Resolution #13 2014-2015
College Senate

Supersedes Res #: ____________

TO: Dr. John R. Halstead, College President
FROM: The College Senate: 03/23/2015

RE: I. Formal Resolution (Act of Determination)
    II. Recommendation (Urging the Fitness of)
    III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Reduction in credit hours PEP (#19_14-15UC)

Signed: ______________ Date: 5/3/15
(P. Gibson Ralph, 2014-15 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: P. Ralph Gibson, College Senate President
FROM: John R. Halstead, College President

RE: I. Decision and Action Taken on Formal Resolution (circle choice)

   a. Accepted - Implementation Effective Date**: Fall 2015

   b. Deferred for discussion with the Faculty Senate on ___/___/____

   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

   a. Received and acknowledged ___/___/____

   b. Comment: __________________________ Date: 6/15

   (Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE: Please be somewhat descriptive, ie. Use a course number and/or title, indicate if for GED code, etc.

| Reduction in Credit Hours in PEP 301, PEP 310 and PEP 483 to Meet the SUNY Seamless Transfer Pathways Requirement |

2. BRIEF DESCRIPTION OF PROPOSAL:

Three classes, PEP 301, PEP 310 and PEP 483, need to have reductions in credit hours in order to meet the SUNY seamless transfer agreement.

3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? _x_ NO ___ YES EXPLAIN YES

4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

None

5. HOW WILL THIS AFFECT TRANSFER STUDENTS:

This will not affect transfer students.

6. ANTICIPATED EFFECTIVE DATE:

Fall 2014

7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<table>
<thead>
<tr>
<th>First Submission</th>
<th>Updated on</th>
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<tr>
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8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisa James</td>
<td>KSSPE</td>
<td>5330</td>
<td><a href="mailto:ajames@brockport.edu">ajames@brockport.edu</a></td>
</tr>
</tbody>
</table>

9. COMMITTEES: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
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<th>Dates Forwarded</th>
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<tbody>
<tr>
<td>__ Executive Committee</td>
<td>Standing Committee</td>
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<tr>
<td>__ Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>02/23/15</td>
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<td>__ Faculty &amp; Professional Staff Policies</td>
<td>Senate</td>
<td>03/02/15, 03/23/15</td>
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<td>__ General Education &amp; Curriculum Policies</td>
<td>Passed GED's go to Vice Provost</td>
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<td>__ Graduate Curriculum &amp; Policies</td>
<td>College President</td>
<td>04/06/15</td>
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<tr>
<td>__ Student Policies</td>
<td>OTHER</td>
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<td>__ Undergraduate Curriculum &amp; Policies</td>
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NOTES: RES # 13
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<tr>
<th>Course</th>
<th>Credit</th>
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<tr>
<td>Bio 221- Survey of Anatomy/Physiology</td>
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<td>PES 305- Significance of Physical Activity</td>
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<td>PES 335- Exercise Physiology</td>
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<td>PES 326- Kinetics</td>
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<td>PES 439- Motor Learning</td>
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<td>PES 413- Motor Development</td>
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<td>PEP 351- Coaching Sport</td>
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<td>PEP 363- Administration of Physical Education</td>
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<td>PEP 3XX- Coaching Clinic</td>
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<td>PEP 399- Independent study</td>
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<td>PEP 499- Independent study</td>
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<td>PEP 451- Teaching Culturally Diverse PE</td>
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<td>PEP 445- Adapted Physical Education</td>
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<td>PEP 444- Elementary Methods of Teaching PE</td>
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<td>PEP 483- Early Childhood Methods of Teaching PE</td>
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<td>PEP 442- Secondary Methods of Teaching Physical Education</td>
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<td>PEP 342- Elementary Activities</td>
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<td>PEP 211- Lacrosse/Field Hockey</td>
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<td>PEP 214- Basketball/Flag Football</td>
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<td>PES 248- Intermediate Wrestling</td>
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<td>PEP 222- Tennis/Badminton</td>
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</tbody>
</table>

**Total Credits**: 85

2014-2015
Brief Rationale for Changes

Physical Education Teacher Education (PETE)

Proposed Change:

1) The proposal is to reduce credit in the following classes: PEP 301 (from 3 to 2 credits); PEP 310 (from 2 credits to 1 credit); and PEP 483 (from 3 credits to 2 credits). The credit reduction needs to occur in order to meet the SUNY seamless transfer requirement. This reduction will result in a change in credit hours in the program from 85 credits to 62 credits.

The SUNY seamless transfer pathway for physical education teacher education has 20 credits. The credits that are in the seamless transfer pathway, combined with the Foreign Language credit that is part of the general education requirements, allows us to meet the credit requirements for SUNY seamless transfer.

Staffing Issues

There is no need for additional staff or resources to implement these changes.

Letters of Support
Kinesiology, Sport Studies and Physical Education

To: Undergraduate Curriculum Committee
From: Cathy Houston-Wilson, Ph.D. Interim Chair
Date: January 28, 2015
RE: PETE Curricular Changes

I am writing in support of the curricular changes recommended by the PETE major in order to come in lines with the SUNY seamless transfer requirement. The changes were necessary in order to facilitate the agreement. No additional resources are needed to accommodate these changes.

Thank you for your consideration.
To: Undergraduate Curriculum Committee
    College Senate

From: Francis X. Short, Dean
    School of Health & Human Performance

Subj.: Curricular Change
    Department of Kinesiology, Sport Studies, and Physical Education

Date: October 28, 2014

Please accept this brief memo in support of a proposed change in one of the KSSPE majors. As I understand the proposal, it seeks to bring the undergraduate physical education teacher education (PETE) curriculum in line with the requirements of SUNY seamless transfer. For at least the past 35 years, transfer students with associate degrees would take, on average, five semesters to complete the PETE program at Brockport: four semesters of course work and a fifth semester for student teaching. During the last academic year, the PETE faculty sought a waiver from the seamless transfer requirements, but the waiver request was denied by SUNY. The faculty’s only remedy, therefore, is to modify the curriculum so that students who have “transfer path” courses from community colleges can finish at Brockport in four semesters.

The current PETE curriculum totals 85 credits. As a result of conversations among PETE faculty at both 4-year and 2-year SUNY colleges, the transfer path courses to be offered at 2-year colleges has been expanded to include 20 of the 85 credits in our program. The student teaching experience in PETE is 12 credits, so that leaves 53 credits of course work for the remaining three semesters (an average of 17.7 credits per semester). This proposal “shaves” one credit from each of three courses in the current curriculum to make the semester load more manageable for students (an average of 16.7 credits per semester). So, the proposal reduces the total number of credits from 85 to 82, 20 of which can be done at the community college.

Inasmuch as this proposal allows for seamless transfer and does not require any additional resources (instructional or otherwise) to implement, I support it without reservation. Please contact me if there are any questions or if more information is necessary. Thank you for the consideration.
The College at Brockport
Catalog Course Registration Form

1. Discipline: PEP Course No. 301  (To be assigned by Registrar)
   Official Title: Fitness Education for Teachers

   Abbreviated course title (limit to 16 spaces) Fit Ed for Teach
   Course start date: August 2015

☐ New Course  ☑ Current Content Revised  ☐ Topics Course (if checked, complete item 2)
☐ Title Change (Previous Title)
☐ Number Change (Previous No.)  Inactive Old Course Yes Effective Term
☐ Inactivation of existing course (course will not be offered in the near future)
☐ Other (describe)

2. TOPICS COURSE ONLY:
   A. Generic Course:  Discipline Number
   B. Generic Course Title:
   C. Topics Course Title:
   D. Topics Course offered: Semester Spring Year

3. Credits Hours
   Credit hours of credit (invariable)?
   Variable Credit? (Yes/No) No
   If Variable Credit, Credit Range to credit
   hours

4. Can this course be taken more than once multiple credit? (Yes/No) No
   Maximum credit:

5. Grading (Check any that apply):
   a. ☑ Letter Grade  ☐ Pass/Fail (S/U) Only
   b. ☐ Course requires minimum grade of for General Education/major/minor/certification.

6. Is this a Liberal Arts course? (Yes/No) No

7. General Education Information: (Complete only for General Education courses) *See last item
   a. General Education Knowledge Area (choose one if applicable): None
   b. Additional student learning outcomes: (check all that are currently approved)
      ☐ Contemporary Issues (I)  ☐ Perspectives on Women (W)
      ☐ Diversity (D)  ☐ Other World Civilizations (Non-Western) (O)

8. Cross Listed Course: Discipline Number

9. Prerequisites: Discipline Number

10. Corequisites: Discipline Number

Submitted by: ____________________________  Date: __________
Chairperson’s Approval: ____________________________  Date: __________
Dean’s Approval: ____________________________  Date: __________
Vice Provost’s Approval: ____________________________  Date: __________

2014-2015
(Only required for General Education Courses)

Continued

11. Swing Course Number: Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a "Swing Course" list additional requirements required for graduate level.

12. Frequency (Check only one)
   - Every Term ☒
   - Every Fall ☐
   - Every Spring ☐
   - Every Summer ☐
   - Every Fall & Spring ☐
   - Every Year ☐
   - Irregularly ☐
   - By Special Arrangement ☐

13. Relationship to Degrees/Programs: Required ☒ PETE
    Elective ☐ Other ☐ Degree/Major/Program

14. For all courses, please attach the following information:
   a. Objectives
   b. Outline of Course
   c. Methods of Assessing Student Performance
   d. Materials required (Films, Readings, Etc.)
   e. Additional work required of graduate level students if course is a "swing course"

15. If this course requires any special scheduling arrangements with regard to time or room/space, please explain in the space provided:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use action verbs and omit "This course covers..." and similar phrases.

   Course is an activity based course that focuses on the participating in activities as well as teaching physical education activities that focuses on health related fitness components and the physical best curriculum model.

*For General Education courses only, also attach:

Supplemental General Education Course Registration Form
Student Learning Outcomes Checklist (for specific codes requested).
The College at Brockport
Department of Kinesiology, Sport Studies and Physical Education

Fitness for teachers (Fall 2015)
PEP 301

Course Description:

- PEP 301 – Fitness for Teachers is an activity-based course where student will gain knowledge of implementing health, skill and fitness components into activities for elementary and secondary age groups. Throughout the course, students will learn health related fitness concepts to help them teach an activities that emphasize specific aspects of health related fitness in physical education. Their knowledge will also be tested throughout the semester with quizzes.

Course Objectives

- Students will learn and apply fitness education concepts to the instruction of physical education.
- Students will be able to know and assess the components of health-related fitness using the FITNESSGRAM assessment.
- Students will be able to develop and implement appropriate games and activities to promote fitness concepts and enhance learner’s health-related fitness.

Undergraduate KSSPE Department Student Learning Outcomes

Teacher education candidates will have the knowledge and skill necessary to demonstrate health enhancing fitness.

Methods used to evaluate performance

- Attendance/Participation (15 points)
- Homework (20 points)
- Peer Teachings (100 points)
- Quizzes (44 points)
- Final (50 points)
- Students will evaluate their fitness levels using FITNESSGRAM (but not graded on their fitness levels)

Total Points: 229

Course Outline:

1. Introduction to Physical Best
2. Physical Activity Behavior and Motivation
3. Basic Training Principles
4. Nutrition
5. Aerobic Fitness
   • Elementary and secondary aerobic fitness activities
6. Muscular Strength and Endurance
   • Elementary and secondary muscular strength and endurance activities
7. Flexibility
   • Elementary and secondary flexibility exercises
8. Body Composition
   • Elementary and secondary body composition activities
9. Peer Teaching
   1. Aerobic Fitness (Elementary & Secondary)
   2. Muscular Strength & Endurance (Elementary & Secondary)
   3. Flexibility (Elementary & Secondary)
   4. Body Composition (Elementary & Secondary)

Attendance Policy:

This is a physical activity based class. **Students are expected to attend all classes.** In case of an emergency or other legitimate reason for absence, email me before class starts to let me know you will not be attending. **You have 1 unexcused absence; each absence after the 1 affects your grade by 5 points.** Legal documentation for the absence is required (such as a doctor’s note, etc.) Active participation in each assigned activity and verbal feedback to peers during critiquing activities is also expected. Coming into class after it has started, will be counted as an unexcused absence.

Disability Statement: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osloffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Academic Dishonesty Statement: Academic dishonesty is a serious breach of that trust which exists between a student, one’s fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Drop/Withdrawal Policy: Drop Date: September 23th
Withdrawal Date: November 28th
NCATE Conceptual Framework:
Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

Student coursework in Education courses must be made available for NCATE program reviewers. Student documents, with students’ names omitted, including written assignments and videotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have a record of their learning.

Cell Phone and Electronic Devices Policy: Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in Your Right To Know.

Extra Credit
Students will be given opportunities to participate in outside class activities involving physical activity, for example but not limited to: 5K races, walk-a-thons, relay for life, breast cancer walks or active fund raisers. Please see instructor for prior approval to participate in these activities.

Instructional Materials


The College at Brockport
Catalog Course Registration Form

1. **Discipline:** Course No. 310  (To be assigned by Registrar)
   
   Official Title: Curriculum Models in Physical Education
   
   Abbreviated course title (limit to 16 spaces) Curriculum Models
   
   **Course start date:** August 2015

   - [ ] New Course  [X] Current Content Revised  [ ] Topics Course (if checked, complete item 2)
   - [ ] Title Change (Previous Title)
   - [ ] Number Change (Previous No.)  
   - Inactivation of existing course (course will not be offered in the near future)
   - [ ] Other (describe)

2. **TOPICS COURSE ONLY:**
   A. Generic Course:  Discipline  Number
   B. Generic Course Title:
   C. Topics Course Title:
   D. Topics Course offered: Semester Spring Year

3. **Credits Hours**
   Credit hours of credit (invariable) 1
   Variable Credit? (Yes/No) No
   If Variable Credit, Credit Range to credit hours

4. **Can this course be taken more than once multiple credit? (Yes/No) No**
   **Maximum credit:**

5. **Grading (Check any that apply):**
   a. [X] Letter Grade  [ ] Pass/Fail (S/U) Only  [ ] Approved for a PR (In Progress) grade
   b. [ ] Course requires minimum grade of for General Education/major/minor/certification.

6. **Is this a Liberal Arts course? (Yes/No) No**

7. **General Education Information:** (Complete only for General Education courses) *See last item
   a. General Education Knowledge Area (choose one if applicable): None
   b. Additional student learning outcomes: (check all that are currently approved)
   - [ ] Contemporary Issues (I)
   - [ ] Perspectives on Women (W)
   - [ ] Diversity (D)
   - [ ] Other World Civilizations (Non-Western) (O)

8. **Cross Listed Course:** Discipline  Number

9. **Prerequisites:** Discipline  Number

10. **Corequisites:** Discipline  Number

---

Submitted by: ____________________________  Date: ____________
Chairperson's Approval: ____________________________  Date: ____________
Dean's Approval: ____________________________  Date: ____________
11. Swing Course Number: Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a ‘Swing Course’ list additional requirements required for graduate level.

12. Frequency (Check only one)
   Every Term ☒ Every Fall ☐ Every Spring ☐
   Every Summer ☐ Every Fall & Spring ☐ Every Year ☐
   Every Other Year ☐ Irregularly ☐ By Special Arrangement ☐

13. Relationship to Degrees/Programs: Required ☒ PETE
    Elective ☐ Other ☐ Degree/Major/Program

14. For all courses, please attach the following information:
   a. Objectives
   b. Outline of Course
   c. Methods of Assessing Student Performance
   d. Materials required (Films, Readings, Etc.)
   e. Additional work required of graduate level students if course is a “swing course”

15. If this course requires any special scheduling arrangements with regard to time or room/space, please explain in the space provided:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 85 words or less (about 500 characters). Use action verbs and omit “This course covers... and similar phrases.

   Students will be exposed to the theory and practice of a hybrid sports education model currently used in physical education. Students will have the opportunity to plan lessons that reflect the curriculum model as well as participate in lessons that are taught using the curriculum model.

*For General Education courses only, also attach:

Supplemental General Education Course Registration Form
Student Learning Outcomes Checklist (for specific codes requested).
COURSE DESCRIPTION (PURPOSE):

PEP 310 is a lecture/lab course designed to provide for participation in and practice of teaching games using a hybrid of two common curricular models: sport education and tactical games approach. The course is designed to provide students an opportunity to participate in activities that are taught using the hybrid sports education/tactical games approach as well as having the opportunity to plan lessons using this approach. Students will also receive the opportunity to take part in hybrid sports education/tactical games lessons taught by the course instructor that allows the students to see the progressions within the approaches. This course is designed to help students develop their knowledge of the hybrid sports education/tactical games approach as well as planning, organization and teaching methods that are appropriate for use of this hybrid approach. Students must achieve a grade of C or better in the course in order to continue in the teacher certification concentration.

REQUIRED TEXTS:

Two textbooks are required for this course. You must buy the newest editions of the textbooks listed as the tests will be based on these textbooks


RECOMMENDED TEXTS:


STUDENT LEARNING OUTCOMES:

PETE Teacher Candidates seeking to become physical educators must be competent in all six areas of the NCATE Initial PETE Standards upon graduation. The 2008 National Initial Physical Education Teacher Education Standards National Association for Sport and Physical Education (NASPE) are listed below with the specific learning outcomes that will be met in PEP 310 outlined immediately below each standard.

SLO # 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

PETE Teacher candidates will:

1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
1.5 Analyze and correct critical elements of motor skills and performance concepts.
   • Describe the characteristics of “good” physical education programs and the “new” physical education.

SLO #3: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

PETE Teacher candidates will:
3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
   • Describe the characteristics of middle and high school students in the three domains of learning
   • Identify content that aligns with the National Content Standards and the NYSLS for physical education.
   • Demonstrate an understanding of proper planning procedures by designing unit and lesson plans that meet the Content Standards and NYSLS.

3.3 Design and implement content that is aligned with lesson objectives.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

SLO #5: Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

PETE Teacher candidates will:
5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

SLO #6: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

PETE Teacher candidates will:
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
   • Identify and describe personal beliefs related to the importance of physical education and its role in secondary schools.
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
6.4 Communicate in ways that convey respect and sensitivity

LEARNING EXPERIENCES/ASSESSMENTS:
1. Exams- Based on lecture and lab (Weekly outlines will serve as study guides)
2. Quizzes
3. Assignments
4. Final Project
5. As an academic courtesy, editorial quality on all writing assignments expected. That is, all papers must be proofread and spell-checked before submission or they will be returned as unacceptable for grading. In addition, all assignments must be typed using APA 6th edition. If you are unfamiliar with APA format, then you can visit:
   http://owl.english.purdue.edu/owl/resource/560/01/

ASSESSMENTS:
Final exam 100
Final Project (5 wk assign) 50
Quizzes (Pop quizzes based on reading) 75
Tactical Lesson Plan 50
Weekly Tactical Questions 25
Total Points: 300

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>E</td>
</tr>
</tbody>
</table>
LATE WORK POLICY:
Work that is not turned in at the time it is requested on the due date is considered late.

- Assignments turned in outside of class or after the posted time on Angel (after assignments have been collected) on the due date will be marked down 15% automatically. Any assignments turned in after 4:15 will be considered 1 day late and will receive a 35% deduction.
- Assignments turned in the next day will be marked down 35% automatically. Assignments turned in after 4:15 the next day will not be accepted.
- Assignments will not be accepted if more than 1 day late.
- Assignments that were to be submitted to Angel must be turned into Angel. Assignments that were collected during class must be left in my box next to my office door.
- Assignments left in my mailbox downstairs OR slid under my door will not be accepted.
- If you know you will be absent in advance (due to athletics or some other prearranged activity) it is your responsibility to turn the assignment in before you leave.
- If you are absent due to illness and have documentation, it is your responsibility to contact the instructor before the scheduled class time to make arrangements to turn in your assignment. In any instance, assignments will not be accepted if more than 2 days late.
- If you are absent due to illness or any other circumstance and do NOT have documentation, then you will be responsible to email the required assignment by the beginning of class time or make arrangements to have the assignment turned in during class.

ATTENDANCE AND TARDY POLICY:
This course is an important part of your professional preparation. Therefore, a consistent pattern of good attendance and being on time for class NOW will help prepare you for appropriate professional behavior later on.

Regular attendance and class participation are expected for both the lecture and lab section of this course. Teacher candidates are expected to be on time for class and are held responsible for any material they might have missed due to absence or tardiness.

Any absences or tardies should be PHONED (EXT 2374 or 585-395-2374) or EMAILED (stratdwe@brockport.edu) in. ONLY absences or tardies that are communicated PRIOR TO THE END OF THE CLASS MISSED will be eligible for an excuse. “Excused” absences and tardies will be decided at the discretion of the instructor.

Students will be permitted ONE (ONLY ONE!) unexcused absence throughout the semester.

- The instructor MUST be notified PRIOR to the class if a student is going to miss a class. Teacher candidates are responsible for ALL work assigned during an absence.
- More than one (1) unexcused absence will result in a ½ grade penalty (e.g. A will be lowered to an A-) for EACH absence.
• All teacher candidates are expected to arrive on time (therefore, make sure you have a battery operated alarm clock in case the power goes out – 2 tardies = 1 absence

ATTIRE & PRESENTATION

• All teacher candidates are expected to wear appropriate & professional attire, both in class/lab and (especially) during the field experience.

• Specific attention to the following:
  ➢ Caps/hats may not be worn in class, lab, or field experience
  ➢ Appropriate footwear is a must for participation in lab activities (more than one sit-out will be counted as an unexcused absence) & field experience
  ➢ Be sure to dispose of gum, food & drink (bottled water is permissible if necessary) prior to entering the class
  ➢ All teacher candidates will use a whistle and a watch or stop watch (no cell phones allowed) for all peer teachings and field experiences.

ACADEMIC DISHONESTY

Teacher candidates will be held accountable for the academic integrity of their work. Violations of academic integrity include:

• Plagiarism – not providing credit by appropriately citing resource materials from any source (e.g. books, articles, etc.)

• Cheating on examinations or assignments by unauthorized collaboration with other teacher candidates.

• Presenting the same written work as the requirement for another course without the permission of the instructors involved.
  ➢ Other: purchasing papers, using crib sheets or other aides during an exam, submitting the same work as teacher candidates from past semesters (e.g. final projects).

TEACHER CANDIDATE EXPECTATIONS:

Although I do my utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a responsible, self-motivated, and active learner. In an effort to guide the goals of responsibility, motivation and participation, we will discuss the following expectations in an early class session:

Be here. This class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class, to be on time, having read the required materials and ready participate in a meaningful way.

Participate with effort. This asks that you are prepared and that you put forth a solid and consistent effort in class. This includes giving thoughtful input and feedback during discussions and group activities as well as producing college level work. Do what you have to do to be ready.

Take initiative for yourself. Most of your learning will be the result of your own initiative, not my prodding nor the rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will be, in a large part, the result of how well you are able to carry on without direct supervision. Taking initiative
means asking questions when material, concepts, or expectations are not clear (it is OK not to
know, but it is not OK to continue not knowing).

DISABILITY STATEMENT
Students with documented disabilities may be entitled to specific accommodations. SUNY
Brockport's Office for Students with Disabilities makes this determination. Please contact the
Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about
obtaining an official letter to the course instructor detailing approved accommodations. The
student is responsible for providing the course instructor with an official letter. Faculty work as a
team with the Office for Students with Disabilities to meet the needs of students with disabilities.

CELL PHONE POLICY
Cell phones and pagers ringing during class are highly disruptive. In general, cell phones and
pagers should be left off during class periods. In the rare event that an emergency situation
requires a student to monitor a cell phone or pager, the teacher candidate should inform the
instructor at the beginning of the class period and sit near an exit where they may leave the room
quietly.

LAPTOP POLICY
Laptop computers have become a legitimate educational tool that enables some teacher
candidates to participate in meaningful ways. Unfortunately, technology has also enabled just as
many teacher candidates to become distracted during class. Laptop computers are permitted for
note taking and other educational purposes only. If teacher candidates are observed using
laptops for uses other than education (surfing the web, social media, YouTube, etc.) s/he will be
asked to put it away and not bring it to class.

SEXUAL HARRASSMENT
“SUNY Brockport is committed to maintaining a work place and a learning environment
free of sexual harassment and intimidation. Sexual harassment is unacceptable behavior,
unlawful and intolerable.”

PROFESSIONAL CHARACTER
You're expected to present yourself as a professional at all times - on campus and off
campus. When you are off campus (e.g. at the schools) you are showing yourself as a teacher in
training - present yourself in a manner that will leave a positive and noteworthy impression.
You never know whom you will need for a recommendation.

CONCEPTUAL FRAMEWORK OF THE PROFESSIONAL EDUCATION UNIT
The conceptual framework consists of three themes: (a) A solid base of knowledge and
skills, (b) professional dispositions, and (c) a positive impact on P-12 learning.
A solid knowledge base and skills consists of content and pedagogical content knowledge
in physical education. In addition, this knowledge base also consists of professional knowledge
and skills, such as using technology and taking into account the backgrounds of the teacher
candidates being taught. Reflective skills that improve practice are the last piece of the number one.

Professional dispositions include characteristics that are apparent in preservice teachers who are prepared to be successful as a beginning teacher. These dispositions include a positive outlook, intellectual integrity, respect, self-awareness, and dedication.

A positive impact on P-12 learning is important because as educators we should focus on the outcome of education, which is student learning. As physical educators we must change business as usual (i.e. busy, happy, good) and focus on teaching and assessing for learning.

### PEP 310 Curricular Models

#### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading &amp; Assignments Due</th>
</tr>
</thead>
</table>
| 1)   | • Introduction to Sport Ed | Chapters 1-2  
Introduction to Sport Ed project |
|      | • Identifying & Designing Season Outcomes  
• Gym—Identifying roles is striking/fielding | Chapters 4 & 5  
Assignment: Identify Season and design Season Outcome in 3 domains of learning |
| 3)   | • Managing Student Behavior & Identifying  
Student roles  
• Identify and communicating Roles | Chapters 3 & 8  
Assignment: How will you identify/communicate roles? |
| 4)   | • Team Selection & Creating Festive Environment | Chapters 9 & 10  
Assignment: Describe your team selection process & How you will make your unit festive  
Assignment: Write a lesson plan that reflects the Tactical approach that is aligned with your assigned unit from PEP42 |
| 5)   | • Modifying Games & Competition Formats | Chapters 6 & 7  
Assignment: Plan a tournament using one of the examples of the book—justify this decision! |
| 6)   | • Assessing in Sport ed. | Chapter 11  
Assignment: Create an authentic assessment in either PM, COG, or AFF domain |
| 7)   | • Project Presentations  
• Final Exam | Sport Ed projects due at 12:30 p.m.—Bring hard copy to class for discussion |
The College at Brockport
Catalog Course Registration Form

1. Discipline: PEP Course No. 483  (To be assigned by Registrar)
   Official Title: Teaching Early Childhood Physical Education
   Abbreviated course title (limit to 16 spaces) Early Childhood PE
   Course start date: August 2015

2. TOPICS COURSE ONLY:
   A. Generic Course:  Discipline  Number
   B. Generic Course Title:
   C. Topics Course Title:
   D. Topics Course offered: Semester Spring Year

3. Credits Hours
   Credit hours of credit (invariable)?:
   Variable Credit? (Yes/No) No If Variable Credit, Credit Range to credit hours

4. Can this course be taken more than once multiple credit? (Yes/No) No Maximum credit:

5. Grading (Check any that apply):
   a. ☑Letter Grade  ☐Pass/Fail (S/U) Only  ☐Approved for a PR (In Progress) grade
   b. ☐Course requires minimum grade of for General Education/major/minor/certification.

6. Is this a Liberal Arts course? (Yes/No) No

7. General Education Information: (Complete only for General Education courses) *See last item
   a. General Education Knowledge Area (choose one if applicable):  None
   b. Additional student learning outcomes: (check all that are currently approved)
      ☐Contemporary Issues (I)  ☐Perspectives on Women (VI)
      ☐Diversity (D)  ☐Other World Civilizations (Non-Western) (O)

8. Cross Listed Course: Discipline  Number

9. Prerequisites: Discipline  Number

10. Corequisites: Discipline  Number

Submitted by: _______________________________  Date: ____________
Chairperson’s Approval: ________________________  Date: ____________
Dean’s Approval: ______________________________  Data: ____________
11. **Swing Course Number:** Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

**Note:** If this is a ‘Swing Course’ list additional requirements required for graduate level.

12. **Frequency (Check only one)**
- Every Term
- Every Fall
- Every Spring
- Every Summer
- Every Fall & Spring
- Every Year
- Every Other Year
- Irregularly
- By Special Arrangement

13. **Relationship to Degrees/Programs:**
- Required
- Elective
- Other
- Degree/Major/Program

14. **For all courses, please attach the following information:**
   - **Objectives**
   - **Outline of Course**
   - **Methods of Assessing Student Performance**
   - **Materials required (Films, Readings, Etc.)**
   - **Additional work required of graduate level students if course is a “swing course”**

15. **If this course requires any special scheduling arrangements with regard to time or room/space, please explain in the space provided:**

16. **Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use action verbs and omit “This course covers...” and similar phrases.**
   - Involves teaching physical education to children ages three through five with and without disabilities.
   - Emphasizes developmentally appropriate practices for providing motor programs to young children.
   - Incorporates a 15-hour field experience to supplement lectures and discussion.

*For General Education courses only, also attach:

- **Supplemental General Education Course Registration Form**
- **Student Learning Outcomes Checklist (for specific codes requested).**
I. Course Description: Early Childhood Physical Education
Involves teaching physical education to children ages birth to 5 years, with and, without disabilities. Emphasizes assessment and program planning for early childhood populations. Incorporates a 15 hour field experience to supplement lectures and discussions.

Required Texts:

Required Material:
I clicker

Recommended Text:


II. Course Objectives/Student Learning Outcomes

STANDARD 1 – Content Knowledge

1. Demonstrate knowledge of the inherent characteristics of a variety of physical education activities.
2. Demonstrate the knowledge(s) of learning characteristics of learners with disabilities.
3. Demonstrate knowledge of the components of an IFSP and IEP.

STANDARD 2 – Curricular Knowledge

1. Demonstrate an understanding of the principles of growth and development.
2. Demonstrate an understanding of the legal factors which influence curriculum in APE.
3. Demonstrate knowledge of the goals and objectives of early childhood programs.
4. Demonstrate knowledge of selected early childhood programs.
STANDARD 4 – Sound Teaching Practices

1. Demonstrate knowledge necessary to select and analyze an appropriate learning environment for young children with and without disabilities.
2. Demonstrate knowledge necessary to develop and implement physical education activities for young children with and without disabilities.

STANDARD 5 – Assessment

1. Demonstrate knowledge of appropriate tools for measurement.
2. Demonstrate the ability to assess performance and determine unique needs.
3. Demonstrate the ability to observe, identify, and analyze the characteristics of children, ages 0-5.
4. Demonstrate knowledge of assessment tests and strategies relevant to early childhood physical education programs.

STANDARD 7 – Methods of Inquiry

1. Demonstrate the ability to evaluate research-based curricula and pedagogy.
2. Demonstrate the ability to disseminate research-based information.

STANDARD 8 – Collaboration, Reflection, Leadership, and Professionalism

1. Demonstrate a knowledge of the roles and responsibilities of a multi-disciplinary team.

III. Outline of Course Content

1. Introduction to the Course
2. Growth and Development
3. Legislative Mandates
4. Learning Characteristics and Styles of Young Children with and without Disabilities
5. Goals and Objectives of Early Childhood Physical Education
6. Roles of the Families in Early Childhood Education
7. The Individualized Family Service Plan and Individualized Education Plan
8. Assessment
9. Developmentally Appropriate Practices in Early Childhood Physical Education
10. Language and Literacy Acquisition in Early Childhood
11. Motor Programs for Young Children
   -Moving with a Purpose
   -Smart Start
   -Movement Narratives
IV. Assessment

Exams:
During the course of the term there will be a midterm and a final exam. Make-up exams will not be scheduled unless prior notification is given to the instructor. A missed exam will be graded as a 0.

Article Readings and Quizzes:
Students will be required to read and be prepared to discuss articles assigned to them. Quizzes related to class readings and lectures will occur throughout the semester. Quizzes will be made up during the next class session the student is in attendance. Valid excuses must be provided for missed quizzes.

Field Experience:
Students are required to participate in a 15 hour field experience at an early childhood center or pre-school. Preferably, the center should include children with disabilities and should be accredited. The children you observe may not be older than 5 years of age. You must attend your field experience site at least 5 times. You may not use YMCA sports programs for your field experience. All sites should be cleared with instructor before beginning your experience.
Field experience journals are due November 20th to drop box

Local sites for field experiences include:
Cooper Hall
Ready Set Gro
Schoolhouse of Brockport
*These are samples of placements. You may use a number of other sites.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>100 pts. each</td>
<td>A 93%-100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A- 90%-92%</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>20 pts. each</td>
<td>B+ 87%-89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 83%-86%</td>
</tr>
<tr>
<td>Papers (2)</td>
<td>20 pts. each</td>
<td>B- 80%-82%</td>
</tr>
<tr>
<td>Field Experience</td>
<td>25 pts.</td>
<td>C+ 76%-79%</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>40 pts.</td>
<td>C 73%-75</td>
</tr>
<tr>
<td>Iclickers</td>
<td>30 pts.</td>
<td>C- 70%-72%</td>
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<td>E below 70%</td>
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</table>

*In class assignments will also be a major part of the course. You are not graded on them, but will lose 10 points for each assignment that is not turned in.
*Grades will also be based on class participation and attendance.

*Extra credit may be available throughout the course. You can earn a maximum of 10 extra credit points. Extra credit points will only be given if all class assignments are completed.

**Drop Box Assignments:**
*Drop box will be used extensively this semester. Assignments not turned in the drop box will receive an automatic 20% deduction. If the assignment is late (which is probably why it was not in the drop box), you will received another 20% deduction per day until the assignment is received. That is each day of the week, not class days.

**V. Policy Statements**

**Statement on Disability**
I would appreciate hearing from anyone who has a special need, which may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodation. See me after class, or during my office hours.

**Statement on Academic Honesty**
Academic dishonesty is a serious breach of academic integrity – a major violation of ethical behavior standards that the College expects from all students. Academic dishonesty can result in a range of disciplinary actions, including failure of a course to dismissal from the College.

**Cell Phone/Electronic Policy**
All electronic devices must be turned off during tests and quizzes. If an electronic device is left on during a test or quiz, it will be my assumption that you are obtaining answers dishonestly and will result in a zero and further disciplinary action from the department and the college.

**Statement on Attendance**
- The instructor must be notified prior to class if a student is going to be absent.
- Students are responsible for all work assigned during an absence.
- More than 1 unexcused absence will result in a half grade penalty (e.g. an A would be lowered to an A-).
- Only documented absences will be excused (simply letting the instructor that you're going to be absent is not an excused absence).

**Attire and Presentation:**
All students are expected to wear appropriate and professional attire, both in class and especially during field experiences. Please pay specific attention to the following:
- No hats may be worn in class or during field experience
- Appropriate footwear is a must for participation in field experience and teaching
Professional Character:
You are expected to present yourself as a professional at all times. When you are off-campus, you are showing yourself as a teacher in training. Present yourself in a manner that will leave a positive and noteworthy impression!
TENTATIVE CLASS SCHEDULE

Class 1

- Review Syllabus and Field Experience Sites*
- Get to Know You Exercise

Class 2

- How Much Do You Know About Preschool Children?
- Affective Development*
- Cognitive Development*

Class 3

- Team Challenge
- Article - Early Childhood Development from 2-6 Years of Age* (read at home)
- Read Chapter 7 in Moving with a Purpose for next class

Class 4

- Quiz #1 (Affective and Cognitive Development)
- Review Chapter 7
- Motor Development Powerpoint*
- Reflex Activity

Class 5

- Review Quiz
- Rudimentary, Fundamental
- Group Work (Initial, Elementary, Mature Stages)

Class 6

- Reflex Challenge
- Infants and Toddlers with Special Needs Powerpoint* (focus more on toddlers)
- Pre-school Children with Special Needs Powerpoint*
Class 7

- Quiz #2 (Motor Development)
- Early Childhood APE continued
- Read chapters 11, 12, 13 in Moving With a Purpose

Class 8

- Review Quiz
- Chapter 21/22 Team Challenge
- IEP

Class 9

- Quiz #3 (Chapter 21, 22 and 11-13)
- Welcome to Holland
- Article – Special Addition* (at home)
- Discussion

Class 10

- Review Quiz
- Family Powerpoint*

Class 11

- Family Team Challenge
- Hannah’s story/Free write

Class 12

- Hannah’s story
- IFSP on Hannah*
- Article – Understanding Parents and Families of Children with Disabilities*
- Assignment comparing Hannah’s story with article*

Class 13

- Midterm Team Challenge
- Hannah Paper Due
- Finish Family
- Curriculum Powerpoint*
- Chapters 8, 9, 10 in Moving with a Purpose
Class 14

- Midterm

Class 15

- Review Midterm
- Plan stations for Cooper Hall

Class 16

- Cooper Hall

Class 17

- Smart Start Powerpoint®
- Meeting Special Needs®

Class 18

- Smart Start Review
- DAP Powerpoint®
- Dap Activity (I/A)®

Class 19

- Smart Start Quiz #4
- Finish DAP Notes
- DAP Review
- DAP Article

Class 20

- Review Smart Start Quiz
- Content Literacy Powerpoint®
- Moving with a Purpose Plan (have book with you)

Class 21

- DAP Quiz #5
- Literacy Lesson Plan
- Brainstorming Activity
- Choose letter/theme
- Television Powerpoint and Assignment®
Class 22

• Review DAP Quiz
• Teaching Assignments
• Narrative Powerpoint

Class 23

• Plan lessons

Classes 24-26

• *Field Experience Journals Due on November, 20th*
• Teach Lesson

Class 27

• Final exam review
• Tie up loose ends