Term Information

Effective Term: Spring 2015
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
A change to Prerequisite. please see below

What is the rationale for the proposed change(s)?
Allow PETE strand, PAS strand, coaching minor, and physical activity specialist minor students to take the course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Allow PETE strand, PAS strand, coaching minor, and physical activity specialist minor students to take the course to fulfill their degree requirement.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Kinesiology:Physical Education
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 3305
Course Title: Teaching Court Games
Transcript Abbreviation: Tch Court Games
Course Description: Prepares students to teach court games in educational settings.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Laboratory
Grade Roster Component: Laboratory
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions
**COURSE CHANGE REQUEST**

3305 - Status: PENDING

Last Updated: Odum, Sarah A.
09/04/2014

### Prerequisites/Corequisites
Admission into PETE strand, PAS strand, coaching minor, and physical activity specialist minor.

### Previous Value
Prereq: Admission into Physical Education Teacher Education major strand.

### Exclusions
Not open to students with credit for EduPAES 305.

### Cross-Listings

### Subject/CIP Code

<table>
<thead>
<tr>
<th>Subject/CIP Code</th>
<th>Subsidy Level</th>
<th>Intended Rank</th>
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</thead>
<tbody>
<tr>
<td>13.1314</td>
<td>Baccalaureate Course</td>
<td>Junior, Senior</td>
</tr>
</tbody>
</table>

### Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

### Course Details

#### Course goals or learning objectives/outcomes
• 2. Demonstrate their ability to perform various techniques and tactics as evidenced during practice and training sessions

#### Previous Value
• Teaching progressions
• Instructional techniques for court games
• Sport education in court sport.
• Building teamwork.

### Content Topic List
- Teaching progressions
- Instructional techniques for court games
- Sport education in court sport.
- Building teamwork.

### Attachments
- KNPE 3305 Syllabus.docx
  (Syllabus. Owner: Li, Weidong)

### Comments

### Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Ronis, Jason Chadwick</td>
<td>08/05/2014 03:11 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Maresh, Carl Mark</td>
<td>08/05/2014 03:22 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
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<td>Achterberg, Cheryl L Wannick, Bryan R. Zircher, Andrew Paul Odum, Sarah A.</td>
<td>08/05/2014 03:22 PM</td>
<td>College Approval</td>
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KNPE 3305
COURT SPORTS (Volleyball)
Autumn 2013

Instructor: Harry Lehwald, Ed.D.
Office: A274 PAES Building
Mailbox: A225 PE Building (Lehwald)
Office Hours: By Appointment
Email: lehwald.3@osu.edu

Class location: RPAC B225 Gym (Monday, Wednesday and Friday)/PAES 143
Meeting Time: 1:50 p.m. – 2:45 p.m.

The Mission of the College of Education
The mission of the College of Education of The Ohio State University is to build upon a tradition of excellence in promoting outstanding teaching, research, and outreach engagement that impacts and influences our global society in meaningful ways.

Mission of the Educator Preparation Unit at The Ohio State University:
The mission of the educator preparation unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing Teacher Candidate learning across all P - 12 school age and demographic groups.

Course Description:
The purpose of the course is the acquisition and the demonstration of pedagogical content knowledge and skills related to court sports. The purpose is also to provide the opportunity for participants to demonstrate a degree of performance proficiency in basketball and volleyball and acquire an understanding of the rules, traditions, values, performance standards and specialized content knowledge at various levels of participation.

Rationale:
The Sport and Leisure Studies program offers the opportunity to earn a license to teach P-12 physical education in the State of Ohio. A requirement for licensure is to demonstrate competency relative to both content and pedagogy applied to Teacher Candidate’s in P-12 physical education contexts. The purpose of this course is to introduce physical education content and pedagogical teaching strategies.

Relationship to Other Course / Curricula:
To acquire the knowledge, skills, and dispositions as they pertain to part of a lock-step sequence of courses offered for prospective physical education students in the Sport and Leisure Studies Program in the School of PAES. This course is part of the 3300 level series, the sport performance strand.
The Pedagogy:
Prospective teacher candidates will experience an array of pedagogical strategies; in particular, the implementation of the Sport Education Model, peer coaching, and the opportunity to analyze basketball and volleyball techniques and tactics and teaching progressions.

Course Objectives:
Following completion of the course, students will be able to:

1. Demonstrate their knowledge of rules, techniques, strategies and tactics in basketball by passing written quizzes, Peer teaching (Coaching), and performance analysis.

2. Demonstrate their ability to perform various techniques and tactics as evidenced during practice and training sessions.

3. Demonstrate their ability to successfully work as a team by completing the duties assigned within the Sport Education Model as evidenced by assessments.

4. Demonstrate their ability to integrate the material presented during the quarter as evidenced by their prescription of appropriate progression drills to improve techniques and tactics of the player.

Relationship to NASPE National Standards for Teacher Candidate Performance in Physical Education to Course Assignments and Content:
Teacher Candidates in this class will demonstrate beginning levels of performance in the following standards. The table on the next page identifies the NASPE content standards and the way in which performance to this standard is measured.

<table>
<thead>
<tr>
<th>NASPE Content Standard</th>
<th>Description of NASPE Content Standard</th>
<th>Course Objectives</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.</td>
<td>1, 2, 4</td>
<td>Performance Analysis Peer Coaching Quizzes Final Discrimination</td>
</tr>
</tbody>
</table>

Each student in this class will demonstrate beginning levels of performance in the following standards. The table below identifies the NASPE content standard and the way in which it is aligned with the course objectives and assessments.
<table>
<thead>
<tr>
<th>1.2</th>
<th>Demonstrate competent motor skill performance in a variety of physical activities.</th>
<th>2,4</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td>Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.</td>
<td>1, 2, 3, 4</td>
<td>Team Roles, Performance Analysis, Quizzes, Final Discrimination</td>
</tr>
<tr>
<td>7.1</td>
<td>Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.</td>
<td>1, 4</td>
<td>Final Discrimination</td>
</tr>
<tr>
<td>7.3</td>
<td>Interpret and use learning and performance data to make informed curricular and/or instructional decisions.</td>
<td>1, 2, 3, 4</td>
<td>Team Roles, Performance Analysis, Quizzes, Final Discrimination</td>
</tr>
<tr>
<td>9.3</td>
<td>Use technologies to communicate, network, locate resources, and enhance continuing professional development</td>
<td>1, 3, 4</td>
<td>Team Roles, Performance Analysis</td>
</tr>
</tbody>
</table>

The Assessments: The final course points will be a combination of points/percentages awarded in basketball and volleyball combined. Below are the points and their percentages awarded for basketball:
Prospective teacher candidates will demonstrate learning of the course objectives through the following assessments:

<table>
<thead>
<tr>
<th><em>Assessments</em></th>
<th><em>Course Objectives</em></th>
<th><em>Percentage</em></th>
<th><em>Points</em></th>
<th><em>Your points</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Ed Roles</td>
<td>3</td>
<td>15</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Teaching Sessions</td>
<td>1, 4</td>
<td>30</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>1, 2, 3</td>
<td>10</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Content Quizzes</td>
<td>1</td>
<td>30</td>
<td>≈100</td>
<td></td>
</tr>
<tr>
<td>Critical Element Sheets</td>
<td>1, 4</td>
<td>10</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Activity Check</td>
<td>1</td>
<td>5</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

Total 100 ≈337

*Assessments are subject to change. Points will be adjusted accordingly.
I. Sport Education Team Roles  (12 sessions at 4 pts. each = 48 pts for 15%)
Class will be organized around the Sport Education Curriculum model that encourages participants to manage their own sport experience while learning the skills, strategies, rituals, and conventions of the specific sport. As such, each student will have specific responsibilities to meet throughout the quarter based upon their role on the team. The student will be assessed individually based on his/her ability to fulfill the following responsibilities (see rubric for point allotment):

The specific responsibilities required of each individual are included below. Please read these carefully in order that you understand the responsibilities that will be required. The course instructor will be available to work with each role to assist them in performing their duties appropriately.

1. Teacher: Serve as the lead instructor for the task being taught to the entire class (all teams); will introduce the task, demonstrate it, and provide feedback and error correction to all students and coordinate with the each team’s coach throughout the learning experience.

2. Captain/ Coach: Serve as a leader and role model for the team during the tasks; maintaining appropriate safety behaviors, keeping team on-task, helping rotation during coaching days, filling in for absent students. Captains will also provide leadership coordinating basketball games.

3. Equipment Manager: In charge of making sure all equipment is set-up prior to the start of class and placed away at the end of class. These students should be able to come to class a few minutes prior to the start and stay a few minutes after class to be able to fulfill this responsibility.

4. Trainers: Trainers will be responsible for daily warm-up tasks, stretching and flexibility workouts designed to warm-up the body for the designated workout.

5. Record Keepers: These individuals will be responsible for maintaining a record sheet for their team, which reflects each individual’s best effort to date. Records for each team must show all basketball games and performances by each team member throughout the quarter. In this way, students will be able to clearly see their improvements in each event.

6. Student Feedback: This student will complete a feedback form on Carmen for each of the teachers (3) after class. This feedback will provide help in identifying areas or strength and needs for improvement.

Referee (T.B.D.): All students will be responsible for sharing rules and officiating procedures with their team and the rest of the class. The whole class will also be responsible for organizing and games/practice sessions throughout the quarter.

Please note that the overall experience of your entire team will be directly related to the quality of the work that you do in your particular role, both on a daily basis, and during the competitions your team will be required to organize during the course.

II. Performance  (12 lessons at 3 pts. per lesson = 36pts. for 10%)
In the spirit of the Sport Education curricular model, you will be expected to work together as a
team. As a team, you will work together to develop a **team name and cheer you will use each
day** we are on the court. You can receive a possible 3 points each day we are on the court (in
addition to your sport ed. role points). These points will go toward your individual scores in the
class for the team roles section. If you are not **present one day** (including excused absences),
you cannot receive these points. These **3 points are allocated toward being a team member;**
you will receive the **points for participating in team activities, being a good team member and
demonstrating sportsmanship, and for being on-task during the lesson and games.** You are
**encouraged** to remind your teammates to **behave appropriately** each day we are in class. If
you are **late to class** (i.e. arrive after the instructor starts teaching or warm up has started), you
**will lose performance points for each tardy and could drop a letter grade for excessive
tardies.**

### III. Teaching Sessions (Self Coaching Evaluation 2 x 30 pts.; Video Assessment 10 x 2 = 20
pts. for a total of 80 points for 30%)
The teacher will lead practice sessions, take team through tasks, ability to discriminate errors in
performance of technique and tactic and prescribe possible ways to correct errors. You will be a
teacher two times in the unit.

Each student will teach **two** times at **30 points** per teaching session.
Video Assessment during teaching sessions **two** times at **10 points** per teaching session.

**Role of the teacher:** (80 pts.) As the teacher, you are to take on the responsibilities of
introducing the task you are to teach (come prepared to teach any of the 3 tasks assigned for that
day), working with the team coaches to keep teams on task and making error corrections for both
the team and individuals. It is your responsibility to **KNOW the skills and tasks being taught**
and to be able to detect and correct errors when you see them in your students’ performances as
well as actually be able to correct errors during performance. During the lesson, as the teacher,
you will be assessed on your understanding and teaching of the tasks, your ability to see when
your students are struggling or are not performing the skill or tactic correctly and on your ability
to modify the task(s) on the lesson plan as needed to fit the needs and abilities of your
teammates. Similarly, if the task is too easy, you should also be able to **extend the task** to make it
more difficult and challenging for your teammates if needed. During the team practice times, the
instructor will be assessing you in these areas each time you teach. You must pay attention to
your students and how they perform each activity because the instructor may or may not inform
you of when you are being assessed throughout the team practice portion of the class. (60 pts.)
**Special Note:** If you find that you are not proficient in performance or teaching of any of these
skills, it may be necessary for you to practice or study outside of class to gain a minimal level of
proficiency in these areas.

Another portion of your role as the teacher/coach is the development of a **modified lesson plan**
each day you are teaching that include all of the tasks assigned for that day’s teaching. This
modified lesson plan will consist of the equipment needed, the critical elements to be taught,
rules embedded into the lesson, the arrangement of the students in the task and the script.
**Scripting** refers to writing out what will be told to the students during the lesson. A format will
be provided for you to complete your modified lesson plan and the plan will be assessed as part of your teaching evaluation.

**Video Assessment**: (20 pts.) A video of your teaching will be made each time you teach. Critically evaluate the video of the task based on a rubric of predetermined criteria and provide at least three areas of strengths and areas of improvement based on your assessment of the lesson.

**IV. Content Quizzes (pts to be determined for 30%)**
Quizzes are intended to provide the students the opportunities to demonstrate their knowledge of technique and tactics, major performance errors, skill progressions, rules, and scoring of basketball as addressed in class. Quiz content will be drawn from all materials presented in textbooks and lab sessions as well as discussions, comments, and tasks presented during the activity lessons, and each quiz will be cumulative covering information from previous class sessions. Students will have some quizzes that will consist of 20-30 multiple choice questions which you will answer on-line, and some in class short answer questions which will be given to you during the team closure time. *Note that if you are absent for a quiz (excused OR unexcused) you cannot take this quiz.*

**Tentative Quiz dates**: See handout

**V. Critical Element Sheets (32 pts for 10%)**
Each team will be required to produce a critical element sheet for each skill taught within the unit. Each team member will be responsible for one skill and will complete a critical element sheet for skill assigned to that student. Each sheet will be worth 4 points and individuals will earn the points they are awarded on their own sheet (up to 4) as well as the combined total of points that the team earns (up to 28) for a total of 32 points.

**VII. Activity Checks (1 pt each task = 38 pts for 5%)**
This will be discussed further in class.

**Final Grade for the Course:**
Prospective teacher candidates are advised to study the evaluation and grading procedures for this course carefully. The final score in the course will result for the combined points/percentages from both course activities. Scoring tables allow for maximum points for maximum performance. Students are encouraged to arrange for additional practice outside of class, as significant improvement will not occur otherwise.

Following is the grading scale to be used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 %</td>
</tr>
<tr>
<td>B+</td>
<td>86 – 89 %</td>
</tr>
<tr>
<td>B</td>
<td>83 – 85 %</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 %</td>
</tr>
<tr>
<td>C+</td>
<td>76 – 79 %</td>
</tr>
<tr>
<td>C</td>
<td>73 – 75 %</td>
</tr>
<tr>
<td>C-</td>
<td>69 – 72 %</td>
</tr>
<tr>
<td>D+</td>
<td>66 – 68 %</td>
</tr>
<tr>
<td>D</td>
<td>63 – 65 %</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62 %</td>
</tr>
<tr>
<td>E</td>
<td>59 % or below</td>
</tr>
</tbody>
</table>
The Instructional Materials


Recommended Websites

**Basketball Links:**
http://www.nba.com/analysis/rules_index.html

**Technology:**
Prospective teacher candidates will utilize a number of different technologies during this course including: word processing, excel, PowerPoint, and Carmen. ISTE National Educational Technology Standards (NETS) I and V are demonstrated through activities in this course. Students may also use "Dartfish" a program for analyzing performances and assessing performances while watching games on video.

All course materials will be posted on Carmen (www.carmen.osu.edu). Please print the lesson tasks for each day and bring them to class. There will be notebook checks after each skill set is taught.

**Diversity:**
Individual sports content will be considered as it relates to diverse learners. Students will demonstrate knowledge and application of appropriate ways in which to work with diverse students: (a) students with disabilities, (b) students from diverse ethnic & cultural backgrounds, (c) students from different socio-economic backgrounds, (d) students of various skill levels, and, (e) students of different gender.

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Instructor Assistance:**
The instructor’s purpose is to help prospective teacher candidates fulfill the course objectives. Please allow the instructor to assist in any way possible. Contact him by e-mail at any point during the course of the quarter.
Statement of Student Rights:
Any prospective teacher candidate with a documented disability who may require special accommodations should self identify to the instructor in the first week of the quarter to receive effective and timely accommodations. Individuals with a disability should work through the Office for Disability Services, 150 Pomerene Hall at 292-3307. I will be happy to work with any prospective teacher candidate needing special accommodations.

Professionalism Policy:

The term "professional" is an honorific in our society, and denotes occupations characterized by certain attributes. Chief among these are a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients. The knowledge base typically provides substantial, but not complete, guidance for professional practice. Professionals possess expert knowledge, but often confront unique, problematic situations that do not lend themselves to formulaic solutions. Professionals must cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty.

Professionals deal with urgent human problems: matters of life and death, justice, hope and opportunity. Essential to their work is the trust of clients. What warrants such trust is the obligation, upheld within the community of professionals, to pursue an ethic of service and to employ special knowledge and expertise in the interests of their clients.

These general observations apply to teaching, but with important distinctions. While teachers employ their knowledge and skill on students, they also strive to empower students to continue the quest for understanding, so that one day the pupil may surpass the instructor. In this regard, teaching is the most democratic of professions. It aims to place within the hands, head and hearts of students the means for them to teach themselves.

The ethical dimensions of teaching also distinguish it from other professions. Unique demands arise because the client's attendance is compulsory and, more importantly, because the clients are children. Thus, elementary, middle and high school teachers are obligated to meet a stringent ethical standard. Other ethical demands derive from the teacher's role as a model of an educated person. Teaching is a public activity; a teacher works daily in the gaze of his or her students, and the extended nature of their lives together in schools places special obligations on the teacher's behavior. Students learn early to read and draw lessons from their teachers' characters. Teachers, consequently, must conduct themselves in a manner students might emulate. Their failure to practice what they preach does not long elude students’, parents or peers. Practicing with this additional dimension in mind calls for a special alertness to the consequences of manner and behavior. Standards for professional teaching ought, therefore, to emphasize its ethical nature.

Physical Education Teacher Education Policy on Professionalism
All Teacher Candidate’s are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies.
What do we mean by the term professional conduct? Professional teachers:

- Demonstrate ethical behavior including academic honesty and confidentiality (e.g., FERPA).
- Work effectively with professional colleagues and other adults.
- Exhibits a positive attitude toward schools, teaching, students, and parents.
- Responds to frustration and stress appropriately.
- Consistent attendance and punctuality to school, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
- Dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.
- Is receptive and responsive to professional feedback incorporating suggestions into practice.

Examples of unprofessional conduct include but are not limited to:

- Lack of responsibility in fulfilling Teacher Candidate teaching requirements.
- Behaviors indicating an attitude of indifference or hostility.
- Inappropriate written or oral language which interferes with performance of teaching.
- Poor preparation skills such as providing no lesson plans, or poorly written lesson plans.
- Poor teaching skills such as inadequate classroom management and instruction.
- Poor interpersonal skills with school students, faculty, and/or staff.
- Violation of school policies, procedures, rules, regulations, or code of ethics
- Lack of appropriate professional attitudes or behaviors.

Teacher Candidates who display unprofessional behavior will have their grade reduced by one letter grade. However, if in the judgment of the Physical Education Teacher Education faculty the unprofessional conduct is severe the faculty will indicate to the instructor to provide a failing grade for the teaching and course experience.

Procedures:
When an unprofessional behavior occurs the instructor in the case of minor instances (e.g., initial instances of poorly written plans, or rudeness toward supervisors) will deal with the situation by meeting with the Teacher Candidate and discuss the issues involved, if the initial instance is of a very serious nature (e.g., public arguing with a mentor or being disrespectful) the instructor will reduce the grade of the Teacher Candidate by one letter grade (e.g., A to A-). In the case of a more severe instance or repeated instances the instructor will call a Physical Education Teacher Education faculty meeting with the Teacher Candidate. At such time the faculty will determine whether or not to recommend that the instructor submit a failing grade for the Teacher Candidate.

Dress:

Come dressed for physical activity for each class (shorts or warm up outfits, and appropriate shirts and shoes are required. Jeans and restrictive clothing are unacceptable and the teacher candidate will not be allowed to participate). Teacher candidates are expected to be prepared to actively participate in all class activities in the classroom and on the court. Please dress appropriately as you would in the teaching setting (no inappropriate slogans on t-shirts, ripped clothing, cut off t-shirts, hats in buildings/classrooms, or gum chewing. Also, if you are going to bring a water bottle please make sure it has a secured lid so we don’t have to worry about spills in the gymnasium).
Class Procedures and Requirements:

1. All assigned work (Lesson Plans, notebooks, etc.) is due on or before the due date. **ANY WORK TURNED IN AFTER THE DUE DATE WILL NOT BE ACCEPTED.** All work must be submitted on the assigned day at the start of class unless otherwise noted (even if you are unable to attend class, you must still send in your assignment with a classmate, **not via e-mail on the due date**). Written assignments that are submitted electronically via e-mail (unless specifically instructed to submit electronically) will be subjected to a 5 point deduction. Any assignment can be turned in before the due date. If a conflict (university event, etc) with a due date is known, the assignment must be turned in before the due date.

2. **Exams and quizzes will not be given at times other than those specified on the syllabus.** If a student is going to miss an exam and/or a quiz for any genuine reason (i.e. university accepted excuse), the course instructor must be notified immediately. Failure to inform the course instructor before the exam and/or quiz will limit the ability to reschedule the exam and/or quiz for such student. If a student has a conflict due to an excused absence, the exam and/or quiz must be taken before the test date. No make-ups for exams and/or quizzes will be provided for unexcused absences.

3. **Please turn off all cellular phones at the time class starts.** If there is a specific reason that you need to have your cell phone on please discuss this with me at the start of class.

**Academic Dishonesty:**
You are expected to behave in accordance with the Teacher Candidate Code while enrolled in this course. Examples of Teacher Candidate misconduct include, but are not limited to, use of unauthorized materials during testing; receiving/providing answers from/for others during testing; submitting written reflections for an observation that is not an accurate reflection of your observation or does not represent an observation you completed; claiming as your own, the written work of others; and plagiarizing from the literature without referencing. These are some examples of academic misconduct. University rules require that instructors report all instances of suspected academic misconduct to the University Committee on Academic Misconduct where allegations will be investigated.

**Attendance and Participation:**

- This is a participation-based class. Students are expected to **participate fully in every class. If students will be unable to participate, they must inform the instructor immediately and provide appropriate documentation.** It is expected that students will arrive on time and attend all sessions using the time allotted for improvement of technique and performance of various events.

- Additionally, **class begins on time** as scheduled; students are expected to be in the gym or on the court, dressed and ready to participate at the start of class (helpful hint: **15 minutes early is typically on time for those teaching**). Being present for class is important because many of our in-class activities begin at the start of class and they require your involvement as a member of a team. Being tardy (**after the official start**
time) to class will delay our start and/or make our in-class activities difficult to complete. If you arrive late to class you will not receive full credit for participation in class, i.e. you will be deducted one point on your first tardy and two for the second (and so on...) from the activity for the day (quiz, sport education team points, etc.). For every three tardies you acquire, you will drop a letter grade from your final grade (i.e. from A to A-). There is a maximum of 4 tardies after which students will be counted as absence for each subsequent tardy. **If you are late more than 15 minutes you will be counted absent for the day.**

- If you are absent from an in-class activity session (including excused absences) you will forfeit the points for that session since it is not possible to arrange make-up activities. However, absences due to illness or a death in the family will be accepted as excused absences, although you cannot make up the points you missed by not participating in class. Please contact the instructor PRIOR to your absence so arrangements can be made to cover your assigned tasks in your peer group. You must provide appropriate documentation (i.e., doctors’ certificate) upon your return to class.

- Please note that you can only have **two unexcused absences in this class; on your third absence (unexcused or excused) from class, you will fail the class.**