and/or follow the class lecture. All devices to be used for note taking notes or recording may be used with prior consultation with the instructor. **Students should focus on the class and not use electronic devices for other purposes during class.** If you have a medical or legal emergency and are waiting for a call, you should notify the instructor before class, and if you need to take a call you should leave the classroom and take the call. **For safety during lab activities in the HPE gym, cellphones must be placed in a basket provided by the instructor. As an alternative, they may be kept in the backpacks.**

**Proper Attire:** Students should wear clothes that will allow for movement and safety during activity lessons. Tank tops, cutoffs, boots, sandals, etc., are not allowed.
Medical Conditions: Existing medical conditions or medical conditions that arise during the semester and that impede or prohibit physical activity, need to be discussed with the instructor. Student must provide proper documentation, in order to be exempt from participation in activities.

Food, Drink and Tobacco Products: University policy prohibits food and drink in classrooms. Do not bring any food or drinks (including water) into the classrooms or the gym. University policy prohibits the use of tobacco products in the buildings.

For All Types of Classes:

Personal Illnesses, Family Emergencies: Please consider utilizing the Judicial Office and Counseling Services for situations involving these situations.

EMAIL correspondence: In keeping with the promotion of professional behavior and courtesy, all electronic correspondence should follow professional rules of courtesy and format. Every message should include the following:
1) Name and class in subject line (i.e. John Doe, KINE 3330.00X)
2) Salutation or greeting (Dr. Bae, or Professor Bae)
3) Body of message indicating the purpose
4) Closing (e.g., thank you, sincerely, best, or waiting for your reply, etc.)
5) Signature (e.g., your full name).

Messages not following this format will receive a reply of “Use proper email protocol” and WILL NOT be attended to until received in the appropriate manner.

When you email me, I will check and respond to course-related email during the regular work week (Monday-Friday). So, if you send me an email on a Friday evening, it may be Monday morning before I respond.

Respect during class time: Examples of being respectful include being engaged in note taking, asking questions to the professor regarding information being taught, answering questions from the professor. Examples of NOT being respectful include texting during class, accessing social media during class, talking to classmates during the presentation of information by the professor or classmates, studying for another class during class time, turning in assignments during the presentation of information by the professor, consistently leaving during class to do “something;” consistently coming to class late, sleeping during class, lack of participation/lack of “effort” during activities that require participation. Persistent displays of a lack of professional respect will be addressed and documented. This can result in substantial point deductions, and your academic advisors or program coordinators will be notified.

EXAM CONDUCT:

- Both tests in class and on line have the same expectation.
- You may not wear sunglasses during an exam
- You will be asked to either remove your hat/cap or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk
- Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
- No food or drinks will be allowed during exams - this includes water and gum
- Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.