

HLTH 3351 Principles of Health & Fitness for Children

Fall 2017 rev. 08.11.2017

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Morgan Lewing

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Phone: 254.519.8030

Email: morgan.lewing@tamuct.edu

Office Hours:

By appointment

Mode of instruction and course access:

- This course meets face-to-face, (with supplemental materials made available online).
- This is a service-learning course and requires service assignments that support course content.
- This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

I will attempt to respond to student emails sent between Sunday at noon and Friday at noon within 24 hours. However, response times to emails sent between noon on Friday and noon on Sunday may be longer than 24 hours. Furthermore, I will be away from campus 10/1-10/6, and will be unavailable to respond to emails during this time. I will attempt to respond to any messages by 10/7.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: This course provides a study of the essential elements of health and physical education as they relate to children ages 6-14. Included will be skills related to individual personal health and safety, physical fitness, motor development and a study of the need for a comprehensive school health education.

Course Objective: Students will demonstrate knowledge of an effective framework for comprehensive school health and physical education.

Student Learning Outcomes:

At the successful completion of the course, a student will...

1. Have a working knowledge of the elementary guidelines in health, physical education and nutrition.
2. Become aware of a variety of activities which will meet the requirements of the guidelines for elementary health and physical education
3. Become aware of the life-style problems which affect health of the elementary aged children.
4. Have an understanding of the teacher's role in determining the level of a pupil's health.
5. Have knowledge of the competencies of a "good" teacher of health and physical education in the elementary school.
6. Become aware of the guidelines for dealing with sensitive issues teaching health and physical education.
7. Have knowledge of a wide variety of resource information for use in teaching elementary health.
8. Have developed a personal, broad based philosophy of health and physical education.

Service-Learning Course outcomes:

1. Analysis of knowledge: Students will connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
2. Diversity of communities and cultures: Students will reflect on how own attitudes and beliefs are different from those of other cultures and communities. Students will exhibit curiosity about what can be learned from diversity of communities and cultures.
3. Civic action and reflection: Students will demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
4. Civic contexts/structures: Students will demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

Competency Goals Statements (certification or standards):

Health Generalist EC-6 Standards

- Standard I – The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.
- Standard II – The health teacher communicates concepts and purposes of health education.
- Standard III – The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.
- Standard IV – The health teacher evaluates the effects of school health instruction.

Physical Education Generalist EC-6 Standards

- Standard I – The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- 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.
- 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.
- 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.
- Standard V – The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Standard VI – The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- 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.
- Standard VIII – The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.
- Standard IX – The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.
- 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.

Required Reading and Textbook(s):

Graber & Woods, Physical Education & Activity for Elementary Classroom Teachers, 1st edition,

COURSE REQUIREMENTS

Course Requirements:

1. Individual Grades (400 points)

- a. **Class Attendance**- Reflection and discussion are important aspects of the course. Therefore, your attendance is also important. Dates were attended will be counted are noted with an asterisk (*) on the calendar.
- b. **Content Exam**- The final will assess your overall grasp of the material presented in class.
- c. **18 site-hours with Peaceable Kingdom**- PK is our community partner for this course, and your engagement with them and their constituents will provide a much broader understanding of the course content. Hours are due by **11/28/17** unless otherwise notified by the professor.
- d. **Peer Assessment**- Students will privately evaluate the individual contributions of their group members to the group projects. The peer assessment is due by **12/5/17** unless otherwise notified by the professor.

2. Team Grades (600 points)

- a. **PK Group Project Design Report**- Students will work in groups to design a project of interest and value to PK and themselves. This report is to ensure intentionality is part of the planning process. It is due on **9/12/17** unless otherwise notified by the professor.
- b. **Programming Guide**- Students will work in groups to design a programming guide of 3 inclusive activities to supplement PK's current inventory. The programming guide will be presented in class on **11/7/17** unless otherwise notified by the professor. A rubric will be provided.
- c. **PK Group Project Implementation**- The implementation of the project will be determined by the professor and PK. The project should be completed by **11/27/17** unless otherwise notified by the professor.
- d. **PK Reflection Presentation**- Groups will present their projects to class in order to reflect upon the experience and explain meaningful elements of the engagement. Students will be expected to address the Service-Learning Course Learning Outcomes. A rubric will be provided.

Assignment	Points
Class Attendance (10X10 each)	100
Content Exam	100
18 hrs (3 trips) of service at PK	100
Peer Assessment	100
PK Group Project Design	100
PK Group Project Implementation	300
Programming Guide	100
PK Reflection Presentation	100

Grading Criteria Rubric and Conversion

Grades will be assigned at the end of the semester on the following basis:

100-90% = A 900-1000 points

89-80% = B 800-899 points

79-70% = C 700-799 points

69-60% = D 600-699 points

<60% = F <600

Posting of Grades

- Grades will typically be posted within 48 hours of the due date on Canvas Grade Book.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Date	Focus	Assignments Due
August 29 th	*Course Overview & Introductions	
September 5 th	*CH. 1-5 & Project Meetings with PK	
September 12 th	*CH. 6-11 & Project Design Discussion	PK Project Design Report
September 19 th	*Ch. 19-24	
September 26 th	*CH. 13-18 & Basic Exercise Science Overview	
October 3 rd	WORK WITH GROUP (Teaching Demo)	
October 10 th	*Teaching Demonstration in Bernie Beck	
October 17 th	*C&PD Presentation & Project Updates	
October 24 th	Content Exam	Content Exam
October 31 st	WORK WITH GROUP (Programming Guide)	
November 7 th	*Present Programming Guides	PK Programming Guides
November 14 th	*Course Final Review & Discuss Presentations	
November 21 st	WORK WITH GROUP (Presentation)	
November 28 th	*Presentations	PK Service Hours, PK Project, PK Presentation
December 5 th	Presentations (if needed)	

The professor retains the right to adjust the calendar if necessary in order to best support the delivery of the course and student learning.

Important University Dates:

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation
October 20, Last day to withdraw from the University (1st 8-week classes WF)
October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
October 30, Last day to drop 2nd 8-week classes with no record
November 10, Veteran's Day
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
November 23-24, Thanksgiving, CAMPUS CLOSED
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 15, Last day to file for Degree Conferral (Registrar's Office)
December 15, Commencement
December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the

procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics,

and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at ldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can

be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

1. Do what you're supposed to do.
 - a. Be on time.
 - b. Be respectful.
 - c. Give more than the minimum effort.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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