



SYLLABUS

KINE4307 Secondary Kinesiology SPRING 2024 School of Allied and Public Health

Instructor: MR. JAMES EDMOND
Section # and CRN: P02 -23421
Office Location: Virtual/ Leroy Moore, Jr. Gymnasium
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Office Hours: Virtual/TBD **Mode of Instruction:** Face-to-Face
Course Location: Wilhelmina Delco Bldg., Room 328
Class Days & Times: W. 5PM-7:50PM

Catalog Description: Scientific examination of current human movement concepts. Emphasis on curricular and evaluative concepts designed to assist the student in selecting, appraising, utilizing, and analyzing movement related materials, resources, and instruments.

Prerequisites: 12 hours of advanced Human Performance/Kinesiology courses.

Co-requisites: None

Required Texts: Brusseau, T. A., Erwin, H., Darst, P. W., & Pangrazi, R. P. (2021). *Dynamic physical education for secondary school students* (9th ed.). Human Kinetics.

ISBN-13: 9781492591092 **Supplemental Texts:**

- Texas Education Agency. *TEXES: Texas Examinations of Educator Standards: Preparation Manual, Physical Education*. Vol. 158, Texas Education Agency, 2018. Texas Education Agency. (2018).
- Texas Education Agency. *TEXES: Texas Examinations of Educator Standards: Preparation Manual, Health*. Vol. 157, Texas Education Agency, 2018. Texas Education Agency. (2018).
- Texas Education Agency. *TEXES: Texas Examinations of Educator Standards: Preparation Manual, Pedagogy, and professional responsibilities*. Vol. 160, Texas Education Agency, 2018.
- Couturier, L., Chepko, S., Holt/Hale, S. A., & SHAPE America. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL:

Human Kinetics.

ISBN-13: 9781450496261 ○ Texas Education Agency. (2020). *Chapter 116*.

Subchapter B. Texas Essential Knowledge and Skills for Physical Education.

Retrieved from <https://tea.texas.gov/sites/default/files/ch116b.pdf>.

- Texas Education Agency. (2020). *Chapter 116*.
Subchapter C. Texas Essential Knowledge and Skills for Physical Education.
Retrieved

from <https://tea.texas.gov/sites/default/files/ch116c.pdf>. ○ Texas Education Agency.

(2020). *Chapter 115. Subchapter B. Texas Essential Knowledge and Skills for Health*.

Retrieved from <https://tea.texas.gov/sites/default/files/ch115b.pdf>.

- Texas Education Agency. (2020). *Chapter 115*.
Subchapter B. Texas Essential

Knowledge and Skills for Health. Retrieved from <https://tea.texas.gov/sites/default/files/ch115c.pdf>. ○

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC. ○ Mitchell, S. A., & Walton-Fisette, J. L. (2022). *The Essentials of Teaching Physical Education: Curriculum, Instruction, and Assessment* (2nd ed.). Human Kinetics, Inc.

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment (SLOs)*	Core Curriculum Outcome Alignment
1	Identify essential components of a quality physical education program.	SLO # 1	Communication, Critical thinking skills
2	List the steps of designing a quality curriculum.	SLO # 1	Communication
3	Explain the importance of pre-instructional planning when preparing to teach.	SLO # 1	Communication, Critical thinking skills
4	Write measurable behavioral objectives utilizing the ABCD method.	SLO # 1	Communication, Critical thinking skills
5	Create a lesson plan using various resources. It will include, but will not be limited to, writing objectives, choosing appropriate equipment/ organization, teaching strategies and age-appropriate content.	SLO # 1 SLO # 5	Communication, Critical thinking skills

6	Discuss the importance of instilling respect for all people regardless of race/ethnicity, gender, social class, and ability.	SLO # 1	Communication
7	Identify appropriate and inappropriate teaching strategies utilized during a pre-recorded video peer teaching presentation.	SLO # 1	Communication, Critical thinking skills

*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that students have achieved all 5 learning outcomes (SLOs).

Governing Organizations	Alignment with Standards/Domains
KINE SLOs (Student Learning Outcomes)	<p>SLO 1 Graduates can communicate effectively in written and oral forms of expression.</p> <p>SLO 2 Graduates can apply the physiological bases of human movement within real world contexts.</p> <p>SLO 3 Graduates can demonstrate the ability of exercise testing and prescription to diverse populations at various developmental stages and health conditions.</p> <p>SLO 4 Graduates can assess scientific literature in the discipline and synthesize relevant information.</p> <p>SLO 5 Graduates can utilize various technologies and software to support inquiry and professional practice.</p>

SHAPE America (Society for Health and Physical Educators)	<p>National Standards for Initial Physical Education Teacher</p> <p>Education ○ Standard 1: Content and Foundational Knowledge ○ Standard 2: Skillfulness and Health-Related Fitness ○ Standard 3: Planning and Implementation ○ Standard 4: Instructional Delivery and Management ○ Standard 5: Assessment of Student Learning ○ Standard 6: Professional Responsibility</p> <p>Grade-Level Outcomes for K-12 Physical Education ○ Standards 1-5</p>
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<p>Texas Education Agency</p> <p>TEXES (Texas Examinations of Educator Standards)</p>	<p><u>Physical Education</u></p> <p>Domain I: Movement Skills and Knowledge</p> <p>Domain II: Health-Related Physical Fitness</p> <p>Domain III: The Physical Education Program</p> <ul style="list-style-type: none"> ○ Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals. ○ Competency 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional). ○ Competency 012: The teacher understands the structure, organization, goals, and purposes of physical education programs. ○ Competency 013: The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management. <p>Physical Education EC–12 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, selfmotivation, and social skills through participation in physical activities.</p> <p>Physical Education EC–12 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.</p> <p>Physical Education EC–12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.</p> <p>Physical Education EC–12 Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.</p> <p>Physical Education EC–12 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.</p> <p>Physical Education EC–12 Standard VIII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students,</p>
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<p>TEKS (Texas Essential Knowledge and Skills)</p>	<p>parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.</p> <p>Physical Education EC–12 Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid and risk management.</p> <p>Health Education Domain V: The School Health Education Program ○ Competency 015: The teacher knows how to plan and implement effective school health instruction.</p> <p>Health EC–12 Standard III: The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.</p> <p>Pedagogy and Professional Responsibilities Domain I: Designing Instruction and Assessment to Promote Student Learning Domain II: Creating a Positive Productive Classroom Environment Domain III: Implementing Effective, Responsive Instruction and Assessment Domain IV: Fulfilling Professional Roles and Responsibilities Standards: PPR EC-12 III and IV Standards: Technology Applications I, II, III and IV</p> <p>Physical Education 19 TAC Chapter 116. Physical Education. Subchapter B. Middle School 19 TAC Chapter 116. Physical Education. Subchapter C. High School</p> <p>Health Education 19 TAC Chapter 115. Health Education. Subchapter B. Middle School 19 TAC Chapter 115. Health Education. Subchapter C. High School</p>
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Society for Health and Physical Educators (SHAPE) America

National Physical Education Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a healthenhancing level of physical activity and fitness.
- Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Health Education Standards

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Points	Weight
01) Quiz: Syllabus	1	25 points	2.5
02) Introduction Video	1	50 points	5
03) Exam: Chapters 1- 4	1	100 points	10
04) Discussion: Video series	1	50 points	5
05) Discussion: Mary's Story	1	50 points	5
06) Exam: TExES, TEKS and Writing objectives	1	50 points	5

07) Mid-Term Exam	1	100 points	10
08) Course Enhancement Activities	4 @ 25 points each	100 points	10
09) Lesson Plan	1	100 points	10
10) Mini-Teaching Presentation	1	100 points	10
11) Written Assessment	1	100 points	10
12) Critical Eye Teaching Presentation Evaluation	1	25 points	2.5
13) Exit Ticket Video	1	50 points	5
14) Final Exam	1	100 points	10
Total:		1000 points	100

Grading Criteria and Conversion:

A = 900 - 1000 points B = 800 - 899 points C = 700 - 799 points D = 600 - 699 points F = 0 - 599 points

I = Incomplete (Only issued under extraordinary circumstances that are beyond a student's control.) W = Withdrawal from a course

WV = Withdrawal from the University voluntarily

MW = Military withdrawal

Detailed Description of Assignments:

Assignment Title or	Grade Requirement	Description
Quizzes/Exams		Assessments covering essential information and measuring student knowledge. All will be administered via Canvas.
Videos		Students will complete two assignments in which videos will be created to respond to provided prompts. The videos will have specific criteria that must be met to maximize points.

Discussions

Mary's Story

Students will be responsible for reading the scenario, responding to the scenario in the forum and then replying to a peer.

Students are expected to log into the course and post (respond) to the discussion topic with a minimum of **two posts (1 original and 1 reply)**.

Diversity – The Importance of Instilling Respect for All People

Students will be responsible for watching a series of videos. Upon completion, students will respond to the prompts and then reply to peers.

Students are expected to log into the course and post (respond) to the discussion topics with a minimum of **three posts per discussion (1 original and 2 replies)**.

In the "Discussion" components of the course, as a student, you can interact with your instructor and classmates to explore questions and comments related to the specified content of this course. A successful student in hybrid/online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience.

Quality—Content of your contributions. Examples of quality posts include:

- providing additional information to the discussion;
- elaborating on previous comments from others;
- presenting explanations of concepts or methods to help fellow students;
- presenting reasons for or against a topic in a persuasive fashion;
- sharing your own firsthand experiences that relate to the topic.
- shared content utilizes appropriate writing conventions.

Lesson Plan Students will demonstrate the ability to create a lesson plan (a teacher's daily guide for what students are expected to learn and it includes, but is not limited to, how it will be taught and how learning will be measured) for a specified physical activity skill. (Chapters 3 and 4)

Written Assessment Students will create a student assessment that is related to the lesson plan. (Chapter 8)

Mini-Teaching Presentation

Development of technique and practice teaching sessions in which candidates present a short lesson to their peers and receive detailed and constructive feedback on their performance.

During times of activity appropriate attire will be worn by all candidates as described below:

Attire color profile: Black dominant bottoms and any color top except white.

Footwear • Sneakers/tennis shoes must be secured to candidate's feet with laces. Footwear should have good traction and support without any part of candidate's feet visible.

Not permitted: Sneakers without backs, slip-on sneakers, shoes without tongues, platforms, boots, Crocs, slides, sandals/open toe shoes, dress shoes, shoes without rubber soles, Vibrams, Tom's, deck shoes or any type of shoe similar to the aforementioned.

Clothing

- Proper athletic attire is expected to be worn with proper fit. Appropriate attire includes elastic waist shorts, athletic tights, short/long-sleeved tshirts, warm-up suits, sweatpants/sweatshirts for cool weather, and athletic socks.
- *Not permitted:* Cut-off shorts or tops (purchased or created), cargo shorts, dress clothes (e.g., button down or polo shirt), non-athletic tights/leggings, leggings/tights with sheer material, narrow strapped tops, jeans, sheer clothing, low-cut/cleavage bearing tops or tank tops and attire with inappropriate graphics or words.

The instructor reserves the right to determine if a candidate's footwear and/or clothing are safe and/or appropriate to wear during class activities. A candidate without proper footwear and/or attire will be counted absent, not allowed to participate, and/or may be asked to depart from the classroom setting.

Choosing not to dress appropriately for class on the teaching presentation dates will result in a 15-point reduction on the candidate's teaching presentation grade for each occurrence.

(Chapters 3, 5, 6, 7, 8, 9, 11, and 12)

Critical Eye -Teaching Students will watch a video of a student teaching presentation and then evaluate
Presentation Evaluation the presentation by answering a series of questions. (Chapter 10)
Course Procedures or Additional Instructor Policies

General Expectations of Students

- Students are expected to be “active learners”. This means that students should be involved (beyond the materials and lectures presented in the course) in discovering, processing, and applying course information using course textbook, peer-review journal articles, additional resources, and discussions with peers.
- Students are expected to have time management skills that will allow efficient time for course requirement completion and submission.
- Students are expected to address any special needs and/or accommodations as soon as possible with the Office of Diagnostic Testing and Disability Services on campus. The Office of Diagnostic Testing and Disability Services will send communication regarding accommodations and those accommodations will be addressed.

Textbooks

House Bill 2504 does allow students the choice not to purchase the class textbooks however, students are responsible for all material covered in the text and material disseminated in the classroom. Students have the choice of using alternative methods to access textbook information (internet websites, books on reserve in the library, etc.). Students are required and are held accountable to complete all assignments as noted in the syllabus.

Attendance Policy (see handout and Student Handbook) (Face-to-Face and Online)

Attendance is required for each class meeting. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a candidate's course grade being reduced or an assignment of a grade of “F”. Absences are accumulated beginning with the **first** day of class during regular semesters and summer terms.

Official university sponsored activities are considered excused absences, but the candidate is responsible for making up all that is missed at the instructor's convenience. It is recognized that personal difficulties/conflicts arise, and allowances will be considered on an individual basis.

A daily record of attendance will be kept, and excessive absences may impact your final grade. Knowledge of an absence or in case of an absence, candidates are to produce university-authorized excuses or proper documentation to the instructor of record.

For every three (3) absences, the letter grade will be reduced.

(Online)

A daily record of attendance will be kept. Attendance is based upon the consistent times and dates of a student accessing course information via Canvas. A lack of engagement (online access) may result in unsuccessful completion of the course. A student who fails to consistently engage with the course (i.e. logging in, activity access, time spent in Canvas shell, etc.) may be reported to the Registrar's Office as a no show for the course. Students are expected to participate in the online learning environment (when applicable) with video function enabled and student visible. Choosing not to visible is a choice to counted absent.

(Face-to-Face and Online)

A candidate will be rendered ABSENT 10 minutes after the scheduled class start time or upon departing prior to the dismissal of class by the instructor. On teaching presentation days, the 10-minute rule is obsolete. Attendance will be taken at the start of class and will not be altered except in extenuating circumstances.

Departing the class for extended periods of time and departing class prior to the instructor's dismissal will result in an absence.

Classroom Management (Face-to-Face and Online Presence)

It is important to respect one another in class. Aggressive confrontations nor profanity will be tolerated during class time. Cell phone use is permitted before and after class time except when being utilized to enhance the educational process. Food and beverages are to be consumed before and after class except for water. Gum is allowed during lecture (no popping).

Headphones, earbuds, Air pods, shades, do rags, bonnets, bandanas, spaghetti strap tops, cut-offs, low cut shirts/blouses and jeans/pants worn below the waist are not permitted in class. Candidates failing to adhere to the aforementioned may be asked to change, cover, remove the item(s) or leave to decrease disruption or distraction during the learning process.

The instructor reserves the right to request departure of a student for inappropriate scents or behavior.

Address any special needs and/or accommodations as soon as you become aware. Provide supplemental documentation. Discussions will occur in this course; therefore, please be considerate of the opinions and responses of others (even if you disagree). Healthy discussion is encouraged to aid in the conceptual understanding of course content. Any student who continues to demonstrate inappropriate and disruptive behavior will be subject to disciplinary consequences.

Dress Code for Activities in the Gym

During times of activity, appropriate attire will be worn by all candidates as described below:

- Footwear: Sneakers/tennis shoes must be secured to candidate's feet with laces. Footwear should have good traction and support without any part of candidate's feet visible.
- Not permitted: Sneakers without backs, slip-on sneakers, shoes without tongues, platforms, boots, Crocs, slides, sandals/open toe shoes, dress shoes, shoes without rubber soles, Vibrams, Tom's, deck shoes or any type of shoe similar to the aforementioned.
- Clothing: Proper athletic attire is expected to be worn with proper fit. Appropriate attire includes elastic waist shorts, athletic tights, short/long-sleeved t-shirts, warm-up suits, sweatpants/sweatshirts for cool weather, and athletic socks.
- Not permitted: Cut-off shorts or tops (purchased or created), cargo shorts, dress clothes (e.g., button down or polo shirt), non-athletic tights/leggings, leggings/tights with sheer material, narrow strapped tops, jeans, sheer clothing, low-cut/cleavage bearing tops or tank tops and attire with inappropriate graphics or words.

- **Attire color profile: Black or purple dominant bottoms and any color top except white.**

The instructor reserves the right to determine if a candidate's footwear and/or clothing are safe and/or appropriate to wear during class activities. A candidate without proper footwear and/or attire will be counted absent, not allowed to participate, and/or may be asked to depart from the classroom setting.

Choosing not to dress appropriately for class on the teaching presentation dates will result in a 15-point reduction on the candidate's teaching presentation grade for each occurrence.

Submission of Assignments

Students are responsible and expected to attend each class (check Canvas daily), contribute to class activities and or discussions. Students should complete all assignments on or before their expected due dates. It is the responsibility of the student to make sure they can log on and submit work to Canvas.

All assignments, unless told otherwise, are to be submitted via **Canvas** only. A link with the assignment title will be made available for each assignment to be uploaded. Assignment due dates and times will be communicated to students when the module containing the assignment is made available for a particular week. Do not post/submit assignments in locations on Canvas other than the link for where the assignment is supposed to be submitted. If the assignment is not submitted to the appropriate link when the instructor grades the respective assignment, if the assignment is marked late, or if the assignment was not submitted, the student(s) will receive a zero (0). The student will have another opportunity to submit the assignment post closure date, the week prior to the mid-term exam and the week prior to the final exam. If the deadline is missed, the student does not have permission to submit the assignment to the instructor's email without prior consent.

Please make sure that the "Submit" button is clicked every time to initiate the assignment submission process. The student should receive on his/her end whether or not the submission was successful. If the student finds that the submission attempt(s) were unsuccessful, the student should contact the PVAMU HELPDESK and/or CANVAS support. If the Submit button is not clicked, there may be a chance the instructor will not receive the assignment submission thus marking the student's grade as a zero (0). Students are encouraged to not wait to submit assignments within 15 to 30 minutes of the due time as multiple problems with Canvas may occur. Canvas issues will rarely arise where a student will not be able to submit an assignment. If Canvas is down or experiencing University-wide challenges, an email will be sent from the University, in particular CIITS. Personal technology challenges and the like does not release the student from submitting assignments by its deadline. The student is responsible for resolving any technical issues before the date and time the link becomes unavailable.

When applicable, work should be submitted utilizing APA (American Psychological Association) format and points will be deducted for not following directions, typographical, grammatical and/or sentence structure errors.

Penalties for Missed or Late Assignments

Missed quizzes and assignments submitted late will incur a **fifteen (15)** point deduction. Each student is responsible for submitting all work on the scheduled due date and by the indicated time, unless under documented emergencies (See Student Handbook).

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies. (See Student Handbook).

COVID-19 Concerns

As the pandemic continues, the stressors of life and adjustments, whether abrupt or fluid, are taking a toll on everyone. No one is exempt. If at any point during the semester, the student feels that assistance is needed for personal health (i.e., physical, or mental) and/or technical reasons, the student is to contact the instructor as soon as possible to discuss next steps. Students are encouraged not to wait until later in the semester to make the instructor aware of challenges being faced, especially if the challenges began earlier in the semester. It is much easier to address the challenges as early as possible so that possible arrangements can be made to ensure student success. Please note that any health condition and/or technology challenge reported to the instructor must be supported by verifiable documentation.

Formatting Documents

Microsoft Word is the standard word processing tool used at PVAMU. If you are using any other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word or PDF format.

Technology

- Any perceived misuse of electronic devices and/or excessive use, will result in a point deduction of five (5) points per incident.
- Instructor created videos or videos of students within the educational arena, past or present, may not be shared outside of our class. Permission is not granted for use of videos from the instructor, nor the students within the videos for personal gain, solicitation, or entertainment.
- Cell phone use is prohibited during class and must be turned off, placed on vibrate, or in some • other silencing mode such as “airplane mode” or “do not disturb”.
- Other electronic devices (laptop, iPad, tablet, etc.) usage should be limited to the relevance of the class during class time, such as note-taking or instructor guided in- class activities.
- Permission is not granted to post stills, audio and/or video recordings of the instructor of record to any social media sites.

Communication

- Course updates will be sent through PVAMU Canvas -- be sure to check regularly.
- Remind 101 will also be used to communicate with students.
- All emails addressed to the instructor should be sent using Canvas email only.
- All e-mails should address the instructor with proper greetings and subject titles, use correct grammar and spelling, complete sentences, proper punctuation, and written in a respectful tone.
- E- mails will usually have a response within 48 hours excluding weekends.

When corresponding via email in Canvas, please include the following:

Subject	line:	<input type="checkbox"/>	Include a brief description of the challenge	Email greeting: Good morning, Good evening, or
Good afternoon	Ms.	<input type="checkbox"/>	Cyrus,	
The name of the		<input type="checkbox"/>	assignment	
		<input type="checkbox"/>		A clear discussion of challenges or concerns
		<input type="checkbox"/>		Suggestion(s) for resolving the issue(s)
Email	closing:	<input type="checkbox"/>	Sincerely, Very respectfully, v/r, or Respectfully	Your first and last name

Caveat

The schedule, procedures, contents of this syllabus and class assignments are subject to change at my discretion. If you have any questions or need assistance, please feel free to contact me.

SEMESTER CALENDAR (*Tentative and may change due to course needs.)

The following plan of action is to keep us on track; it may, however, require flexibility to suit the needs and interests of the students. Please be advised: The instructor has the right to modify this syllabus, without notice, due to emergencies or an expressed interest of the students to discuss topics in greater detail. It is in the best interest of each student to check the learning management system (Canvas) regularly.

August 20th Week 1 Topic Description:	Introduction to KINE 4307 Designing an Effective Physical Education Program
Class Meeting	Classroom
Chapter(s)	Read: Chapters 1 and 2
Assignment(s)	<ul style="list-style-type: none"> ▣ Quiz: Syllabus Opens Thursday, August 24th and closes Sunday, Sept. 10th at 11:59 pm ▣ Introduction Video Opens Thursday, August 24th and closes Sunday, Sept. 10th at 11:59 pm ▣ Discussion: Mary's Story Opens Thursday, August 24th and closes Sunday, September 03rd @ 11:59 pm
August 27th Week 2 Topic Description:	Designing an Effective Physical Education Program Teaching Students in an Effective Physical Education Program
Class Meeting	Classroom – Choose skill for teaching presentation
Chapter(s)	Read: Chapters 3 and 4
Assignment(s)	<ul style="list-style-type: none"> ▣ Discussion: Video Series Opens Thursday, August 31st and closes Sunday, September 10th at 11:59 pm
September 3rd Week 3 Topic Description:	
Class Meeting	Classroom
Chapter(s)	National and State Standards: TExES, SHAPE America and TEKS Read: Chapters 3 and 4

Assignment(s)	<ul style="list-style-type: none"> ▣ Lesson Plan Opens Thursday, Sept. 07th and closes Sunday, October 15th at 11:59 pm ▣ Written Assessment Opens Thursday, Sept. 07th and closes Sunday, October 29th at 11:59 pm
September 10th Week 4 Topic Description:	
Class Meeting	Classroom/ Leroy Moore, Jr. Gym - Dress in appropriate attire (see syllabus).

Chapter(s)	Read: Chapter 5 and 6
Assignment(s)	<ul style="list-style-type: none"> ▣ Exam: Chapters 1- 4 Opens Thursday, Sept. 14th and closes Sunday, Sept. 17th at 11:59p
September 17th Week 5 Topic Description:	
Class Meeting	Classroom
Chapter(s)	Read: Chapters 7 and 8
Assignment(s)	
September 24th Week 6 Topic Description:	Teaching a Physical Education Program
Class Meeting	Classroom/ Leroy Moore, Jr. Gym - Dress in appropriate attire (see syllabus).
Chapter(s)	Read: Chapters 9 and 10
Assignment(s)	
October 01st Week 7 Topic Description:	Teaching a Physical Education Program
Class Meeting	Classroom

Chapter(s)	
Assignment(s)	
October 08th Week 8 Topic Description:	MID-TERM EXAMS WEEK
Class Meeting	Classroom
Chapter(s)	Read: Chapters 11 and 12
Assignment(s)	<ul style="list-style-type: none"> □ IN-CLASS MID-TERM EXAM □ In-Class Exam: TExES Domains and Competencies, National Standards, TEKS, ELPS, and Writing Objectives
October 15th Week 9 Topic Description:	TEACHING PRESENTATIONS
Class Meeting	MEET IN THE LEROY MOORE, JR. GYMNASIUM Dress in appropriate attire (see syllabus).

Chapter(s)	
Assignment(s)	
October 22nd Week 10 Topic Description:	TEACHING PRESENTATIONS
Class Meeting	MEET IN THE LEROY MOORE, JR. GYMNASIUM Dress in appropriate attire (see syllabus).
Chapter(s)	
Assignment(s)	<ul style="list-style-type: none"> □ Critical Eye Teaching Presentation Evaluation Opens Thursday, October 26th and closes Sunday, November 19th at 11:59 pm

October 29th Week 11 Topic Description:	TEACHING PRESENTATIONS
Class Meeting	MEET IN THE LEROY MOORE, JR. GYMNASIUM Dress in appropriate attire (see syllabus).
Chapter(s)	

Assignment(s)	
November 5th Week 12 Topic Description:	TEACHING PRESENTATIONS
Class Meeting	MEET IN THE LEROY MOORE, JR. GYMNASIUM Dress in appropriate attire (see syllabus).
Chapter(s)	
Assignment(s)	TEACHING PRESENTATIONS
November 12th Week 13 Topic Description:	Teaching Presentations
Class Meeting	MEET IN THE LEROY MOORE, JR. GYMNASIUM Dress in appropriate attire (see syllabus).
Chapter(s)	
Assignment(s)	<div> <div></div> <div> Exit Ticket Video Opens Thursday, Nov. 16th and closes Nov. 26th at 11:59 pm </div> </div>
November 19th Week 14 Topic Description:	
Class Meeting	
Chapter(s)	
Assignment(s)	

November 26th Week 15 Topic Description:	Last Class Day Course review and close out. Kahoot for extra credit. FINAL EXAMS: December 01st - 07th
Class Meeting	Classroom
Assignment(s)	
December 03rd Week 16 Topic Description:	FINAL EXAM: Chapters 1-12 (Time: To Be Determined)

Important Dates

Classes Begin	August 21
Attendance Reporting Period	August 21 - 30
Labor Day Holiday	September 04
Mid-Semester Exam	October 12
Student/Faculty Non-Class Day	October 16
PVHK23	October 29 – November 4
Thanksgiving Holiday	November 23 - 25
Last Class Day	November 28
Study Day	November 30
Final Exams Period	December 01 - 07

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pytutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring nonstandardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 9362613583; [Disability Services Website](#)

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both

the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving, or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and

claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures. **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu.

Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System nondiscrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The

Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University

Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emojis. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy, and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.