**WAYLAND BAPTIST UNIVERSITY**

**Plainview Campus**

**School of Education**

**Division of Exercise and Sport Science**

**2. Wayland Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**3. Course Name:**

EXSS 3331 Program Development for Elementary Health & Physical Education

**4. Term:**

 Summer VC 2020

**5. First and Last Name of Instructor:**

Ray Major

**6. Office Phone and Email:**

No Office #. Cell Phone 806 559-7646

 raymond.major@wayland.wbu.edu

**7. Office Hours**:

 No office hours. Please identify yourself if you do NOT reach me via phone/text.

**8. Class Meeting Time and Location:**

 Online - Blackboard

**9. Catalog Description:**

This course is designed to familiarize students with the methods, concepts, and program development for health and physical education curriculum in grades PK-6.

**10. Prerequisites**:

 EXSS 1301 Foundations of Physical Education and Recreation and junior standing or

 Permission of the instructor.

**11. Required Textbook and Resource Materials**:

 Beighle, A. & Pangrazi, R.P. (2016). *Dynamic Physical Education for Elementary*

 *School* Children*, (18th ed. Looseleaf).* San Francisco, CA-Pearson Education, Inc. ISBN-

 13: 978-0-13-470439-5

 TEKS – tea.texas.gov

**12. Optional Materials:**

* Resources available through WBU and Online libraries
* Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)
* Texas Test Preparation at texes.ets.org

**13. Course Outcome Competencies:**

1. Students will demonstrate an understanding of the health education standards for elementary students.
2. Students will demonstrate an understanding of the physical education standards for elementary students
3. Students will demonstrate how to apply the EC-6 Health TEKS in the classroom.
4. Students will demonstrate how to apply the EC-6 Physical Education TEKS in the classroom.
5. Students will demonstrate the ability to integrate the physical education, health, and other academic disciplines as part of a whole-child education.

EC-6 Physical Education Alignment

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

The beginning teacher has a basic knowledge of:

1.1k physiological and biomechanical principles in relation to rhythmic movement, sports activities, and dynamic fitness

1.2k movement patterns and forms and their components

1.3k movement concepts (e.g., space, direction, level) and principles (e.g., absorption of force)

1.4k activities that promote development of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills

1.5k the appropriate sequencing of motor skills acquisition based on characteristics of learners

1.6k how physical developmental changes influence motor skill acquisition and performance

1.7k key elements in combinations of locomotor skills, demonstrations of agility and balance, dance steps and sequences, and movement sequences that combine traveling, rolling, balancing, weight transfer, and smooth flowing sequences

1.8k key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike)

1.9k a variety of strategies and tactics designed to improve students’ performance, teamwork, and skill combinations in games and sports

The beginning teacher is able to:

1.1s apply physiological and biomechanical principles to movement and sports activities

1.2s use movement concepts and principles to develop students’ motor skills

1.3s demonstrate basic motor skills and movement patterns with competence

1.4s provide developmentally appropriate learning experiences that enhance students’ locomotor, nonlocomotor, body control, manipulative, and rhythmic skills

1.5s modify and adapt movement activities based on individual student needs

1.6s evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills (e.g., jumping, moving to a beat, selected folk dances)

1.7s demonstrate movement in time to complex rhythmetic patterns

1.8s apply all skills specified for teachers in grades EC–6 using content and contexts appropriate

1.9s modify activities, games, and sports to improve performance, combine skills, or practice specific sports skills in game-like situations

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

The beginning teacher has a basic knowledge of:

2.1k structures and functions of major body systems and how these systems work and adapt to physical activity

2.2k how various factors (e.g., rest; nutrition; tobacco, alcohol, and other drugs) affect physical performance and health

2.3k principles and benefits of warm-up and cool-down exercise procedures

2.4k key principles and concepts (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) and their significance in relation to physical activity, health, and fitness

2.5k the benefits of an active lifestyle

2.6k common skeletal problems and their effect on the body (spinal curvatures)

2.7k appropriate methods, including technological methods, for evaluating, monitoring, and improving fitness levels

The beginning teacher is able to:

2.1s implement activities that promote student awareness of fitness concepts

2.2s apply knowledge of anatomy, kinesiology, and physiological principles to design and modify activities that promote fitness

2.3s use procedures for proper warm-up and cool-down exercises

2.4s promote student understanding of how behavior choices affect personal health

2.5s model and explain strategies for maintaining good health behaviors

2.6s inform students and parents/caregivers about opportunities for physical activity in the school and community and the benefits of an active lifestyle

2.7s provide students with a variety of physical activities

2.8s apply information about body image to health decisions about lifelong fitness and nutrition

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

The beginning teacher has a basic knowledge of:

3.1k the importance of rules, discipline, procedures, problem solving, and etiquette in physical activities and games

3.2k appropriate skills and strategies for managing student behavior

3.3k responsible personal and social behaviors (e.g., self-control, cooperation, support of teammates) and ways to structure physical activities to develop such behaviors

3.4k personal and social benefits of participating in physical activities, games, dance, outdoor pursuits, and sports

3.5k theories of motivation and educational practices that prompt students to participate in physical activity

3.6k principles, benefits, and limitations of various class management strategies in physical activity settings

3.7k factors that promote intrinsic motivation and strategies for helping students become self-motivated

3.8k how to organize and manage heterogeneous physical education classes to promote positive interactions with or without partners and active engagement in learning for all students

The beginning teacher is able to:

3.1s use instructional techniques that promote student understanding and application of rules, procedures, etiquette, and fair play in games and activities

3.2s model and teach appropriate skills and strategies for maintaining responsible behavior and resolving conflicts

3.3s teach students to use positive social behaviors (e.g., turn taking, treating opponents with respect and courtesy) in games and activities

3.4s motivate students to support and participate in physical activities in school and community settings

3.5s organize, allocate, and manage resources in the learning environment (e.g., time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences and to minimize management time

3.6s use effective techniques and monitoring strategies to promote on-task behavior

3.7s use effective strategies for handling logistics related both to activity organization and scheduling and to the availability and use of facilities, supplies, equipment, staff, and other resources

3.8s modify games and activities to meet student needs

3.9s promote student understanding and acceptance of the roles and decisions of game officials

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

The beginning teacher has a basic knowledge of:

4.1k characteristics and processes of physical, cognitive, social, and emotional development in children and their influence on learning

4.2k the psychology of learning, including how students learn, construct knowledge, and acquire and retain skills

4.3k typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development

4.4k strategies that students with diverse strengths and needs can use to develop content-area vocabulary and to determine word meaning in content-related texts

4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts

The beginning teacher is able to:

4.1s analyze how developmental factors affect learning and consider these factors when making instructional decisions

4.2s assess developmental needs in all domains (i.e., physical, cognitive, social, emotional) in order to design and adapt instruction

4.3s recognize individual differences in growth and development and apply modified instruction

4.4s use contemporary physical education models and best practice guidelines to plan and implement learning opportunities that are appropriate to students’ developmental needs and characteristics

4.5s teach students to reflect on prior knowledge, experiences, and skills and prompt them to assume responsibility for their own learning

4.6s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts

4.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies and how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries

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

The beginning teacher has a basic knowledge of:

5.1k differences in approaches to learning and physical performance, as well as instruction that use students’ strengths as the basis for growth

5.2k areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning

5.3k that all students can develop motor skills successfully and enjoy physical activity

The beginning teacher is able to:

5.1s select and implement developmentally appropriate instruction that is responsive to students’ individual needs

5.2s use appropriate strategies, services, and resources to address diverse learning needs

5.3s create and modify games and activities to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity

***Standard VI.*** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

The beginning teacher has a basic knowledge of:

6.1k short- and long-term instructional goals, including goals based upon the Texas Essential Knowledge and Skills (TEKS), for diverse students at different grade levels

6.2k various instructional resources, program models, instructional strategies, and technologies relevant to physical education

6.3k principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives

6.4k strategies for integrating physical education concepts across the curriculum

6.5k principles and techniques for providing appropriate verbal and nonverbal teaching cues in physical education

6.6k how to provide positive, appropriate feedback to students in physical education settings

6.7k communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity

6.8k the role of computers and other technologies in communicating, networking, and fostering inquiry about topics related to physical education

The beginning teacher is able to:

6.1s design and implement appropriate instruction that is based upon the Texas Essential Knowledge and Skills (TEKS)

6.2s design and implement appropriate instruction that is safe, achieves goals, and ensures student progress, motivation, and safety

6.3s utilize appropriate teaching resources and curriculum materials for various purposes and objectives

6.4s utilize appropriate instructional strategies based on students’ developmental levels, learning needs, and program goals

6.5s use demonstrations and explanations to link physical education concepts to students’ experiences

6.6s use and adapt activities, equipment, and movement space according to the ages, learning styles, strengths, and experience levels of students

6.7s incorporate interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple areas

6.8s use appropriate verbal and nonverbal cues to promote student learning in physical activity contexts

6.9s apply principles of communication to help students improve movement and sports skills

6.10s communicate to students the importance of physical activity, health, and fitness

6.11s publicize opportunities for physical activity in the school and community

6.12s evaluate and use various types of technologies (e.g., Internet, computer databases, videos) to communicate, network, and conduct research related to physical education

***Standard VII.*** The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

The beginning teacher has a basic knowledge of:

7.1k formal and informal assessment methods and their characteristics, advantages, limitations, and applications in physical education contexts

7.2k characteristics and appropriate uses of criterion-referenced and norm-referenced assessments

7.3k procedures for constructing, adapting, and implementing assessments for various purposes and situations in physical education

7.4k how technology can be used to analyze student progress, fitness, and performance

The beginning teacher is able to:

7.1s utilize appropriate formal and informal assessment methods

7.2s use assessment data to make instructional decisions, monitor student progress, and motivate and promote student learning in physical education

7.3s interpret student performance and fitness data to analyze progress, provide feedback about strengths and areas needing improvement, and recommend prescriptive exercise

7.4s interpret assessment results and communicate results to students and parents/caregivers with sensitivity

7.5s use available technology to analyze student progress, fitness, and performance

***Standard VIII.*** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

The beginning teacher has a basic knowledge of:

8.1k the purposes of self-reflection (e.g., developing and refining practices, self-assessment, problem solving) and techniques for effective self-reflection

8.2k resources for professional development in physical education (e.g., journals, professional associations, conferences, Internet)

8.3k the basic characteristics of a physical education program, as well as important state and national initiatives (e.g., Surgeon General’s report on physical activity and health) and their influence on physical education content and practices

8.4k philosophies, trends, and issues in physical education and their effect on the goals, scope, and components of physical education programs

The beginning teacher is able to:

8.1s evaluate the effectiveness of program design for developing physically educated students

8.2s adapt or modify physical education practices or programs based on reflection, assessment data, observation of students, and program evaluation results

8.3s utilize professional literature, colleagues, and other resources to develop as a learner and a teacher

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

The beginning teacher has a basic knowledge of:

9.1k the goals, purposes, and standards of the physical education program

9.2k school and community resources that can aid in the development of the physical education program

9.3k methods and procedures for establishing and maintaining positive relations with families and community members (e.g., showing sensitivity to cultural differences, motivating the community to support physical activity and education)

9.4k the influence of non-school factors (e.g., family circumstances, community settings, health and economic conditions) on learning and engagement in physical activity

The beginning teacher is able to:

9.1s advocate for physical education and physical activity opportunities in the school and community

9.2s communicate the goals and objectives of the physical education program to parents/caregivers, colleagues, and community members

9.3s consult and collaborate with teachers and colleagues (including, special education professionals, administrators, aides, counselors and other professionals in community agencies) to meet student needs in the physical education program

9.4s use community resources to enhance physical activity opportunities

9.5s apply principles and procedures for consulting and collaborating with teachers, special education professionals, administrators, aides, and other colleagues to support students’ learning and well-being

9.6s establish productive partnerships with parents/caregivers to support students’ growth and well-being

9.7s respond sensitively to signs of student distress and seek help as needed and appropriate

9.8s participate in collegial activities to make the school a productive learning environment

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

The beginning teacher has a basic knowledge of:

10.1k the legal and ethical responsibilities of a physical education teacher (e.g., in relation to confidentiality, proper supervision, standard of care)

10.2k legal guidelines regarding student rights and teacher responsibilities (e.g., in relation to equity, inclusion, privacy, suspected child abuse)

10.3k the inherent risks and potential liabilities associated with participation in physical activities and the methods for minimizing risk and liability

10.4k safety issues and procedures for physical education instruction

10.5k risk-management plans

10.6k injury prevention, care, and management techniques

The beginning teacher is able to:

10.1s maintain appropriate records (e.g., injury reports, emergency plans, safety rules)

10.2s routinely inspect facilities and equipment and report potential safety hazards prior to use

10.3s inform students, parents/caregivers, and paraprofessionals of the risks associated with physical activities and sports

10.4s organize students in games and sports appropriately, according to characteristics such as age, maturity, physical size, and levels of skill and experience

10.5s prepare activities appropriately and monitor them to minimize risk

10.6s consult appropriate sources regarding legal responsibilities and risk-management issues and utilize appropriate professional development opportunities

10.7s demonstrate competence in prevention techniques, first aid, CPR, and emergency procedures

EC-6 Health Alignment

***Standard I.*** The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

The beginning teacher has a basic knowledge of:

1.1k health-related behaviors and how they promote or compromise health

1.2k types of foods and nutrients, principles of nutrition, and how to apply principles of nutrition to ensure a balanced diet

1.3k types and characteristics of tobacco, alcohol, other drugs, and herbal supplements, and laws related to these substances

1.4k the structure and function of body systems and the roles of body systems in maintaining health

1.5k components of fitness and how to maintain and improve fitness

1.6k skills for building and maintaining healthy interpersonal relationships (e.g., using listening skills, resolving conflict, communicating effectively)

1.7k causes, effects, and types of abuse and violence and ways to prevent and seek help in dealing with situations involving abuse and violence

1.8k all content specified for teachers in grades EC–6

1.9k the relationships among body systems, factors that influence the functioning of body systems, and how to maintain the healthy status of body systems

1.10k stages of human growth and development, including physical and emotional changes that occur during adolescence

1.11k how to implement effective strategies for mediating and for resolving conflict

1.12k strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect)

1.13k types and symptoms of eating disorders

1.14k how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy)

1.15k health-care responses to early detection and warning signs of illness, internal injury, or threat to safety

1.16k how to develop and use educational-safety models at home, at school, and in the community

1.17k sources of health information and ways to access and use health information

1.18k the influence of various factors (e.g., media, technology, relationships, environment) on individual, family, and community health

1.19k the roles of health-care professionals and the benefits of health maintenance activities (e.g., regular medical and dental checkups)

1.20k the causes of stress, effects of stress on individual and family health, and techniques for reducing the effects of negative stressors

1.21k types of illness and disease (as addressed by the TEKS), their causes and transmission mechanisms, the body’s defense system, and ways to prevent disease and speed recovery from illness

1.22k hazards in the environment that affect health and safety

1.23k strategies for solving community health problems (e.g., environmental problems, violence prevention)

The beginning teacher is able to:

1.1s analyze ways to reduce health risks through behavior and to enhance and maintain health throughout the life span

1.2s relate safe, unsafe, and/or harmful behaviors to positive and negative health-related consequences throughout the life span

1.3s analyze how personal health decisions and behaviors affect body systems and health

1.4s apply principles and procedures related to safety, accident prevention, and response to emergencies

1.5s apply critical-thinking, goal-setting, problem-solving, and decision-making skills related to health in both personal and interpersonal contexts

1.6s apply strategies that demonstrate consideration and respect for self, family, friends, and others (e.g., expressing needs, wants, and emotions appropriately; practicing self-control)

1.7s model and demonstrate how to avoid unsafe situations by resolving conflicts and using refusal skills

1.8s apply all skills specified for teachers in grades EC–6, using content and contexts appropriately

1.9s analyze causes and effects of the use, misuse, and abuse of tobacco, alcohol, and other drugs

1.10s analyze strategies for avoiding or responding to drugs, violence, gangs, weapons, and other harmful situations

1.11s develop home safety and emergency response plans

1.12s analyze the consequences of sexual activity and the benefits of abstinence

1.13s evaluate the role of assertiveness, refusal skills, and peer pressure in decision making and problem solving

1.14s evaluate skills and strategies for coping with problems and stress

1.15s analyze characteristics of healthy and unhealthy interpersonal relationships and the skills necessary for building and maintaining healthy relationships

1.16s promote student participation in school-based and community efforts to address health-risk behaviors

1.17s use health information to help make decisions and to improve behavior

1.18s analyze the influence of media and technology on health behaviors

1.19s apply skills and strategies for evaluating and selecting health-care products and services

1.20s apply skills and strategies for making healthy food choices (e.g., analyzing food labels, using food guide pyramid)

1.21s analyze the relationships among individual, family, and community health

1.22s analyze the role of peers in influencing personal health behaviors

1.23s analyze strategies for protecting the environment and the effects of environmental factors on health

1.24s analyze the relationship between learning and a safe school environment

1.25s analyze how health-care and health-related products have been improved by scientific advances and technology

1.26s analyze interrelationships between physical, mental, and social health

1.27s formulate strategies for combating environmental factors that may have a detrimental effect on community health

***Standard II.*** The health teacher communicates concepts and purposes of health education.

The beginning teacher has a basic knowledge of:

2.1k effective uses of communication in health-related contexts

2.2k a coordinated school health model and its application within the school setting

2.3k the major content areas of health instruction (i.e., community health, consumer health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, prevention and control of disease, and substance use and abuse)

2.4k the role of knowledge, skills, and attitudes in shaping patterns of health behavior

2.5k the role of the teacher within a coordinated school health education program

2.6k the kinds of support needed by the teacher from administrators and others to implement a coordinated school health program

2.7k the importance of modeling positive health behaviors

The beginning teacher is able to:

2.1s communicate the importance of health education to students, parents/caregivers, and the community

2.2s analyze the interdependence of health education and the other components of a coordinated school health program

2.3s model positive health behaviors for students

2.4s participate in continuing education programs in health education for teachers

***Standard III.*** The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

The beginning teacher has a basic knowledge of:

3.1k factors and procedures involved in planning school health instruction, taking into consideration local needs and interests

3.2k purposes and components of a scope and sequence plan for school health instruction

3.3k how to adapt existing health education curricular models to student and local community needs and interests

3.4k a variety of strategies to facilitate implementation and integration of school health education curriculum

3.5k how to incorporate appropriate resources and materials in school health instruction

3.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts

3.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary

3.8k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts

3.9k effective ways to involve parents/caregivers, administrators, and other interested citizens in implementing a coordinated school health program

3.10k appropriate strategies for dealing with sensitive health issues

3.11k the role of local health advisory councils in the implementation of health education, including the role of a health education advisory council as mandated by the Texas Education Code

The beginning teacher is able to:

3.1s plan school health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of students

3.2s implement an age-appropriate health education program

3.3s provide a health education curriculum that includes the health content areas

3.4s develop and utilize strategies for effectively implementing and integrating a school health education curriculum

3.5s integrate a health education curriculum into other content areas (e.g., language arts, math, science, social studies)

3.6s select accurate and age-appropriate sources of information about health

3.7s help students to develop skills related to health maintenance and to apply knowledge of health to their daily lives

3.8s incorporate topics introduced by students to support the health education curriculum

3.9s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts

3.10s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies

3.11s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries

3.12s utilize school and community resources to support a coordinated school health program

3.13s involve parents/caregivers in the teaching/learning process

3.14s apply procedures that are compatible with school policy for implementing curricula containing sensitive health topics

3.15s serve as a resource person to students regarding their healthy development

3.16s apply first aid procedures

***Standard IV.*** The health teacher evaluates the effects of school health instruction.

The beginning teacher has a basic knowledge of:

4.1k various criteria and methods for evaluating student learning about health

4.2k how to collect, analyze, interpret, and present evaluation data

The beginning teacher is able to:

4.1s select appropriate methods for evaluating instructional effects

4.2s interpret and apply student evaluation results to improve health instruction

**14. Attendance Requirements:**

 Regular attendance and participation is expected. Any student who misses twenty–five (25%) or more of the regularly scheduled class meetings will receive a grade of **F** for the course.

 **Therefore,** if you are absent (you have not logged in and not completed any assignments 3 or more weeks when assignments are assigned you will receive a grade of **F** for the course).

**15. Plagiarism and Academic Dishonesty:**

ACADEMIC HONESTY:

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

Plagiarism

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.”

<http://catalog.wbu.edu/content.php?catoid=3&navoid=210>

**16. Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**17. Course Requirements and Grading Criteria:**

1. APE Presentation Paper (100 pts.). Written presentation/Lesson plan on a disability. Additional information to follow.

1. Lesson Planning (200 points). You will be expected to complete 10 lesson plans throughout the term. Each lesson plan is worth 20 points. Example lesson plan will be posted in Blackboard.
2. Discussions Boards (100 points), 10 discussions/posts worth 10 points each (6 points for your original response and 4 points for responding and **contributing** to two separate classmates).
3. Exams (200 points): You will have one mid-term and one comprehensive final exam worth 100 points each. Majority of each exam will be short answer.

 Your grade will be determined as follows;

1. APE Presentation Paper 100 points
2. Lesson Planning 200 points
3. Discussions 100 points
4. Exams 200 points

 600 Possible Points

***NOTE:* Late assignments (APE paper, Lesson Plans and Mid-Term) will be deducted one letter grade each week late. Missed discussions will receive *no* credit. Final Exam due end of last week of course.**

**Grading Scale:**

 **540-600 A 90-100%**

 **480-539 B 80-89%**

 **420-479 C 70-79%**

 **360-419 D 60-69%**

 **Below 360 F 0-59%**

**18. GRADE APPEALS:**

 Students shall have protection through orderly procedures against prejudices or

 capricious academic evaluation. A student who believes that he or she has not been held

 to realistic academic standards, just evaluation procedures, or appropriate grading, may

 appeal the final grade given in the course by using the student grade appeal process

 described in the Academic Catalog.

 Appeals may not be made for advanced placement examinations of

 course bypass examinations. Appeals are limited to the final course grade, which may be

 upheld, raised, or lowered at any stage of the appeal process. Any recommendation to

 lower a course grade must be submitted through the Executive Vice President/Provost to

 the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty

 Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised,

 or lowered to a more proper evaluation.

**19. Tentative Schedule:**

 **WEEK DATES TOPIC Assignment/ Note/ Due**

 **1 5/25 – 5/31 Ch. 1&2 Disc. 1**

 **2 6/1 - 6/7 Ch. 3 - 5 Disc. 2**

 **3 6/8 – 6/14 Ch. 6 & 7 Disc. 3**

 **4 6/15 – 6/21 Ch. 8 & 9 Disc. 4 Lesson Plans 1 & 2**

 **5 6/22 – 6/28 Ch. 10&11 Disc. 5 Lesson Plans 3 & 4**

 **6 6/29 – 7/5 Ch. 12 - 14 Disc. 6 Mid Term**

 **7 7/6 – 7/12 Ch. 15 & 16 Disc. 7 Lesson Plans 5 & 6**

 **8 7/13 – 7/19 Ch. 17 & 18 Disc. 8 Lesson Plans 7 & 8**

 **9 7/20 – 7/26 Ch. 19 & 20 Disc. 9 Lesson Plans 9 & 10**

 **10 7/27 – 8/2 Ch. 21 & 22 Disc. 10 APE Paper**

 **11 8/3 – 8/8 Ch. 23 – 30 Final Exam**

**20. Additional Information:**