



KINE 6381 701
Curricular Innovations
Spring 2024 Session 001
Delivery Method: Online

Instructor Information

Name: Evelyn Gordon
Email: gordon_e@utpb.edu
Phone: 432-552-2527
Office Location: KIRK 1328
Office Hours: MW 1:00 to 2:30, TTh 9:30 to 11:30

Course Information

Class Location: Online

Web Conference Hours

Appointment only

Course Description

Examines current trends and issues in physical education curriculum development. The course content includes examples of program innovations as well as current international national (e.g. NASPE national standards) and local curriculum initiatives. Individually or as members of a small group students will design physical education curricula to be implemented in their own schools.

This course is designed to familiarize you with research, theories, and methods for developing curricula to enhance student learning and possibly athlete performance. During the semester, you will

read about curricular theories, models, and processes. You will also apply these theories, models and processes in related assignments. Perhaps even more importantly, you will have an impact on those around you in your schools and organizations.

Course Learning Outcomes (CLO)

1. Recognize the dynamics of change and the redesign of learning and teaching that has occurred in education.
2. Describe the features of a positive learning environment.
3. Evaluate the different models of teaching in physical education.

Student Learning Outcomes

- Create a set of personal goals for the course in addition to those provided by the instructor.
- Examine and evaluate school district documents that show how legal requirements for inclusion of all students in physical education programs are/are not being met.
- Design a content interaction plan and a learning experience plan using the achievement-based curriculum planning process that illustrates your understanding of individualized and interactive learning experiences.
- Synthesize in a paper the knowledge, abilities and skills addressed in the course regarding VOI, curriculum models, student evaluation and grading, and teacher effectiveness and program evaluation in physical education.

Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

Title: Standards-Based Physical Education Curriculum Development

ISBN: 9781449691752

Authors: Lund

Publisher: Jones & Bartlett Learning

Publication Date: NA

Edition: 3rd

Required or Recommended: Recommended

[Bookstore link](#)

Title: Standards-Based Physical Education Curriculum etc (w/Bind-In Access)

ISBN: 9781284034196

Authors: Lund

Publisher: Jones & Bartlett Learning

Publication Date: 2015

Edition: 3rd

Required or Recommended: Recommended

[Bookstore link](#)

Title: Developing the Physical Education Curriculum

ISBN: 9781478627043

Authors: Kelly

Publisher: Waveland Press, Incorporated

Publication Date: NA

Required or Recommended: Required

[Bookstore link](#)

Faculty - This list reflects your selections in the Follett bookstore website.

Important Academic Dates

UTPB [Academic Calendar](#)

Graded Material

Course Activity	Points	Percentage of Total Grade
Discussions	80	35%
Assignments	465	65%

Course Activity	Points	Percentage of Total Grade
Total	545	100

Grading Scale

Assessment is based on a point system for each assignment. The total points count is your final grade. Point values for assignments are found in the Calendar for this course, in your Student Gradebook, and in the ASSIGNMENTS section of each module. You can check any time to see how many points you've earned and by comparing your score to the total possible to that point in the course, you can figure out your percentage to know if you're "on track" for the grade you'd like to earn at the end. Final grades are calculated as follows:

A = 90% of total possible points

B = 80%

C = 70%

D = below 60%

F = 59% and below.

Some assignments, particularly the curriculum models activities, may be revised and resubmitted to try to earn additional points. Revisions are usually submitted via email and the added points (if any) are placed by the instructor in the original assignment box in the Grade Center.

Bonus points may be earned if you have completed all assignments to the date indicated. These are added into your total for the final grade.

YOU MUST COMPLETE ALL ASSIGNMENTS TO EARN A GRADE IN THIS COURSE.

Readings, Exams/Quizzes, Assignments, Research Projects, Discussion Topics, Final Exam, Presentations.

Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C

60 to 69	D
Less than 59	F

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mrs. Chermae Peel

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-3395

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

“Scholastic Dishonesty” is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at:

<https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W.L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.

- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Distance Education Policy

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when or if your personal computer crashes. Limited Loaner Laptops are available through the J. Conrad Dunagan Library.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and your contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions or problems, you may be required to resubmit the files.

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance

education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in

hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.

- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Course Policies

- **Course Content Structure:** The course is divided into 12 modules.

You should read the textbook section first, and then review the online lecture. The lectures will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Discussion Tool" and post answers to the discussion question (specific to the module) posted by the instructor. You must also read other students' posts and respond to two other students' responses. Discussion posts must be made by the date on the schedule to receive full credit. You should also complete the Test/Quiz.

- Each module covers...

2 to 4 textbook chapters;

online journal articles,

online discussion topics, and

online tests.

- **Grading and Feedback:**

All the course activities will be graded one week after the set due date. You can check your grades by going to **GradeBook**. If there is any discrepancy in the grade, please contact me immediately. I will provide individual feedback about your performance on that course activity.

- **Cheating/Plagiarism/Academic Dishonesty:**

"Plagiarism" includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

NOTE: Students found plagiarizing or cheating will receive a zero on the course activity which could cause failure in the class and/or suspension or dismissal from the college.

- **Discussion Board Participation:**

You may have used **threaded discussions** in other courses. If so, I hope you will be willing to tutor others. There is also a link to a Discussion Board tutorial to get you started if this is your first venture online. Canvas allows threaded discussions that actually are emails with an organizer to help keep conversations separate. It allows for asynchronous communication. Here's the idea. You post a question or comment on a new topic to the board. It then starts a thread on the topic, and whenever someone replies to your question or comment, that reply is placed under your original question or comment. That way, if you want to see what people have been saying on the topic, you just read the postings in that thread. The system also shows you which messages are new (by listing them when you log into Canvas). From anywhere in our course, you can click on **Discussion Board** in the left-hand navigation bar, and go directly to our discussion threads. Now, there are generally two kinds of people who use the DB: those who just do the minimum, posting the same things exactly as they have put them into an Assignment Box, and in contrast, those who engage in commentary and dialogue with others in the course. Posting your assignment alone will not earn you assignment points, "brownie points" with the professor, or the respect of your peers. If you add comments, challenge ideas, respond with an example or illustration of your own that addresses a point someone else raised, provide alternative examples, or ask each other questions -- these are the best ways you can learn from each other as well as fulfill the intent of assignments involving the Discussion Board. It's pretty boring to just read someone else's version of an assignment; pretty soon you start skipping those posts, saying, "yeah, yeah, yeah, let's get on with it." BUT... when you comment back and forth, letting each other know about things that happen in your school or district, eventually we all get a better picture of each other and much more learning takes place! So...this semester your DB contributions will be graded. I will give you feedback (FB) after your first few postings to let you know how you're doing, so you can adjust if needed. The Discussion Board is an integral part of the course. You are expected to read your peers' posted work, reflect on it, and respond with thoughtful, constructive feedback that pertains to the module.

- **Submission of Course Assessment Activities:**

All course assessment activities will be submitted via the Assignment Tool. Keep in mind the following standards/practices for submission of assignments:

All course assessment activity files that will be submitted to the instructor should be in MS Word or RTF.

Be sure to put your name at the top of each page header.

Always **keep a copy of all the work you submit** so that you won't need to re-do it if it should get lost in cyberspace.

- **Make-Up/Late Submission Policy:**

All course activities are given suggested due dates in the syllabus. If you follow these dates, you will complete the course by the end of the term. NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

- **Accommodation for Students with Disabilities:**

Americans with Disabilities Act: Students with disabilities who are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations. Students who have **provided all documentation** and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. Students needing assistance because of a disability must contact Testing Services & Academic Accommodations Department, 432-552-2630, Leticia Madrid, madrid_l@utpb.edu. The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

If you need accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in the case the building must be evacuated, please inform the instructor immediately. You may contact the instructor after class or during his/her office hours.

- **Course Incomplete/Withdrawal/Grade Appeal:**

All students should complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be granted if the student has complete at least 75% of the course with a grade of 'C' or better and provides a valid excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student will sign a contract that includes the incomplete course activities and the new due dates.

10 The **grade appeal process** can be found at <http://www.utpb.edu/campus-life/dean-of-students/grievances>.

Netiquette:

11 Netiquette:

Anything you type in the discussion area is public - which means that every student in this class (including your instructor) will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

Do not post anything too personal;

Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity;

Do not use all caps in the message box unless you are emphasizing (it is considered shouting)

Be courteous and respectful to other people on the list

Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.

If the posting is going to be long, use line breaks and paragraphs

Fill in a meaningful Subject Line

Write your full name at the end of the posting

Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

Refer to this link for additional help on netiquette: <http://www.albion.com/netiquette/corerules.html>

12

Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. My expectation is that students will log on a minimum of three times every week. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and catch up with assignments as soon as possible.

Tracking:

Canvas course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course.

Absenteeism:

All the course activities have suggested due dates for assignments to be completed and submitted. After the due dates the activities will still be available to students but if you keep up with the suggested dates you will complete the course within this semester. If you are ill or another emergency arises, please contact me to update the situation. You are expected to log into the course frequently to stay on a good learning pace for you.

If I am going to be out because of ill health, attending a conference, etc. I will notify you through email.

1. **Discussion Board:** Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

1. Read all message postings in online discussion.
2. Respond to the question directly
3. Reply to minimum of two other student posts.
4. Use a person's name in the body of your message when you reply to their message.
5. Avoid postings that are limited to 'I agree' or 'great idea', etc.
6. Ensure responses to questions are meaningful, reflective.
7. Support statements with concepts from course readings, refer to personal experience, examples.
8. Follow **Rules of Behavior**.

2. **Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

1. Do not post anything too personal.
2. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
3. Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
4. Be courteous and respectful to other people on the list
5. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.

6. Use line breaks and paragraphs in long responses.
7. Write your full name at the end of the posting.
8. Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

3. Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due end of semester date. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately.

- 4. Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the University's [Handbook:Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

- 1. Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor

when emergencies arise.

2. **Tracking:** The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.
3. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.
4. **Course Incomplete/Withdrawal/Grade Appeal:**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals at

<http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/adds-drops>

For grade appeal process go to <http://www.utpb.edu/campus-life/dean-of-students/grievances>.

1. **Accommodation for Students with Disabilities:** *The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement. ***

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4243 /4901 E. University, Odessa, TX 79762

Voice Telephone: [432-552-4696](tel:432-552-4696)

Email: ada@utpb.edu

Students with disabilities who are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations. Students who have **provided all documentation** and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. Students needing assistance because of a disability must contact Testing Services & Academic Accommodations Department, 432-552-2630, Leticia Madrid, madrid_l@utpb.edu. The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

If you need accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in the case the building must be evacuated, please inform the instructor immediately. You may contact the instructor after class or during his/her office hours.

Course Schedule

MODULE	Assignment	Points		
1	Email instructor	5		
	Autobiography	5		
	Personal course goals	5		
	Top 5 influences on PE curricula	15		
	Quiz	5		
2	State standards comparisons	10		
	Physical activity policies	10		
3	Activity-based approach ...readings response	10		
	...yearly plan	25		
	Movement principles ...readings response	10		
	...5-day curriculum unit	25		
	Fitness education ...readings response	10		
	...yearly plan (180 days)	25		
	Humanistic/Social development ...readings response	10		
	...report card	25		
	Sport education ...readings response	10		
	...9-week season (45 days)	25		
	Tactical games ...readings response	10		
	... 6-week unit (30 days)	25		
	Adventure or Outdoor education ...readings response	10		

	...6-week unit (30 days)	25		
4	Curriculum process narratives	15		
5	VOI ratings + synopsis	10		
	Curriculum philosophy worksheet + paper	20		
	Post-VOI essay reconciling VOI values & original educational philosophy (Module 1)	10		
6	Sport & specific skill choice & rationale	5		
	Sport-specific goals & objectives	10		
	Student performance objective (single skill)	10		
	Ranking sport goals & objectives	10		
	Synopsis of ideal K-12 physical education program	10		
	Mastering content times	10		
	Calculating total content amount per year	5		
	Sequencing content by grade levels	5		
7	Creating assessments	15		
8	Management system design	15		
	Learning experience sequence	15		
9	Content interaction form	10		
	Learning experiences	10		
10	Teaching template	15		
	Student learning format/ task card	10		
11	Class performance score sheet	20		
	End-of-year report > school committee/board	20		
12	Final retrospective paper – learning	50		

Class Schedule

Date	Name	Event Type	Points
	Adventure Education 6 Week Unit	Discussion	0
	Autobiography	Discussion	0
	Autobiography	Discussion	0
	Class Performance Score Sheet	Discussion	0

Date	Name	Event Type	Points
	Class Performance Score Sheet	Discussion	0
	How Much Time?	Discussion	0
	How Much Time?	Discussion	0
	Module 1: Educational Philosophy	Discussion	0
	Module 1: Educational Philosophy	Discussion	0
	Module 1: Personal course goals	Discussion	0
	Module 1: Personal course goals	Discussion	0
	Module 10: Activity 1, Teaching Template	Discussion	0
	Module 10: Activity 1, Teaching Template	Discussion	0
	Module 10: Activity 2	Discussion	0
	Module 10: Activity 2	Discussion	0
	Module 10: RRR Posts	Discussion	0
	Module 10: RRR Posts	Discussion	0
	Module 11: My Report	Discussion	0
	Module 11: My Report	Discussion	0
	Module 2	Discussion	0
	Module 2	Discussion	0

Date	Name	Event Type	Points
	Module 3 - Adventure/Outdoor Education Readings Responses	Discussion	0
	Module 3 - Adventure/Outdoor Education Readings Responses	Discussion	0
	Module 3 - Developmental, Humanistic, Social Readings Responses	Discussion	0
	Module 3 - Developmental, Humanistic, Social Readings Responses	Discussion	0
	Module 3 - Fitness Readings Responses	Discussion	0
	Module 3 - Fitness Readings Responses	Discussion	0
	Module 3 - Movement Analysis Readings Responses	Discussion	0
	Module 3 - Movement Analysis Readings Responses	Discussion	0
	Module 3 - Sport Education Readings Responses	Discussion	0

Date	Name	Event Type	Points
	Module 3 - Sport Education Readings Responses	Discussion	0
	Module 3 - Tactical Games Readings Responses	Discussion	0
	Module 3 - Tactical Games Readings Responses	Discussion	0
	Module 3: Activity-Based Education Responses	Discussion	0
	Module 3: Activity-Based Education Responses	Discussion	0
	Module 3: Activity-Based Yearly Plans	Discussion	0
	Module 3: Activity-Based Yearly Plans	Discussion	0
	Module 3: Adventure Education RRR Posts	Discussion	0
	Module 3: Adventure Education RRR Posts	Discussion	0
	Module 3: Developmental; Humanistic and Social Development report cards	Discussion	0

Date	Name	Event Type	Points
	Module 3: Developmental; Humanistic and Social Development report cards	Discussion	0
	Module 3: Movement analysis unit	Discussion	0
	Module 3: Movement analysis unit	Discussion	0
	Module 3: Sport Education Unit	Discussion	0
	Module 3: Sport Education Unit	Discussion	0
	Module 3: Tactical games (TGFU) unit	Discussion	0
	Module 3: Tactical games (TGFU) unit	Discussion	0
	Module 3: Yearly Fitness Education Programs	Discussion	0
	Module 3: Yearly Fitness Education Programs	Discussion	0
	Module 4: Curriculum Process Narratives	Discussion	0
	Module 4: Curriculum Process Narratives	Discussion	0
	Module 5	Discussion	0
	Module 5	Discussion	0

Date	Name	Event Type	Points
	Module 6	Discussion	0
	Module 6	Discussion	0
	Module 6: Activity 2 Goals & Objectives	Discussion	0
	Module 6: Activity 2 Goals & Objectives	Discussion	0
	Module 6: Activity 3, Student Performance Objectives	Discussion	0
	Module 6: Activity 3, Student Performance Objectives	Discussion	0
	Module 6: Activity 4, Ranking Goals & Objectives	Discussion	0
	Module 6: Activity 4, Ranking Goals & Objectives	Discussion	0
	Module 6: Activity 5, K-12 Physical Education	Discussion	0
	Module 6: Activity 5, K-12 Physical Education	Discussion	0
	Module 6: Activity 6, Mastery Times	Discussion	0
	Module 6: Activity 6, Mastery Times	Discussion	0

Date	Name	Event Type	Points
	Module 6: Activity 7, Calculating Content	Discussion	0
	Module 6: Activity 7, Calculating Content	Discussion	0
	Module 6: Activity 8, Sequencing Content	Discussion	0
	Module 6: Activity 8, Sequencing Content	Discussion	0
	Module 6: My Sport Skill Area	Discussion	0
	Module 6: My Sport Skill Area	Discussion	0
	Module 7: Assessment	Discussion	0
	Module 7: Assessment	Discussion	0
	Module 7: Assessment Narratives	Discussion	0
	Module 7: Assessment Narratives	Discussion	0
	Module 8: Activity 1, Management System	Discussion	0
	Module 8: Activity 1, Management System	Discussion	0
	Module 8: Activity 2, Learning Experiences	Discussion	0

Date	Name	Event Type	Points
	Module 8: Activity 2, Learning Experiences	Discussion	0
	Module 8: Activity 3, Task Sequence	Discussion	0
	Module 8: Activity 3, Task Sequence	Discussion	0
	Module 9: Activity 1, Content Interaction Forms	Discussion	0
	Module 9: Activity 1, Content Interaction Forms	Discussion	0
	Module 9: Activity 1, Learning Experiences	Discussion	0
	Module 9: Activity 1, Learning Experiences	Discussion	0
	Physical Education Curriculum and Physical Activity Policies	Discussion	0
1/19	Autobiography	Discussion	5
1/19	Mod 1 - Educational Philosophy	Assignment	15
1/19	Mod 1 - Top 5 Influences	Assignment	5
1/19	Top 5 Influences in PE Curricula	Discussion	15

Date	Name	Event Type	Points
1/26	Mod 2 - State Standards Comparisons	Assignment	10
1/26	Physical Activity Policies	Discussion	10
2/2	Activity-Bases Approach Discussion	Discussion	10
2/2	Mod 3 - Activity-Based Education Readings Response	Assignment	10
2/2	Mod 3 - Movement Education Unit Plan	Assignment	25
2/2	Movement Principles Discussion	Discussion	10
2/9	Fitness Education Discussion	Discussion	10
2/9	Mod 3 - Fitness Education Readings Response	Assignment	10
2/9	Mod 3 - Humanistic/Social Development Report Card	Assignment	25
2/16	Mod 3 - Sport Education Readings Response	Assignment	10
2/16	Mod 3 - Sport Education Season	Assignment	25

Date	Name	Event Type	Points
2/16	Sports Education Discussion	Discussion	10
2/23	Mod 3 - Tactical Games Unit	Assignment	25
3/1	Mod 3 - Adventure or Outdoor Education Unit	Assignment	25
3/8	Mod 4 - Curriculum Process Narratives	Assignment	15
3/22	Mod 5 - Curriculum Philosophy & Worksheet Paper	Assignment	20
3/22	Mod 5 - Post-VOI Essay (Reconciling VOI Values & Philosophy)	Assignment	10
3/22	Mod 5 - VOI Ratings	Assignment	10
3/29	Mod 6 - Sport & Specific Skill Choice	Assignment	5
3/29	Mod 6 - Sport Specific Goals and Objectives	Assignment	10
3/29	Mod 6 - Student Performance Objective	Assignment	10
4/5	Mod 6 - Calculating Total Content Amount per Year	Assignment	5

Date	Name	Event Type	Points
4/5	Mod 6 - Mastering Content Times	Assignment	10
4/5	Mod 6 - Ranking Sport Goals and Objectives	Assignment	10
4/5	Mod 6 - Sequencing Content by Grade Levels	Assignment	5
4/12	Mod 7 - Creating an Assessment	Assignment	15
4/19	Mod 8 - Learning Experience Sequence	Assignment	15
4/19	Mod 8 - Management System Design	Assignment	15
4/19	Mod 9 - Learning Experiences	Assignment	10
4/26	Mod 10 - Student Learning Format / Task Card	Assignment	10
4/26	Mod 10 - Teaching Template	Assignment	15
5/3	Mod 11 - Class Performance Score Sheet	Assignment	10
5/3	Mod 11 - End-of-Year Report	Assignment	20
5/8	Mod 12 - Final Paper	Assignment	50

Sample Syllabus