“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.”

I. LOCATOR INFORMATION

Semester: Fall 2014
Course No. & Name: PEDU 201 - Swimming II
#Semester Hours of Credit: 1

Time Class Meets: ____________________________

E-mail address: cslockamy01@uncfsu.edu
Instructors: Ms. Christina S. Lockamy
Office Location: Lilly Gym Room ______ Office Phone: 672-2288
Office Hours: M__________ T__________ W__________ TH__________ F__________
II. COURSE DESCRIPTION

A course in swimming emphasizing the following swimming strokes and skills; elementary backstroke, breast stroke, backstroke, over arm side stroke, side stroke, front crawl (freestyle), butterfly, and fundamental diving skill

III. TEXTBOOK

American Red Cross Manual, Swimming and Water Safety

IV. SPECIFIC COURSE OBJECTIVES

Dedicated to the great task of teaching the art of swimming and water safety, instructors in the field must be facilitators of vision as well as the skills needed to discover the principles and methods of water locomotion. The aquatics-minded people of our aquatic-minded world must develop some degree of expertise in aquatic trends, activities, and safety procedures.

This course is designed to elevate physical education majors competent in beginning swimming skills to the intermediate level. Students will advance to the level of developing the following strokes: Breast stroke, Trudgen crawl stroke (combined front crawl and side stroke), Butterfly stroke, and fundamental diving skills. Students will develop expertise in aquatic trends, activities and safety procedures as well as vision to discover principles and methods of water locomotion.

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 unit-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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<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>
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<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>
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<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>
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<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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V. COURSE COMPETENCIES

1. Know functions of and resources available from local, state and national agencies and organizations which serve different segments of the profession.
2. Compare the curricula offered to the learner with local and state requirements.

3. Provide learning experiences in which physical activity can be enjoyed as lifetime leisure activities by the learner.

4. Provide a learning climate conducive to successful participation and the development of a positive self-image.

5. Maintain a level of personal fitness which serves as a role model for the learner.

6. Analyze and improve movement patterns competencies of the learner at different levels of ability.

7. Demonstrate knowledge and skills required by the Red Cross Swimmer Course.

Behavioral Objectives

1. To move the student further in waterman ship ability and stroke development.

2. Allow the student to become more familiar with aquatics activities.

3. To introduce, briefly, the interaction of springboard diving.

VI. EVALUATION CRITERIA

A. Attendance, participation, attitude 5%
B. Practical Examination (Skills test) 50%
C. Written assignments 20%
D. Mid-Term Examination 5%
E. Final Examination 10%

Grading Scale
A = 92 - 100
B = 83 - 91
C = 73 - 82
D = 64 - 72
F = 63 or less

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 = minus 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 levels.)

VII. COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

1. Review basic strokes taught in PEDU 101: elementary backstroke, front crawl, back crawl and sidestroke.

2. Learn new strokes: trudgen crawl, over arm sidestroke, breast stroke and the butterfly.

3. Introduce springboard diving.

4. Develop knowledge of water stunts and surface dives.

5. Swim 100 yards using sidestroke: 50 yards using elementary backstroke.


7. Survival floats for three minutes.

8. Survival stroke for three minutes.

9. Sculling backward for a minimum of ten yards.

10. Float motionless on the back for one minute.

11. Tread water for one minute.

12. Swim underwater a minimum of 15 feet.

13. Coordinate a standing front dive into deep water in good form.

14. Demonstrate knowledge of no swimming rescue and safety rules to be used in the case of accident or emergency.

15. Correctly identify terms on a written examination with 75% accuracy.

VIII. COURSE REQUIREMENTS

1. Everyone must wear an official swimsuit.

2. Everyone must attend all classes (according to University policy).

3. Each student must supply his/her own towel.

4. Pass written skills test with 75% accuracy.
IX. TEACHING STRATEGIES

1. Pretest on swimming skills
2. Lecture
3. Demonstration
4. Practice
5. Examinations
6. Group discussions
7. View American Red Cross films on basic swimming strokes and techniques
8. Participate in games of low organization adapted for swimming
9. Post-test on swimming skills

X. 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

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 page.
- Enter your Banner ID.
- Enter your cell phone number, then enter it again to verify.
- Click Submit.