Instructor: Dr. Deborah Buswell  
Office: HPE 228B, HPE Building  
Office Phone: 936-468-1661  
Alternate Contact: 936-468-3503 (Department)  
Credits: 3  
Email: buswelld@sfasu.edu or Brightspace/D2L

Course Time and Location: Online  
Office Hours: W 9:30-11:30, T & R 11-12 – Physical Office Hours  
M – 1:30-2:30 – Virtual Office Hours Link in D2L/Brightspace “Getting Started” Module  
Other times by appointment

Prerequisites: None
Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

I. Course Description & Purpose:
This course is designed to acquaint students with health information and principles of kinesiology appropriate for children age 5 through 12 years and provide experiences that lead to a general understanding of elementary age physical education and health education. This course will also provide students with a number of opportunities to receive feedback on physical activities that can be taught in future elementary classrooms. This feedback (from the instructor and peers) will enhance the learning experience and improve future teaching.

Course Justification - “Health and Kinesiology for Children” (3 credits) typically meets 150 minutes of class time each week for 15 weeks, and also meets for a 2-hour final examination. In the online format students will have significant weekly assignments, such as; chapter and article readings, study for quizzes/exams over the course content, complete material in preparation for “weekly application tasks” and/or complete reflections of tasks after completion. Students will work throughout the semester on the development of application of skills and practices reflective of physical competencies. Students will create and demonstrate various activities to teach elementary age children to meet TEKS in physical education, health, and other academic areas. Students will prepare video demonstrations of activities and be critiqued and critique classmates. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Course Delivery – Fully Online

Module/Chapter work can be done at any point during the week in most instances but note final due date each week on Sundays at 11:59PM. Each week a new Module/Chapter or section of material will open on Monday mornings at 12:01AM beginning the next Module/Chapter or section of material.

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.

Revised January 6, 2024
Program Learning Outcomes: Program Specific
Undergraduate Kinesiology
1. The student will be prepared to pass state/national accredited certifications.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
4. The student will apply content and foundational knowledge to plan developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
5. The student will apply content and foundational knowledge to implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 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:
Upon completion of the course the student will be able to:
1. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning (PLO #5, 6).
2. Describe techniques for class management and discipline in a physical activity setting (PLO #4).
3. Select and plan activities that are appropriate for widely diverse student populations in TEKS-based health and physical education programs (PLO #1, 2, 3, 4, 5; EC-6 Generalist Physical Education Standards – See Daily/Weekly Application Tasks – Appendix 2).
4. Plan and implement developmentally appropriate learning experiences aligned with local, state, TEKS-based, and national standards to address the diverse needs of all students (PLO #4, 5).
5. Utilize a variety of instructional methods and materials for educating widely diverse student populations in the areas of health and physical education (PLO #5).
6. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness (PLO #1, 3; EC-6 Generalist Physical Education Standards – See Exam 1 and Daily/Weekly Application Tasks – Appendix 2).
7. Apply knowledge of the concepts and purposes of health education to plan and implement effective, TEKS-based, and engaging health instruction activities (PLO #1, 3; EC-6 Generalist Health Standards – See Exam 1, Exam 2, and Daily/Weekly Application Tasks – Appendix 2).
8. Apply knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective, TEKS based, and engaging physical education instruction activities (PLO #1, 3; EC-6 Generalist Physical Education Standards – See Daily/Weekly Application Tasks, Activity Development and Video Reflection and Feedback – Appendix 2).
9. Apply knowledge of developmental stages as they apply to physical skills (PLO #1, 3, 5; EC-6 Generalist Health Standard – See Exam 1 and Activity Development – Appendix 2).
10. Utilize knowledge regarding the integration of various subject areas with physical activity (PLO #5, 6; EC-6 Generalist Physical Education – See Activity Development and Video Reflection and Feedback – Appendix 2).
11. Demonstrate an understanding of the principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives (PLO #4, 5, 6; EC-6 Generalist Physical Education Standards – See Exam 2, Daily/Weekly Application Tasks and Activity Development – Appendix 2).

Students are expected to perform with integrity and responsibility both in the classroom/online and as a representative of the SFA community when off-site.

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

1. Students will participate in a variety of physical, individual, and group activities, these Weekly Application Tasks (DATs) done throughout the week are assigned a point value - these activities are used to determine classroom participation (in the online environment these include discussion posts and the use of applications such as Flip). Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. ~ 150 points (SLOs 1, 3, 4, 5, & 7)
2. Activity Development - Students will design and participate in movement activities, health activities, and integrated academic activities for a diverse population of elementary age students ~ 100 points (SLOs 2, 3, 4, & 5)
3. **Video Reflection and Feedback** - Students will video themselves providing instructions for movement activities, health activities and/or integrated academic activities for a diverse population of elementary age students ~ **50-70 points** (SLOs 1, 5, 6, & 10)

4. **Exams** - 2 exams @ **75-100 points each** - content of exams will include, but is not limited to, material discussed/presented in media format (i.e., videos or video clip segments used in presentations), material presented or discussed during online presentations, material from handouts provided by the instructor, and chapters from the book. Both specific content and application of content are stressed on examinations. See schedule for chapters and content covered for each of the exams (SLOs 2, 4, 7, 8, & 9)

5. There will be other reading assignments and short papers assigned throughout the semester (i.e., video creations, discussion posts, etc.) @ **5-15** points each depending on expected amount of time to complete ~ **100 points** total (SLOs 6, 10, & 11)

6. **Quizzes** – short graded quizzes throughout the semester on material presented in videos, demonstrations, handouts, and articles ~ **40-60 points** total (SLOs 2, 4, 7, 8 & 9)

**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. Voiced over PowerPoint presentations and handouts are posted on Brightspace and it is highly recommended that these be watched and notes taken from the material. There are PowerPoint “notes” that go with each set of presentations that provide an outline for each presentation and it is suggested that you use these as a starting point to take notes as you watch/listen to the presentations. NOT EVERYTHING YOU NEED TO KNOW IS ON THE SLIDES or on the outline! These video segments go with the text and it is imperative that you watch and take notes for expanded content for exams and that you read the text book.

2. Clinical Experiences such as group work, discussion posts, cooperative activities, and lab exercises using Flip.

3. Teaching video practice to present activities, perform skills, and provide feedback and reflection.

4. Brightspace is also used for presentation of class quizzes, discussion, posting of student resources, and other assignments. It is essential that students maintain an active presence in D2L/Brightspace.

5. DATs Daily or Weekly Application Tasks that apply content in discussion, group or individual assignments, quick labs, or short videos, etc.

6. Develop videos using applications such as ScreenPal and Flip for presentation of student and teacher feedback.

**Required Technology:** This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

**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.

**IV. Grading Policy:**

Grade is based on the % of the total points assigned during the semester (approximately 600-700 points). See Section III for approximate points available for assignments

- 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

Revised January 6, 2024
V. **Tentative Course Outline/Calendar:** Modules are set up in a specific order to maximize understanding of content and prepare you for assignments. If you just go to assignments/graded work you may miss important information needed to complete or understand an assignment. Remember that not everything you need to know is on the PowerPoint notes so you should take your own NOTES AS YOU WATCH THE VIDEOS – just like you would if you were listening to a lecture during class and read the chapters! Modules open on Mondays at 12:01am with dues dates at 11:59pm the following Sunday unless otherwise noted.

| Week 1 | Introduction, Getting Started Module |
| Week 2 | Healthy Bodies, Healthy Minds (Chapter 1) |
|        | (Module/Chapter 1 covers overview of health risk behaviors seen in today’s children, describes health initiatives and historical health practices, discusses health disparities, and priority health behaviors linked to leading causes of illness and death among Americans, explains importance for classroom teachers taking active role in their students’ health.) |
| Week 3 | Contextual Considerations of the Learner (Chapter 2) |
|        | (Module/Chapter 2 covers information on how physical growth and brain development in children is related to health and how it affects a growing child’s ability to learn and move during physical activity. Examines choices and foster healthy changes.) |
| Week 4 | Coordinated School Health: A Team Approach (Chapter 3) |
|        | (Module/Chapter 3 covers relationship between poor academic achievement and risky health behaviors; development of coordinated programs to create healthier, more successful students; National Health Education and Physical Education Standards are introduced). |
| Week 5 | Health Education (Chapter 4) |
|        | (Module/Chapter 4 covers information on teaching health education in schools, challenges that you may encounter, controversial health topics and developing a plan for the health curriculum. |
| Week 6 | Module 5 - Exam 1 (Covers Modules/Chapters 1-4) |
| Week 7 | Physical Education (Module 6 Part A/Chapter 5) |
|        | (Chapter 5 covers general overview of physical education and the development of physically literate students. Physical activity and education are defined along with the benefits for children. National Standards for K-12 Physical Education are presented). |
| Week 8 | Module 6 Part B/Chapter 5 continued |
| Week 9 | Creating a Healthy Classroom (Module 7/Chapter 6) |
|        | (Chapter 6 covers habits that promote everyday health in the classroom. Discusses strategies for being a healthy role model and providing healthy options for celebrations, monthly health topics, and creative ways to incorporate various dimensions of health into the classroom are discussed and developed). |
| Week 10 | Module 7/Chapter 6 continued |
| Week 11 | Creating an Active Classroom (Module 8/Chapter 7) |
|        | (Chapter 7 covers information about how to add activity to a classroom through activity or brain breaks. Various levels of infusion of movement and activity are discussed and planned. Benefits of an active classroom, such as improved attention span, better classroom behavior, and higher achievement test scores are discussed.) |
| Week 12 | Integrating Health Education into the Classroom (Module 9/Chapters 8 & 9) |
|        | (Chapter 8 covers an implementation plan to integrate health education into the academic curriculum.) |
|        | (Chapter 9 covers an implementation plan to integrate physical education into the academic curriculum.) |
| Week 13 | Advocating for a Healthy, Active School (Module 10/Chapter 10) |
|        | (Chapter 10 covers an overview of advocacy and how to advocate for a healthy, active school) |
| Week 14 | Module 10/Chapter 10 continued |
| Week 15 | Module 11 – Exam 2 Opens – Move the Tower Exam Component Opens (Covers Chapters 5-10) |
| Week 16 | Module 11 – Exam 2 – Multiple Choice and Short Answer Components Open (Covers Chapters 5-10) |
| All Exam 2 Components Close May 9th @ 11:59PM |
VI. Required Text and Other Required Materials & Course References:

Required Textbook:


Access to D2L/Brightspace to download class lectures, handouts and all assignments.

Additional Resources for planning activities and lessons


Appropriate footwear during physical activity is essential for your safety and the safety of your classmates and other participants. It is recommended that when you participate in physical activities for the class or have others participate in physical activities that they are dressed in appropriate attire for the activity and to maximize their safety.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. 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 summarized data 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.

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).

**Class Attendance and Preparation for Class**

Revised January 6, 2024
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.

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)**

Revised January 6, 2024
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations.

For additional information, visit http://www.sfasu.edu/disabilityservices/

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

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

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

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

IX. Resources

On-Campus Resources

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

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

SFASU Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp
Human Services Room 202 936-468-1041

The Health and Wellness Hub “The Hub”
Location: Corner of E. College and Raguet Street

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thishub
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:

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.
Appendix 1

Content Specific Standards for EC-6 Courses in Kinesiology Department

TEExES Standards for Physical Education Generalist EC-6 (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 to 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 teacher 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 teacher 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 effect of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) 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 teacher in relation to supervision planning and instruction, matching participants, safety, first aid, and risk management.

TEExES Standards for Health Generalist EC-6 (State Board for Educator Certification)

Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior
Standard II: The health teacher communicates concepts and purposes of health education.
Standard III: The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.
Standard IV: The health teacher evaluates the effect of school health instruction.
## Appendix 2
### KINE 3332 – Assessment/Assignment Standards Matrix

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

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<th>Assessment/Assignment Activity Development – creation of physical activities appropriate to match PE TEKS, Health TEKS, and academic TEKS for a diverse population of elementary age students</th>
<th>Program Standards SHAPE (2017)</th>
<th>CAEP Standards</th>
<th>EC-6 Gen Phys Ed Standards</th>
<th>EC-6 Gen Health Standards</th>
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<td>1.5s, 2.5s, 2.6s, 2.7s, 2.8s, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 6.5k, 6.6k, 6.7k, 6.4s, 6.5s, 6.6s, 6.7s, 6.8s, 6.9s, 6.10s, 8.1k, 9.7s, 10.1s, 10.2s, 10.3s, 10.4s, 10.5s, 10.6s, 10.7s, 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 5.1k, 5.2k, 5.3k, 7.1k, 7.2k, 7.3k, 7.4k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.6k</td>
<td>2.1k, 2.7k, 2.1s, 2.3s, 3.9s, 4.1s, 4.2s, 1.13k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.10k, 4.1k, 4.2k</td>
<td>1a, 2c, 3a, 3b, 4b, 4d, 5a, 5b, 5c, 6*, 6b</td>
<td>3i, 4l, 8a, 8d, 8h, 9c, 9g, 1d, 2g, 2h</td>
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<th>Exam #1 – Ch. 1, 2, 3 &amp; 4 Content covered includes overview of health risk behaviors, health initiatives and historical practices, health disparities, health behaviors importance of classroom teachers taking an active role in their students’ health. Relationships between academic achievement and risky health behaviors; coordinated health programs; health and physical education standards; and physical growth and brain development and their relationship to health.</th>
<th>Program Standards SHAPE (2017)</th>
<th>CAEP Standards</th>
<th>EC-6 Gen Phys Ed Standards</th>
<th>EC-6 Gen Health Standards</th>
<th>ISTE Standards (2021)</th>
<th>InTASC Standards</th>
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<td>1.a, 1.b, 1.c, 1.d, 1.e, 1.f, 3.a, 3.b, 4.d</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 2.1k, 2.2k, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 8.3k, 8.4k, 9.1k, 9.2k, 9.3k, 9.4k</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.10k, 1.11k, 1.12k, 1.14k, 1.15k, 1.16k, 1.17k, 1.18k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.9k, 3.11k</td>
<td>1a, 1f, 2j, 2k</td>
<td>1d, 1f, 2j, 2k</td>
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Exam # 2 – Ch. 5, 6, 7, 8, 9 & 10
Content covered includes the development of physically literate students coordinated by school-wide efforts of teachers and administrators; advocating for a healthy active school; developing habits that promote everyday health in the classroom; strategies for being a healthy role model and incorporating various dimensions of health and active movement into the classroom.

| Daily/Weekly Application Tasks – variety of movement experiences in the physical education/classroom environment | 1.a, 1.b, 1.e, 1.d, 1.e, 1.f, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 5.a, 5.b, 5.c | 1.1s, 1.2s, 1.3s, 1.4s, 1.7s, 1.8s, 5.1s, 5.2s, 5.3s, 6.11s, 6.12s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 9.1s, 9.2s, 9.3s, 9.4s, 9.5s, 9.6s, 9.8s | 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.21s, 1.22s, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 2.2s, 2.3s, 2.4s, 3.15s, 3.16s | 2b, 3a, 3b, 5a, 5b, 5c, 6c, 6d, 7a, 7b | 1d, 1f, 2h