Instructor: Dr. Thornton  
Office: HPE 225  
Office Phone: 936-468-1641  
Main Office: 936-468-3503

Course Time & Location: online  
Office Hours: MW: 2:20-3:00, MWF 11:00am-11:30am, Tuesday 12:30-2:40  
Credits: 3 hrs.  
Email: jthornton@sfasu.edu

Prerequisites: NONE

I. Course Description:
Historical, physiological, psychological, and sociological foundations; programs, professional requirements and opportunities. This course is designed to meet Texas Teacher Certification requirements. It is expected that a teacher in Texas be schooled in selected foundation areas. In addition, it is expected that professionals also be exposed to a broad range of general professional information that will enhance the ability to teach and to grow professionally. Foundation courses are introductory by nature and allow for the exploration of a field of interest. Therefore, it should be expected that a wide variety of information be disseminated.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA’s initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and initiative #4: Teaching and student success.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
As an introductory course KIN 120 presents an overview of the Kinesiology field in order to prepare the student either as an educator or in other professions in the field of exercise science. Students are presented with opportunities to develop their academic excellence through critical, reflective and creative thinking (NASPE Standard 8 –Reflection). Establishment of life-long learning in the development of the critical component of daily physical activity is emphasized within both the content and the opportunities presented in the classroom. Students are expected to perform with integrity and responsibility both in the classroom and as a representative of the SFASU community when off-site.

NASPE Standards Addressed:

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

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

CAEP Standards addressed in this course:

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

InTASC Standards addressed in this course:
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

ISTE Standards addressed in this course:
Standard 1: Facilitate and Inspire Student Learning and Creativity
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Assignment and Standards Alignment

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>NASPE Standards</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
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<td>Ch. 5 Journal Article- Motor Behavior (terms and studies specific to the discipline of motor behavior)</td>
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<td>1b, 2a,</td>
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<td>Philosophy paper assignment- (Student will identify their plan A, and Plan B aspirations, along with formulating their professional philosophy)</td>
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<td>1b, 2a,2d, 2h,2j, 2n,</td>
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<td>Exam # 3 Ch. 10-15</td>
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<td>1.3</td>
<td>1a</td>
<td>1A, 1d, 2L,</td>
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III. Course Assignments, Activities, Instructional Strategies, use of Technology:
A variety of instructional methods are modeled during the course such as but not limited to; lectures, class discussion, group work, cooperative activities, lab exercises, and power point presentations.
1. Students will have an opportunity to apply writing skills by composing papers and written discussion posts.
2. Students will take chapter quizzes.
3. Students will complete various homework assignments that will enhance the learning of the topics being covered in class.

IV. Evaluation and Assessments (Grading):

Exams
Exam 1 – 100 pts
Exam 2 – 100 pts
Exam 3 – 100 pts
Total for exams – 300 points (50% of grade)

Quizzes
Syllabus Quiz and 15 Chapter Quizzes (10 pts each) = 160 pts (27% of grade)

Assignments
Ch 1 Assignment-major and minor -5 pts
Ch 2 Assignment Philosophy Paper - 40 pts
Ch 3 Video Assignment – 10 pts
Ch 5 Journal Article – 20 pts
Ch 6 Video of themselves – 20 pts
Ch 7 Lab Self Pic – 10 pts
Ch 9 Goal Setting Assignment – 20 pts
Ch 14 Job Posting – 5 pts
Ch 15 Ethical Discussion – 10 pts
Total points for Assignments – 140 pts (23% of grade)

600 points total
A= 90-100% (540-600pts)
B= 80-89% (480-539 pts)
C=70-79% (420-479 pts)
D=60-69% (360 – 419 pts)
F= below 60% ( 0 - 359 pts)

Major Assignment Descriptions

Chapter 2 Philosophy Paper Assignment Description
The assignment for this chapter is to write a philosophy statement in 1-2 pages (double spaced) and post it in the discussion tab. You will need to use proper grammar and punctuation. You will also need to comment on two other student's philosophy posts. Utilize the steps below to write your professional philosophy about your future field/career utilizing the terms and concepts from the chapter.
1. Review your past experiences in physical education, exercise science and sport. What were some of your most outstanding experiences? What were some of your most disheartening ones? Was their a role model you admired in this field and prompted your entry into this field?
2. Read about the different philosophies. What theories/philosophies are compatible with your beliefs and why? (Use specific philosophies from the text.)
3. Express your philosophy. (Use specific philosophies from the text.) What are your current perspectives and beliefs about your prospective field/career choice? Prepare your document in a word processor on your computer and then copy and paste the information in the dialogue box in the discussion or you may attach it as a Word or PDF document. Make sure you save the document on your computer in case it does not upload correctly to D2L.

You must also respond to two different students posts. Your responses should focus on if you agree or disagree with their philosophy without being confrontational. Your response should be meaningful and not just "I agree" or "I disagree."

Chapter 5 Journal Article Assignment
The assignment for this chapter is to find a journal article and post it under the dropbox tab or you may choose the link below. You should utilize the online SFA Library resources to find an article from the following journal: Journal of Motor Behavior or Research Quarterly for Exercise and Sport. Your article should be related to PEEXSPT. You will give the full citation of the article and summarize the findings of the article.

Chapter 6 Video Themselves
Student will be placed into discussion groups and assigned a sport and specific sport skill. Each person in the group will investigate the proper skill performance for their specific skill. Each person will then video themselves performing the skill several times. Students will post the proper skill performance information for their skill along with their video. Each person in the discussion group will analyze and give feedback to each group member’s video.

Chapter 9 Goal Setting
The assignment for this chapter is to develop two goals. You will use the worksheet on the page in the module to complete this assignment. You will need to type the questions off the sheet and your answers. Save your document in Word or a pdf file. Use this as an opportunity to better yourself. You will submit your assignment under the "dropbox" tab

V. Tentative Course Outline/Calendar:
The format for each module will be to read the text and notes, complete chapter quiz/assessment, and assignment. Assignments will range from article submissions, video submissions, presentations, and online discussions. Due dates for that specific modules quizzes and assignments will be at midnight on the last day stated for that module. **No late work will be accepted unless absence is documented with Judicial Office. It is suggested that you print the schedule and mark off quizzes/assignments as you complete them.** The detailed class schedule is at the end of the syllabus.

Objectives for each module
Students should be able to:
Chapter 1
- determine the nature of "contemporary physical education, exercise science and sport (PEEXSPT)" and how it has evolved.
- define the specialized areas of study within PEEXSPT and how do they interrelate
- determine the relationship between the discipline, profession, and field
- identify the allied fields associated with PEEXSPT

Chapter 2
- Discuss key concepts of philosophy and their application to physical education, exercise science, and sport.
- Define sport philosophy and describe its historical development and areas of study.
- Begin to develop a professional philosophy.
- Discuss the goals and objectives of physical education, exercise science, and sport.
- Identify the characteristics of a physically educated person.
- Explain what is meant by the cognitive, affective, and psychomotor domains of behavior and how education contributes to development within these domains.
- Describe the purposes and the importance of assessment in physical education, exercise science, and sport.

Chapter 3
- Understand the changing demographics of the United States and their implications for physical education, exercise science, and sport.
- Interpret to colleagues and to the public the role of physical education, exercise science, and sport in the promotion of health and the attainment of wellness.
- Discuss the physical activity of people of all ages and the implications for physical education, exercise science and sport.

Chapter 4
- Identify events that served as catalysts for physical education, exercise science, and sport’s growth.
- Identify some of the outstanding leaders in the fields.
- Discuss recent developments in physical education, exercise science, and sport.
- Draw implications from history of our fields for the future of physical education, exercise science, and sport.

Chapter 5
- Define concepts of motor behavior. -Understand selected models of motor learning and the stages of learning and be able to draw implication for instruction in PEEXSPT.
Apply the teaching of PEEXSPT concepts of motor learning such as feedback, design of practice, and transfer. 
-Describe the fundamental movements and the phases of motor development.

Chapter 6
-define the term biomechanics and how it relates to the filed of PEEXPST
-understand the importance of biomechanics to PEEXSPT
-define terms related to the field of biomechanics
-explain mechanical principles associated with PEEXSPT
-describe various techniques to analyze human motion

Chapter 7
-define terms and concepts related to exercise physiology and understands its importance in PEEXSPT
-understand health- and performance-related fitness components
-understand how physical activity enhances health
-use the FITT formula to design a fitness program

Chapter 8
-Show how sport is a socializing force in American culture
-Discuss the nature and scope of sport-Describe the growth of sports in educational institutions in America and educators attitudes
-Explain the concerns of sports related to girls and women, children, minorities, violence and substance abuse in sports

Chapter 9
-Describe the psychological benefits of participating in physical activities and sport.
-Describe different behavioral theories and their application to exercise adherence.
-Understand the effects of anxiety and arousal in the performance of motor skills and different strategies to enhance performance.
-Discuss the effective use of motivation, goal setting, imagery, and self-talk in PEEXSPT.

Chapter 10
-Define sport pedagogy, assessment, physical education, curriculum and instruction.
-Discuss the effects of the standards-based movement upon physical education programs relation to instructional processes, assessment and curriculum.
-Describe an effective physical education teacher.
-Discuss the importance of assessment in physical education programs.

Chapter 11
-List career opportunities in PEEXSPT.
-Identify your strengths, weaknesses, interests, goals, and career preferences.
-Understand your professional preparation needs and educational requirements.
-Discuss the importance of internships and professional organizations in PEEXSPT.

Chapter 12
-Discuss the advantages and disadvantages of the teaching career.
-Describe the similarities and differences between teaching and coaching.
-Identify strategies to maximize opportunities for employment in a teaching or coaching career.

Chapter 13
-Discuss the responsibilities and opportunities for PEEXSPT professionals in fitness and health-related careers.
-List career opportunities for someone pursuing therapy-related careers.
-Describe several strategies that can be used to enhance the marketability of someone in fitness-, therapy-, and health-related careers.

Chapter 14
- Identify career opportunities in sport management.
- Discuss career opportunities in sport media and how experiences in PEEXSPT can help in these careers.
- Describe how to increase one's marketability in sport careers.

Chapter 15
- Discuss the importance of leadership in the fields of PEEXSPT.
- Describe the promotion of developing values in PEEXSPT.
- Identify the technological advances that are impacting the field.
- Define the role of PEEXSPT professionals in relation to national health goals.
- Articulate your opinion on certain issues related to the field of PEEXSPT.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE.
Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students are expected to logon regularly to the online learning system and check emails and complete assignments by the due date. Students should contact the Judicial Office (room 315 Rusk Bld., 936-468-2703) and provide documentation for excused absences. Students will be allowed to makeup coursework to an equivalence of 3 days for a maymester course, one week for a summer session, or 3 weeks for Fall or Spring with documented excused absences as stated by the university attendance and excused absence policy found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the
accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must
provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Proper etiquette for online discussions is required. **No late work will be accepted.** Students should email the instructor through D2L in the course. Email will be responded to within 24 hours Monday-Thursday. I will check email daily Monday-Friday. Students should also check email in the course every day during the week or have D2L email forwarded to their personal email accounts.
Modules will open up early and you may work ahead. But, you must meet the deadlines by midnight of when the module is due. **No late work will be accepted unless absence is documented with Judicial Office. It is suggested that you print this schedule and mark off quizzes/assignments as you complete them.**

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<th>Due Date</th>
<th>Pts</th>
<th>Assignment Description</th>
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<td>Orientation, Getting Started Module</td>
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<td>Assignment - Philosophy paper assignment from Ch. 2</td>
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<td>Chapter 6 Biomechanical Foundations – Ch 6 quiz</td>
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<td>Discussion Assignment (video themselves sport skill)</td>
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Stephen F. Austin State University  
College of Education – Office of Teacher Education  
Professional Dispositions, Intervention and Program Continuation Policy

The Perkins College of Education Educator Certification Program is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Professional dispositions are assessed indirectly, based on candidates’ observable behavior in education settings (NCATE, 2010). During coursework and field experiences, faculty will assess the candidate’s demonstration of these professional dispositions and provide feedback about progress. Within any education or major area course, should a candidate demonstrate unsatisfactory professional dispositions, the following procedure will be followed:

1. Faculty members work with all candidates using informal attempts to change behaviors that include but not are limited to the following: providing guidance, observation, anecdotal records, differentiated instruction, and meetings with students.
2. If the concern is not resolved, the candidate will be referred to the Departmental Program Continuation Review Panel. The Departmental Program Continuation Review Panel will interview the candidate and complete a Candidate Program Continuation Plan.
3. If the concern is not resolved, the candidate will be referred to the Professional Educators’ Program Continuation Review Panel. The Professional Educators’ Program Continuation Review Panel will interview the candidate and determine:
   a. If the candidate may continue in the program and meet conditions established by the panel, or
   b. The candidate has not demonstrated satisfactory improvement in accordance with the Candidate Program Continuation Plan and is removed from the Educator Certification Program.
4. Candidates may appeal the decision of the Professional Educators’ Program Continuation Review Panel to the Dean of the College of Education within five class days. The following documentation is required:
   a. Copy of the Candidate Program Continuation Plan
   b. Formal letter with supporting evidence as to why the candidate should not be removed for the Educator Certification Program.
   c. The dean will respond in a timely manner.
   d. Any further appeal will follow policy A-2: Academic Appeal and begin at step 4.
Stephen F. Austin State University
James I Perkins College of Education
Candidate Program Continuation Form (Part A)

To: _________________________  From: __________________________  Date: __________

All Stephen F. Austin State University candidates seeking educator certification are informed that the Teaching Preparation Handbook and individual departments set forth requirements for prospective educators and the expectations held for all educators. The purpose of this continuation form is to inform you that the following professional dispositions are not being met or are deficient as indicated.

### In the SFA Classroom:
- Poor Punctuality
- Poor work quality
- Dominates class discussion / group activities
- Volatile / overly emotional
- Lack of participation in class activity
- Assignments not returned in a timely manner
- Inappropriate behavior that distracts or disrupts the class
- Poor attendance
- Negative attitude
- Inappropriate comments
- Missing assignments
- Inattentiveness (sleeping, texting, etc.)
- Hostility to instructor
- Lack of interest
- Failure to meet class requirements
- Hygiene issues
- Unable to accept criticism
- Unacceptable language
- Cheating / Plagiarism
- Lack of empathy / interest in teaching
- Other:

### At the Practicum / Student Teaching Site:
- Lack of integrity in professional performance
- Poor punctuality
- Poor attendance in classes and field placement
- Poor adherence to hours required of cooperating teachers
- Inconsistent daily preparation to teach
- Unacceptable language with children / youth
- Requires excessive guidance
- Displays non-professional behavior
- Evidence of cheating
- Inappropriate social interaction with pupils / teachers
- Inappropriate physical contact with pupils / teachers
- Failure to be open to new ideas
- Displays hostilities toward teachers
- Failure to interact with all learners
- Lack of interest in teaching
- Lack of empathy, interest, or care for students
- Lack of self-control in the classroom setting
- Volatile / overly emotional reactions under stress
- Deficient in instructional skills
- Lack of knowledge of content
- Does not participate in public school campus activities
- Refusal to accept constructive suggestions
- Does not work well with others
- Displays negative attitudes
- Does not take initiative in group projects / work
- Dominates group discussion / activities
- Does not complete individual assignment/work for group project
- Unable to interact effectively with children/youth collaboration
- Ineffective use of written / oral language
- Hygiene issues
- Does not willingly help other candidates
- Failure to implement constructive suggestions
- Other