Department of Kinesiology and Health Science  
KINE 4362.001 Motor Learning  
Spring 2024

Instructor: Dr. Deborah Buswell  
Office: HPE 228B, HPE Building  
Office Phone: 936-468-1661  
Alternate Contact: 936-468-3503 (Department)  

Course Time and Location:  W 2:30-5:00, HPE 203  
HPE – 109 (Big Gym) for some physical activities  
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

Credits: 3  
Email: buswellD@sfasu.edu

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

I. Course Description & Purpose:
This is an introductory course in motor learning. Emphasis is placed on utilizing basic knowledge of learning motor principles in order to improve motor skills and performance. In addition to traditional lecture students will participate in a variety of lab experiences utilized to enhance the learning experience.

Course Justification – “Motor Learning” (3 credits) typically meets 150 minutes of class time each week for 15 weeks, and also meets for a 2.5-hour final examination. During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussion, synthesis exercises, reflection activities, peer review, quizzes, and skills practice. Students will have significant weekly out of class assignments, such as; chapter and article readings, study for quizzes/exams over the course content, utilize data collected as part of “daily application tasks” to assess learning outcomes and analyze various aspects of motor learning by developing graphs and answering questions. They will reflect on personal/professional dispositions and develop action plans for change if necessary. Students will use data collected during a 10-week period to complete their “Juggling Project” – documenting the data and the results of the analysis relative to concepts learned throughout the semester. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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.

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.

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**Student Learning Outcomes:**
Upon completion of the course the student will be able to:

1. Utilize a variety of instructional methods and materials for educating widely diverse student populations in the areas of health and physical education (PLO #5).
2. Appropriately applies motor learning principles and practices in planning for and delivering instruction. (PLOs #1, #3, #4)
3. Understands motor learning principles, processes, and concepts, and uses this knowledge to promote students’ acquisition and refinement of motor skills. (PLOs #1, #2, #4)
4. Applies knowledge of techniques for evaluating motor skills, detecting errors in motor performance, and providing positive corrective feedback. (PLOs #1, #2, #4)
5. Provide effective instructional feedback for skill acquisition, student learning, and motivation. (PLO #4, #5)

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

1. Students will participate in a variety of physical, individual, and group activities (LABS), these Daily or Weekly Application Tasks (DATs) done during class, which may include Livestream/Zoom as well as activities completed in the gym. Any DAT that is done during class time is assigned a point value – some of these activities, when done as part of the scheduled F2F meeting times cannot be made up and unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine classroom participation and are completed on a daily/weekly basis. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. (~LAB participation - ~200 points) (SLOs 1, 2, 3, 4, 5, 6, 7, & 8)

2. LAB/LAB Assignments - Homework Assignments – some labs will require the student to complete additional work to be submitted via a dropbox in Brightspace/D2L. Analysis of data in graph form, answering additional questions, etc. These must be completed and turned in by the due date for full credit. Students will use data collected in labs to assess learning outcomes and analyze various aspects of learning. Students who miss class and fail to collect data will not have the information available to complete these additional assignments. (~100 points) (SLOs 1, 2, 3, 4, 5, 6, 7, & 8)

3. Three exams will be given. Content of exams will include, but is not limited to, material discussed/presented in class, material presented in media format (i.e., videos or video clip segments used in presentations and/or online), materials presented or discussed during experiments/labs including information gathered to answer questions on homework assignments, and practical application of learning to teaching/coaching. Some questions will be similar in nature to questions asked in class and labs. You will be expected to be able to apply the information you have learned and not just memorize facts. (100 points each - ~300 points total) (SLOs 1, 2, 3, 4, 5, & 6)

   Exams will be taken online on the same day as class is scheduled. Because this class is 2.5 hours long, class will still be held the same day as an exam. You will be expected to complete your exam at a time outside of the regular class time. The online exam will be available from 6 AM until 3:30 PM. Class will begin at 3:45 on the days that exams are scheduled.

4. Juggling Project - Students will complete a semester long project. This project will be a result of data collected during 10 weeks of the semester. The project will document the data and the results of the analysis relative to concepts learned in class. Various components will be due throughout the semester. Exam questions will also summarize/analyze information from this project (~120 points). (SLOs 4, 5, 6)

5. Professional Dispositions – A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals. Failure to adhere to professional dispositions may prevent TCs from being eligible for student teaching. 60-75 points

Please see Appendices 1 & 2 for Content Specific Standards and for Alignment of Assignments with Standards Assessed in this Course

Revised January 21, 2024
**Instructional Methods and Activities:**
A variety of instructional methods are modeled during the course and include, but are not limited to the following:

1. **Traditional Experiences** such as lecture (using PowerPoint), class discussion and demonstration.
   When voiced over PowerPoint presentations, handouts or videos are posted on Brightspace it is highly recommended that these be watched and notes taken prior to class meetings. There are PowerPoint slide notes that go with each topic/chapter. These are posted as handouts in each module on Brightspace and it is highly recommended that these be printed out prior to class meetings and brought to class so that you can take notes in class. **NOT EVERYTHING YOU NEED TO KNOW IS PRINTED ON THE SLIDES!**

2. **Clinical Experiences** such as group work, cooperative activities, and lab exercises.

3. **PowerPoint presentation/notes** are posted on Brightspace and should be printed out prior to class presentation of material.

4. **Brightspace** is also used for presentation of class quizzes, discussions, submission of assignments, etc. It is important that you are competent in using the system and that you 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, etc.

**Please see Appendix I for Alignment of Assignments with Standards Assessed in this Course**

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

Grade is based on the % of the total points assigned during the semester (approximately 700 points). See Section III for points available for each assignment

- A = 90 – 100% of point total
- B = 80 – 89.9% of point total
- C = 70 – 79.9% of point total
- D = 60 – 69.9% of point total
- F = below 60% of point total

All assignments, unless specified by the instructor, must be typed. No work will be accepted unless it is typed. The majority of assignments in this class will be submitted using dropboxes in D2L/Brightspace.

**V. Tentative Course Outline/Calendar:**
Readings and watching of PowerPoint presentations, if assigned, should be done before any F2F class and lecture printouts from Brightspace should be brought to class or be available electronically for notes. Remember that not everything you need to know is printed on the PowerPoint notes so you should take your own notes as you attend class and engage/listen to lectures. This material provides you with much of the content for the exams. You cannot just do assignments or attend class and expect to do well in the class. You must work to prepare yourself for learning and engage with the materials.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction, format of course, syllabus and other class assignments</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to Motor Learning and Performance (Chapter 1)</td>
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<tr>
<td></td>
<td>(Covers an overview of research in human motor skills with particular reference to their study in motor learning and performance)</td>
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<tr>
<td>Week 2</td>
<td>Continue Chapter 1</td>
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<tr>
<td>Week 3</td>
<td>Processing Information and Making Decisions (Chapter 2)</td>
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<td></td>
<td>(Covers concepts of how decisions are made in the performance of motor skills)</td>
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<tr>
<td>Week 4</td>
<td>Attention and Performance  (Chapter 3)</td>
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<td></td>
<td>(Covers the role of attention as a limiting factor in human performance)</td>
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<tr>
<td>Week 5</td>
<td>Continue Chapter 3</td>
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<tr>
<td>Week 6</td>
<td><strong>EXAM 1 Chapters 1-3</strong> Class begins at 3:45pm</td>
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<tr>
<td></td>
<td>Sensory Contributions to Skilled Performance (Chapter 4)</td>
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<tr>
<td></td>
<td>(Covers the roles of sensory feedback in human motor control)</td>
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<tr>
<td>Week 7</td>
<td>Motor Control of Brief Actions (Chapter 5)</td>
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<td></td>
<td>(Covers how motor programs are used in the control of movement in order to understand motor control as an open-loop system, and the limitations and problems in the simple motor program concept)</td>
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<tr>
<td>Week 8</td>
<td>Continue Chapter 5 Plus small portion of Chapter 6</td>
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<td></td>
<td><strong>SPRING BREAK – MARCH 9-17, 2024</strong></td>
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<tr>
<td>Week 9</td>
<td><strong>EXAM 2 Chapters 4-6</strong> Class begins at 3:45pm</td>
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<td></td>
<td>Individual Differences (Chapter 7)</td>
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<tr>
<td></td>
<td>(Covers research that considers why and how people differ in motor skills and abilities)</td>
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<tr>
<td>Week 10</td>
<td>Continue Chapter 7</td>
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<tr>
<td>Week 11</td>
<td>Principles of Skill Learning – Assessment of Learning (Chapter 8)</td>
</tr>
</tbody>
</table>

Revised January 21, 2024
(Covers the concepts of motor learning and describes fundamental principles regarding how it is studied)

**Week 12**
Skill Acquisition, Retention, and Transfer (Chapter 9)
(Covers the processes that influence skill acquisition, retention, and transfer)

**Week 13**
Organizing and Scheduling Practice (Chapter 10)
(Covers the influence of the ways in which practice is structured and various conditions under which practice is conducted)

**Week 14**
Organizing and Scheduling Practice (continued) (Chapter 10)

**Week 15**
Augmented Feedback (Chapter 11)
(Covers the influence of augmented feedback on motor performance and learning)

**Week 16**
**FINAL EXAM/QUIZ – Chapters 7-11 – Monday, May 6, 2024 – 4-6 PM** – Final quiz will be online during the scheduled final exam time for this class.

**VI. Required Text/Readings/Materials:**

ISBN 987-1-4925-7118-6 (print version) [eBook available at HumanKinetics.com]

It is recommended that you read chapters ahead and view materials/content before class each week as questions, experiments, and materials in class will be targeting information from the readings as well as on-going lecture.

Access to **Brightspace** to download class lectures and handouts – strongly recommend bringing lecture print outs to each class and reading chapters before class.

Other readings as assigned by instructor – may be articles or internet readings

Appropriate footwear during physical activity is essential for your safety and the safety of your classmates. Students may be limited in activities they will be permitted to do (at the discretion of the instructor) if they do not have appropriate footwear. If you can’t do the activity you cannot earn the points. These are Daily/Weekly Application Tasks/Labs and cannot be made up. Labs are used to complete homework assignments, so being absent for labs or being unable to collect data during labs because you are not prepared to participate may impact additional assignments.

**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 polices can be found at the associated links provided below

Institutional Absences, Class Attendance and Preparation for Class

**Institutional Absences (HOP 04-110)**

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

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

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

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

**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.**

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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)

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.

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**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/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

Revised January 21, 2024
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.
IX. Other Relevant Course Information

Electronic Devices:
**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. **Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.**

**Laptops** and **tablets** may be an important tool for notetaking, and like the cell phone may be an important tool for the interactions or tasks required in the class. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Note that use of electronic devices in ways that are disruptive to the learning environment effects more than just the user. Disruption of the learning environment may cause the student to be removed from the classroom. **Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.**

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, text, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals (SHAPE Standard 6). **Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.**

Appendix 1
Content Specific Standards for PETE Courses

TEXES Standards for Physical Education EC-12 (State Board for Educator Certification)

Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

Standard IV: The physical education uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI: The physical education 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 effects of his/her actions on others and seeks opportunities to grow professionally.

Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

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

National Standards for Physical Education Teacher Education, 4th edition (2017, SHAPE)*

Standard 1: Content and Foundational Knowledge: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2: Skillfulness and Health-Related Fitness: Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3: Planning and Implementation: Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management: Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5: Assessment of Student Learning: Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

Standard 6: Professional Responsibility: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

*SHAPE Standards have been adopted as the Program Learning Outcomes in the Physical Education Teacher Education Program.
### Appendix 2
#### KIN 4362 - Assessment/Assignment Standards Matrix

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

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<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>EC-12 Texas Phys Ed Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz/lab - Introduction to Motor Learning and Performance - research in human motor skills with particular reference to their study in motor learning and performance</td>
<td>1.2, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>3.5s,</td>
<td>1a</td>
<td>1d</td>
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<tr>
<td>Quiz/lab – Processing Information and Making Decisions - how decisions are made in the performance of motor skills</td>
<td>1.2, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td></td>
<td>1a</td>
<td>1d</td>
</tr>
<tr>
<td>Quiz/lab – Attention and Performance - role of attention as a limiting factor in human performance</td>
<td>1.2, 4.1, 4.3, 4.4, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>3.6s,</td>
<td>1a</td>
<td>1d, 3i</td>
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<tr>
<td>Quiz/lab – Sensory Contributions to Skilled Performance - roles of sensory feedback in human motor control</td>
<td>1.2, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td></td>
<td>1a</td>
<td>1d</td>
</tr>
<tr>
<td>Quiz/lab – Motor Control of Brief Actions - how motor programs are used in the control of movement in order to understand motor control as an open-loop system, and the limitations and problems in the simple motor program concept</td>
<td>1.2, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>3.13s,</td>
<td>1a</td>
<td>1d</td>
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<tr>
<td>Quiz/lab – Individual Differences - research that considers why and how people differ in motor skills and abilities</td>
<td>1.2, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>3.5k, 3.7k, 3.8k, 3.13s, 5.3k,</td>
<td>1a</td>
<td>1d, 2g,</td>
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<tr>
<td>Quiz/lab – Principles of Skill Learning - the concepts of motor learning and describes fundamental principles regarding how it is studied</td>
<td>1.2, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>1.8s,</td>
<td>1a</td>
<td>1d</td>
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<tr>
<td>Quiz/lab – Skill Acquisition, Retention, and Transfer - the processes that influence skill acquisition, retention, and transfer</td>
<td>1.2, 4.2, 4.3, 4.4, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>1.8s, 3.14s, 6.5k, 6.6k,</td>
<td>1a</td>
<td>1d, 6l</td>
</tr>
<tr>
<td>Quiz/lab – Organizing and Scheduling Practice - the influence of the ways in which practice is structured and various conditions under which practice is conducted</td>
<td>1.2, 4.2, 4.4, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>3.7s,</td>
<td>1a</td>
<td>1d, 6l</td>
</tr>
<tr>
<td>Quiz/lab – Augmented Feedback - the influence of augmented feedback on motor performance and learning</td>
<td>1.2, 4.3, 6.2, 6.3, 6.4</td>
<td>1.3</td>
<td>1.10k, 1.9s,</td>
<td>1a</td>
<td>1d, 6l</td>
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<tr>
<td>Professional Dispositions – A combination of teacher and self-assessments that will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.</td>
<td>6.1, 6.2, 6.3, 6.4</td>
<td>1.1, 1.3, 4.2</td>
<td>3d, 4c</td>
<td>21, 9a, 9m, 9n, 9o</td>
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