SYLLABUS
Methods and Materials in Health/Physical Education K-12
Course Number: EDUC 464
(3 credits)

"The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society."

Instructor: Mrs. Portia Kershaw
Phone Number: 910-672-2559
Email Address: pkershaw@uncfsu.edu
Semester: Fall 2014
Course Location: HPERC 334
Meeting Day & Time: MW 11:00-12:15
Office Location: HPERC 318
Office Hours: MW 9:00-11:00 M 5:00-6:00, TTH 1:00-3:00
Course Credit Hours: 3

Course Description
This course provides physical and Health Education majors with opportunities to study, discuss, organize, and practice instructional methods designed specifically for elementary and secondary Physical Education and Health programs. Emphasis will be placed on understanding of the objectives, characteristics, and activities available to satisfy student growth and development. Areas of concentration will include movement education, rhythms games of low organization, body manipulative, object manipulative, and specific sport skills. Students will also have an opportunity to practice skills in a practicum setting.

Textbooks
Student Learning Outcomes

- **Degree Program**
  1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
  2. Teacher candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards and CAEP.
  3. Teacher candidates will implement practices that reflect the cognitive, mental and physical development of K-12 students.
  4. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.
  5. Teacher candidates will demonstrate leadership skills through the establishment of a safe, orderly and positive environment.
  6. Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.
  7. Teacher candidates will integrate 21st century knowledge and skills in instruction.
  8. Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.

- **Course Objectives or Learning Outcomes**
  This course is designed to assist students in their development of sport skills relative to track & field, softball, soccer, flag/touch football, basketball, and softball. A second emphasis in this course is teaching methodologies and strategies. Each student will have an opportunity to explore and develop teaching techniques in the area of team sports as they affect the acquisition and retention of neuromuscular skills.

- **North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards**
  The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.
  - Teachers demonstrate leadership
  - Teachers establish a respectful environment for a diverse population of students
  - Teachers know the content they teach
  - Teachers facilitate learning for their students
  - Teachers reflect on their practice

**Fayetteville State University School of Education Conceptual Framework**

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs uni-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s **vision and mission statements**.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The
candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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**Course Objectives**: Upon successful completion of this course, the teacher candidate will

1. Demonstrate competency in utilizing a variety of technological tools to enhance instruction and learning.
2. Design and present a competent plan for instruction in secondary physical education and health.
3. Develop goals for elementary and secondary physical education programs in line with state and national guidelines.
4. To construct and identify sound objectives for physical education (SOE Conceptual Framework #1, #2, #3, #4, #5)
5. The student will specifically identify and discuss an educational philosophy for teaching physical education. (SOE Conceptual Framework #1, #2, #3, #4, #5)
7. Demonstrate an understanding of underlying theories and rationale for instructional strategies, i.e. multiple intelligences, learning styles and cooperative learning.
8. Identify and implement individualized strategies for special populations. (SOE #1, #2, #3, #4, #5)
9. To exhibit educationally sound planning through the development of lesson plans, sequential teaching units, and projected yearly curriculum guides. (SOE Conceptual framework #1, #2, #3, #4, #5, #6, #7)
10. To be able to recognize inefficient movement patterns and make suggestions for correction and deviation. (SOE Conceptual #1, #2, #3,#4,#5,#6,#7)

**Evaluation Criteria:**

A. Methods & Strategies Teaching Segment 100 points  
B. Unit Plan 500 points  
C. Discussion Post 50 points  
D. Instructional Technology Presentation 50 points  
E. Curriculum Mapping Project 50 points  
F. Evaluation Criteria (Elementary-Secondary) 100 points  
G. Final Examination/Midterm 100 points  
H. Quizzes 25 points

**Course Requirements**

- All students MUST be admitted to the teacher educator program  
- All students MUST be registered and have access to Task Stream.  
- Complete all reading assignments  
- Complete ALL assignments by due dates.  
- Students must be on time and maintain consistent attendance.

**Instruction Method/Mode of Delivery**

1. Students are encouraged to seek assistance during the posted office hours or arrange an appointment by calling or emailing me.  
2. Class lectures, discussion, collaboration, literature research, presentation, programs planning, and participation will be utilized for achieving the course objectives.  
3. Small group discussions will be conducted to establish similarities and differences from information and materials accumulated outside of class.  
4. Students will develop a unit plan.  
5. Students will produce a methods/strategies presentation based on current research regarding teaching methods.  
6. Alternate activities (recently recorded educational TV instructional videos, timely discussion of major newsworthy topics, or other discoveries) may be utilized to allow for coverage of current items interest.  
7. A Final exam will be given at the scheduled time.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Focus</th>
<th>Assignment Focus</th>
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</table>
| Topic 1 | * Elementary School Physical Education  
* Understanding the growth and development of children. | Read Chapter 1 & 2 |
| Topic 2 | **The Instructional Process**  
* Preparing a Quality Lesson  
* Curriculum Development | Read Chapter 3 & 4 |
| Topics 3-4 | **The Instructional Process**  
* Improving Instructional Effectiveness  
* Management and Discipline  
* Children with Disabilities | Read Chapter 5 - 7 |
| Topics 5-6 | Program Implementation  
Evaluation  
Legal Liability, Supervision and Safety  
Integrating Academic Concepts in Physical education | Read Chapter 8,9,11 |
| Topic 7 | Motor Skills  
Movement Concepts and Themes  
Fundamental Motor Skills and Introductory Activities  
Manipulative Skills  
Body Management Skills | Practical Demonstrations Lily Gymnasium |
| Topic 8 | Individual Presentations  
Mock Teaching Practice (Personally Developed Lesson Plan) | |
| **High School Physical Education** | | |
| Topic 9 | Physical Education in the Secondary School | Read Chapter 1 |
| Topic 10 | Teaching Styles  
Improving Instruction Systematically  
Assessment, Evaluation, and Grading | Read Chapter 8-10 |
| Topic 11 | Management and Discipline | Read Chapter 7 |
| Topic 12 | Developing a Total Program  
Students with Disabilities. | Read Chapter 11,12 |
| Topic 13 | **Implementing Instructional Activities**  
Promoting and Monitoring Lifestyle Physical Activity | Read Chapter 14,15 |
| Topic 14 | Healthy Lifestyles: Activities for Instruction | Read Chapter 17 |
| Topic 15 | Promoting Motivation, Cooperation and Inclusion: Nontraditional ideas for instruction. | Read Chapter 18 |
| Topic 16 | Outdoor Adventure activities | Read Chapter 21 |

**Grading Policy**

- 92 - 100 = A  
- 83 - 91 = B  
- 73 - 82 = C  
- 64 - 72 = D  
- Below 64 = F

**COURSE COMPETENCIES**

Students are expected to become proficient in the skills and/or exhibit the following behaviors:

1. The student will gain experiences by participating in activities that will develop basic fundamental skills in tennis, golf, and badminton for leisure pursuit.
2. Upon completion of this course with emphasis on teaching, the student will have opportunities to prepare lessons and teach within the class.
3. The student will receive experience in fundamental motor and sport skills in a supervised teaching practicum.
4. The student will demonstrate knowledge of basic rules, regulations, facilities, equipment, playing strategies and conditioning programs of flag/touch football, volleyball, and soccer.
5. The student will develop the skills and competencies essential for one preparing to enter the teaching profession.
6. To assist the students in their development and knowledge of the basic fundamental motor skills.
7. The student will gain knowledge and skills in team sports activities for lifetime/outdoor leisure time and recreational pursuits.
8. Each student will develop and maintain a level of physical fitness appropriate to successful performance in team sports activities.
BEHAVIORAL OBJECTIVES
Upon completion of the course requirements for PEDU 214 Team Sports, the student will be able:

1. To list and explain the four (3) domains of education and the relationship of physical education objectives to each. (Knowledge/Comprehension)
2. To list and explain the four (4) major objectives of physical education. (Knowledge/Comprehension)
3. To write a two(2) page historical paper on each sport. Including pioneers, dates, places, original rules and the reasons for its origin. (Synthesis)
4. To list and explain five (5) principles relative to motion, stability, force, spin and rebound, and projectiles. (Knowledge/Comprehension)
5. To write five (5) behavioral objectives for teaching each sport. (Synthesis)
6. To write five (5) daily lesson plans for each activity. (Synthesis)
7. To list and describe the player’s position and responsibilities for each sport. (Knowledge/Evaluation)
8. To interpret and apply the appropriate methods of instruction in teaching team sports. (Each student will teach one skill in each sport including 3-5 drills for each skill taught and a skills test). (Evaluation)
9. To identify and select the appropriate materials, equipment, and supplies needed to conduct team sports activities, and supplies needed to conduct individual and dual sport activities relative to defensive and offensive systems. (Knowledge/Evaluation)
10. To demonstrate average proficiency in individual and dual sport skills as determined by objective skills tests and teacher rating. (Application)
11. To score 70% or better on all written examinations and assignments. (Each student is responsible for reading three (3) articles relative to team sports or movement education and critique each). (Knowledge)
12. To perform each type of fundamental movement skill with 90% accuracy. (Application)
13. To score at least 85% on the post-test on AAHPERD Physical Fitness Test, and mini conditioning program.

ABSENTEE POLICY
In addition to the University’s policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student’s final grade average. Example: Final grade average 92 = A; 3 unexcused absences = minues 3 points; 3 points deducted (92 - 3 = 89) = B grade.

Excused absences include DOCUMENTED emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor’s approval. This policy includes all levels of classes (100 thru 400 level).

INSTITUTIONAL GUIDELINES

Academic Integrity: Dishonesty in Academic Affairs
Acts of dishonesty in any work constitutes academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  Fayetteville State University Undergraduate Catalog pg. 85

Behavior in the Classroom
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Class Attendance**

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities, they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.


Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.
Grade of Incomplete
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

Withdrawal from Class
Complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as “F”.

Withdraw from the University
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Disabled Student Services
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

FSU Policy on Electronic Mail
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

Inclement Weather
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register Your Phone For Emergency Text Alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

- Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://www.uncfsu.edu/) page.
- Enter your Banner ID.
- Enter your cell phone number, then enter it again to verify.
- Click Submit.

Course Requirements

1. An individual copy of the textbook
2. Completion of all reading assignments on time.
3. Taking all the exams on time as scheduled.
4. Ability to access documents in the University Library and on the Internet.

Students must use their full name, PEDU 204, and proper subject label (Methods and Materials in Individual and Dual/Team Sports) in their e-mail to the instructor. There are too many e-mails that contain viruses and therefore all poorly identified e-mails will be deleted without reading.

As a student in the PEDU 204 course during the Fall 2014, I agree to the following guidelines:
(Please copy and paste the below Ethics Agreement to your first assignment word document and type the agreement statement)

- I will print a copy of the syllabus as a hard-copy reference.
• I am responsible for meeting the class requirements.
• I will read each assigned chapter and be ready to discuss the chapters in class.
• I will come to class on time.
• I will complete all of my internet activities.
• I will read each assigned chapter weekly and be ready to take the exams on the schedule dates.
• I will remind myself of all assignments and exam dates.
• I will neither give nor receive aid on class exams, assignments, and the work that I provide is my own.
• I will also use appropriate language while communicating in the class discussions.
• I will type all assignments in Microsoft Word.
• I will complete all assignment on time and by the due date.
• I will not ask for any extension because I know it is my responsibility to complete my assignments on time.

Useful References

Handbook of Physical Education by David Kirk, Doune Macdonald and Mary O'Sullivan (Oct 4, 2006)
The Physical Education Teacher’s Book Of Lists (J-B Ed: Book of Lists) by Marian D. Milliken (Jul 17, 2001)
Teaching Physical Education: A Handbook for Primary and Secondary School Teachers (Kogan Page Teaching) by Richard Bailey (Sep 1, 2001)
Handbook of Adolescent Transition Education for Youth with Disabilities by Michael L. Wehmeyer and Kristine W. Webb (Dec 9, 2011)
CLASS ATTENDANCE

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class (es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

In addition to the University's policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student's final grade average. Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 - 3 = 89) = B grade. Two (2) tardies = one (1) unexcused absence. Excused absences include DOCUMENTED emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor's approval. This policy includes all levels of classes (100 thru 400 level.)

ALL documented excuses MUST cover the ENTIRE number of days a student is not in attendance.

Late Assignments

Considering ALL assignments are expected to be typed with a cover page students are expected to email assignments on due date if a student is going to be absent. Even if documentation is valid, late assignments will be penalized.

All assignments are expected to be turned in on time. Late assignments will receive the following deductions:

1 day late: 25 points deduction (before corrections)
2 days late: 50 points deduction (before corrections)
3 days late: 75 points deduction (before corrections)
4 days late: NO CREDIT!!

I have read and understood ALL listed expectations regarding professional standards for class attendance.

Student: ____________________________________________________________ Course Number: ___________________________

Date: ___________________________
EMAIL STANDARDS

Instructor’s email: pkershaw@uncsfu.edu

1. Please allow 48 to 72 hours for email response.
2. Only email correspondence from school accounts will receive a response.
3. Always use subject & field to indicate content & purpose of email.
4. Keep messages brief and to the point.
5. Please reread emails before sending to assure professional tone.
6. Please use courteous greeting & closing (not demanding).
7. Utilized proper spelling, grammar, and punctuation. Emails with typos are simply not taken as seriously.
8. Avoid abbreviations & texting symbols.
9. Never all capitals when sending an email.
10. Never send an email making reference to another student’s opinion, thoughts, etc. state your own issue that need to be addressed.
11. Be sure to include all relevant details or information necessary to understand your request or point of view. Generalities can cause confusion & unnecessary backwards & forwards.
12. Please DO NOT send emails requesting grade of preference! As a student you will receive the grade you have earned.

I have read and understood ALL listed expectations regarding professional standards for email.

Student:______________________________________________ Course Number:__________________

Date:___________________________________