Section 1 - Approvals

[See the separate document entitled "BYU Hawaii Curriculum Proposal Instructions" for instructions. Reminder: delete or replace all text in square brackets. Retain all other text.]

**Approvals**

Name of Proposal: SOE PE/Health Proposal  
**ELED 343**

Submitted by: Barry Mitchell  
Signature: [Signature]

Date:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Recommendation/Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Vote: For:</td>
<td></td>
<td></td>
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<tr>
<td>Against:</td>
<td>Abstain:</td>
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<td></td>
<td>Absent:</td>
<td></td>
</tr>
<tr>
<td>1. Approved by Department [separate block for each dept]</td>
<td>Signature: [Signature]</td>
<td>10/28/10</td>
</tr>
<tr>
<td></td>
<td>Chair: Barry Mitchell</td>
<td></td>
</tr>
<tr>
<td>2. Approved by College [separate block for each college]</td>
<td>Signature: [Signature]</td>
<td>1/3/10</td>
</tr>
<tr>
<td></td>
<td>Dean: John Bailey</td>
<td></td>
</tr>
<tr>
<td>3. Reviewed by LAS (if new resources are requested)</td>
<td>Signature: [Signature]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LAS: Douglas Bates</td>
<td></td>
</tr>
<tr>
<td>4. Approved by General Education (if any GE course is affected)</td>
<td>Signature: [Signature]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GE: Beth Haynes</td>
<td></td>
</tr>
<tr>
<td>5. Approved by University Curriculum Committee</td>
<td>Signature: [Signature]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UCC: Douglas Bates</td>
<td></td>
</tr>
<tr>
<td>6. Approved by Academic Council</td>
<td>Signature: [Signature]</td>
<td>1/25/11</td>
</tr>
<tr>
<td></td>
<td>AVP: Max Checketts</td>
<td></td>
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<tr>
<td>7. Approved by the President's Council (for new programs)</td>
<td>Signature: [Signature]</td>
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</tr>
<tr>
<td></td>
<td>Pres: Steven Wheelwright</td>
<td></td>
</tr>
</tbody>
</table>
BYU Hawaii Curriculum Proposal Number

Section 2 – Overview (Support)

[Reminder: delete or replace all text in square brackets. Retain all other text.]

Summary:

This proposal is simply to formally name and number an existing course which we have been trialing and developing for the last two years. The course proposed is an Elementary K-6 PE/Health course methods course to ensure that Elementary Ed majors are proficient in the Hawaii State Curriculum Standards K-6. The course is not intended to be a Gen Ed PE requirement.

Elementary Education majors are required under licensing requirements to have a working knowledge of the principles of teaching Heath and PE in the public schools K-6. In spite of traditional offerings within the PE Department on campus, the SOE could not gain a methods based course related directly to the K-6 requirements.

As a result, several years ago (after consultation with the former VP) we collapsed the Elementary PE and Health class which took up 4 credits total. The reasons for this structural change were numerous, but a main reason was that we needed credit within the existing degree structure to add the math course proposed in another related document. Currently this proposed course is being taught as a 414r class and we wish to formalize it with a course number and title so that we don't keep using the 414r number. The proposed course needs to be taught by a person with public schools experience, and yet with a PE/Health background, as it is aimed specifically at the K-6 standards and the thinking involved in these standards.

No further changes in this PE/Health area are envisioned in the future.

This proposal does not add to graduation credit, increase the time needed to graduate, and keeps the total number of courses taken consistent within the major. One licensed teacher now teaches this course as a Special Instructor.

Credit Accounting:

So here is the credit accounting:

Credits OUT: 4 credits from ELED PE (2 credits) and ELED HEALTH (2 credits)

Credits IN:  
- ELED 345 K-6 mathematics and theory (2 Credits)
- ELED 343 Elementary PE and Health (2 credits, in the next proposal)

Therefore 4 out and 4 in so no net change in credits for graduation or the degree.

Changes in Expected Teaching Load

None, this course has been taught for the developmental period by a qualified and licensed PE teacher from the public schools.

No FTE is required, and all supplies will be obtained within existing budget parameters. No added library resources are required and all mathematics manipulatives used already exist in the SOE.
Section 3 - Program Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

[If several programs are proposed, a separate Section 3 Program Proposal must be included for each individual program. If the programs are related they may be included in the same overall proposal or they may be submitted separately.]

Effective Date: Immediately upon approval
College: School of Education
Abbreviation: SOE

The next page is the old program requirements and the following page is the current one proposed showing the new math class and a revised PE/Health offering.
Old Program Requirements: Note 361 and 365

ELEMENTARY EDUCATION PROGRAM CHECKLIST (02/09)

Professional Area

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Cr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Taken</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Lu 212</td>
<td>Foundations of Education</td>
<td>2</td>
<td></td>
<td>F,W,Sp,FT</td>
<td></td>
<td></td>
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<tr>
<td>Ed 200</td>
<td>Education of Exceptional Students</td>
<td>3</td>
<td></td>
<td>F,W,Sp,FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ye 111</td>
<td>General Psychology</td>
<td>3</td>
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<td></td>
<td>Recommended Elective:</td>
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<tr>
<td>s 101</td>
<td>Intro. to Hawaiian Studies</td>
<td>3</td>
<td>(required for Hawaii Teacher Licensure)</td>
<td>F,W,Sp</td>
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APPLY TO SCHOOL OF EDUCATION
(Pass PRAXIS I Exam, Complete SOE Admissions Packet, Interview)

Due Feb 1    Due Apr 1    Due Oct 1

Academic Support Area

<table>
<thead>
<tr>
<th>Course #</th>
<th>Description</th>
<th>Cr.</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Taken</th>
<th>Grade</th>
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<tr>
<td>Edu 300</td>
<td>Human Growth and Learning</td>
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<td>Edu 305</td>
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<tr>
<td>Edu 312</td>
<td>Effective Pedagogy</td>
<td>3</td>
<td>Pre-Prof. Area, Admission to SOE</td>
<td>F,W,Sp,FT</td>
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<tr>
<td>Edu 385</td>
<td>Education Assessment in the Classroom</td>
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<td>Pre-Prof. Area, Admission to SOE</td>
<td>F,W,Sp,FT</td>
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<tr>
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<tr>
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<td>Wth 361</td>
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<td>F,W</td>
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<td>Eled 320</td>
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<td>Academic Support Area, All GE’s</td>
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<table>
<thead>
<tr>
<th>Course #</th>
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<th>Taken</th>
<th>Grade</th>
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<td>Observation and Practicum</td>
<td>4</td>
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<tr>
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<td>12</td>
<td>Eled 491</td>
<td>W-Sp,F</td>
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Total 57

NO GRADE BELOW "C" ACCEPTED
**New Program Requirements: Note 343 and 345**

**ELEMENTARY EDUCATION PROGRAM CHECKLIST**

**Pre-Professional Area**

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<th>Course #</th>
<th>Description</th>
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<th>Prerequisites</th>
<th>Offered</th>
<th>Taken</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Edu 212</td>
<td>Foundations of Education</td>
<td>2</td>
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<td>F,W,Sp,FT</td>
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<td>Sped 200</td>
<td>Education of Exceptional Students</td>
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**Recommended Elective:**

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**Academic Support Area**

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<th>Cr.</th>
<th>Prerequisites</th>
<th>Offered</th>
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<td>Edu 385</td>
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<td>Pre-Prof. Area, Admission to SOE</td>
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<td>Eled 380</td>
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<td>Eled 378</td>
<td>Music for Elementary Teachers</td>
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<td>Sp,FT,F</td>
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</table>

**Professional Year**

Two tracks – Fall, Winter-Spring or Winter, First Term-Fall

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<th>Course #</th>
<th>Description</th>
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<td>12</td>
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<td>W-Sp ,FT-F</td>
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</tbody>
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Total: 67

NO GRADE BELOW “C-” ACCEPTED

Academic Advisor/Date

Chair/Date
Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Immediately upon approval

College: Human Development (School of Education)

Course Prefix: ELED

Course Number: 343

NEW COURSE.

Full Title: PE & Health Methods for the Elementary Teacher

Short Title (for Transcript, 30-char max): PE/Health for Eled Teachers.

Catalog Entry (50-word recommended maximum):

This course is designed to prepare elementary teachers to understand and apply different methods of teaching physical education, health and rhythmic movement/dance to children in their classrooms related to Hawaii State Curriculum Standards. In this interdisciplinary course a variety of skills and fundamentals applicable to all elementary school levels will be covered. (Prerequisite: Formal admission to the School of Education)

Prerequisites: No course requirement but formal entrance to the licensing track is required.

Credit Hours: Two

Grading Method: Letter Grade

Course Fees: None
Catalog Changes See bolded and *italicized* part below

ART | EDUC | ELED | EXS | HIS | HLTH | SPED | PSYC

**Major and Minor Requirements**

The Elementary Teacher Education Program is an undergraduate program that leads to initial basic licensing for students who wish to teach in public or private schools. In Hawaii, an elementary teaching license qualifies the recipient to teach kindergarten through sixth grade. The degree of Bachelor of Science (B.S.) is conferred upon completion of all requirements as outlined.
B.S. Elementary Education (60 hours)

Pre-Professional Area (11 hours)

- EDUC 212 Foundations of Education (2)
- SPED 200 Education of Exceptional Students (3)
- HIS 101 Introduction to Hawaiian Studies (3) [fulfills G.E. requirement]
- PSYC 111 General Psychology (fulfills GE requirement) (3)

Academic Support Area (25 hours)

- ART 336 Art Methods for Teachers (2)
- EDUC 300 Human Growth and Learning (2)
- EDUC 305 Computer and Technology Assisted Instruction (1)
- EDUC 312 Effective Pedagogy (3)
- EDUC 385 Education Assessment in the Classroom (3)
- ELED 320 Methods of Literacy Instruction for the Emergent Reader (2)
- ELED 360 Science Methods for the Elementary Teachers (3)
- ELED 378 Music for Elementary Teachers (2)
- ELED 380 Multicultural Education, the Constitution and Social Studies Methods for the Elementary Teacher (3)
- EXS 375 Elementary School Physical Education (2) (Drop this)
- HLTH 361 Health in the Elementary School (2) (Drop This)
- Add these
  - ELED 343 Health and PE Methods for Elementary Teachers (2)
  - ELED 345 Math Preparation for Elementary Teachers

*Professional Year (24 hours)

- ELED 321 Methods of Literacy Instruction for the Fluent Reader (3)
- ELED 330 Classroom Management (2)
- ELED 351 Mathematics Methods for the Elementary Teacher (3)
- ELED 491 Observation and Practicum (4)
- ELED 492 Student Teaching (12)

*Note: Students must apply for the professional year at the same time they register for spring term preceding the professional year. Placement in schools is dependent on this application
Catalog Descriptions:

Menu

- About This Catalog
- Overview of BYU-Hawaii
- Policies & Procedures
- Finance & Housing
- G.E. Requirements
- Departments & Programs
- Support Services
- Index
- Print Entire Catalog

Elementary Education (ELED)

Elementary Education (ELED)

343. Health and PE Methods for the Elementary Classroom (2)
(F,W) This course is designed to prepare elementary teachers to understand and apply different methods of teaching physical education, health and rhythmic movement/dance to children in their classrooms related to Hawaii State Curriculum Standards. In this interdisciplinary course a variety of skills and fundamentals applicable to all elementary school levels will be covered. (Prerequisite: Formal admission to the School of Education)

345. Math Preparation for the Elementary Teacher (2)
(F,W, Spring, 1st T,) Teacher candidates review the mathematics required of public school elementary teachers. Areas of study include whole numbers; fractions; decimals and percents; integers; measuring lengths; number sentences; measuring areas and volumes; and geometry (angles, triangles, quadrilaterals, geometric figures, Pythagorean Property, congruence and similarity). Mastery of these areas requires utilizing mathematic skills in practical, and everyday applied situations. (Prerequisite: Formal admission to the School of Education)

for the elementary school population. (Prerequisite: Formal admission to the School of Education.)

still pending approval
Learning Objectives and assessment methods:

This sheet is derived from the formal requirements for NCATE accreditation and is in the form required for this body. Without this accreditation the SOE would be unable to issue recommendations for licensure to the Hawaii Teachers Standards Board. In each case an assessment needs to be directly linked to one of the objectives.

Course Goals, Objectives, Assessments and Alignment with Department Outcomes, National Standards and Hawaii Licensing Standards

A. NASPE National Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible, personal, and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

B. National Health Standards

1. Students will comprehend concepts related to health promotion and disease promotion.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family and community health.

C. Hawaii Content Performance Standards (HCPS III) for health

1. Core Concepts
2. Accessing Information
3. Self-Management
4. Analyzing influences
5. Interpersonal communication
6. Decision-Making and Goal-Setting
7. Advocacy

D. Hawaii Content Performance Standards (HCPS III) for Physical Education

1. Movement Forms
2. Cognitive Concepts
3. Active Lifestyle
4. Physical Fitness

E. Hawaii Teacher Performance Standards
   1. Focuses on the learner.
   2. Creates and maintains a safe and positive learning environment.
   3. Adapts to learner diversity.
   4. Fosters effective communication in the learning environment.
   5. Demonstrates knowledge of content
   7. Uses active learning strategies.
   8. Uses assessments strategies
   9. Demonstrates professionalism
  10. Fosters parent and school community relationships

Syllabus: Next section Changes to be made as the new instructor is brought up to speed on assessments and outcomes.

ELED 493
PE & Health Methods for the Elementary Teacher
Fall 2010 (2 credits)

Instructor: 
Office Hours: 
Cell: 
Email:  

Class Days 
Office Hrs: 
Rm: MPC
Mission Statement: Recognizing the unique religious base of Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today’s diverse and changing society by (1) instilling a love of lifelong learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

II. Course Description:
This course is designed to prepare elementary teachers to understand and apply different methods of teaching health and physical education to children in their classrooms. In this interdisciplinary course, we will explore a variety of skills and fundamentals applicable to all elementary school levels.
Physical education and health are an integral part of the development of educated and healthy students. National content standards guide the development and integration of physical education and health into school curriculum. These are essential components found in a quality physical education and health program. The goal of this course is to help you gain knowledge necessary to implement lessons that are meaningful, safe, and in accordance with national and Hawaii state standards.
III. Textbook & Materials:
   a. Printed copy of Hawaii Content Performance Standards (HCPS III) with benchmarks, sample performance assessment, and rubric.
      i. Health Education (grades k-5)
      ii. Physical Education (grades k-5)
   c. Athletic attire -Tennis shoes, gym shorts, T-shirt.

IV. Standards Related to this Course
   F. NASPE National Standards

      1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
      2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
      3. Participates regularly in physical activity.
      4. Achieves and maintains a health-enhancing level of physical fitness.
      5. Exhibits responsible, personal, and social behavior that respects self and others in physical activity settings.
      6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

   G. National Health Standards

      1. Students will comprehend concepts related to health promotion and disease promotion.
      2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
      3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health.
      4. Students will analyze the influence of culture, media, technology, and other factors on health.
      5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
      6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
      7. Students will demonstrate the ability to advocate for personal, family and community health.

   H. Hawaii Content Performance Standards (HCPS III) for PE

      1. MOVEMENT FORMS: Use motor skills and movement patterns to perform a variety of physical activities. (1,5,6)
      2. COGNITIVE CONCEPTS: Understands movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (2,5,6)
      3. ACTIVE LIFESTYLE: Participate regularly in physical activity (3,5,6)
      4. PHYSICAL FITNESS: Know ways to achieve and maintain a health-enhancing level of physical fitness (4,5,6)
I. Hawaii Content Performance Standards (HCPS III) for health
   1. Core Concepts
   2. Accessing Information
   3. Self-Management
   4. Analyzing influences
   5. Interpersonal communication
   6. Decision-Making and Goal-Setting
   7. Advocacy

J. Hawaii Content Performance Standards (HCPS III) for Physical Education
   1. Movement Forms
   2. Cognitive Concepts
   3. Active Lifestyle
   4. Physical Fitness

K. Hawaii Teacher Performance Standards
   1. Focuses on the learner.
   2. Creates and maintains a safe and positive learning environment.
   3. Adapts to learner diversity.
   4. Fosters effective communication in the learning environment.
   5. Demonstrates knowledge of content
   7. Uses active learning strategies.
   8. Uses assessments strategies
   9. Demonstrates professionalism
   10. Fosters parent and school community relationships
L. Department Outcomes
   Upon completing a major in Elementary Education, students will:
   1. Demonstrate literacy in basic principles and knowledge of content in the specialty area.
   2. Understand and apply basic learning theories and models in the classroom.
   3. Use student input and information from diagnosis of student learning needs to develop learning outcomes.
   4. Evaluate teaching and curriculum resources for effective use in the instructional process.
   5. Plan lessons which authentic situations, previous learning and integration across subjects.
   6. Provide learning experiences which actively engage students as individuals and as members of collaborative groups.
   7. Create a communication-rich environment that supports and encourages language development and use.
   8. Use a variety of instructional strategies to meet the needs of diverse learners, including students of diverse cultural backgrounds.
   9. Use current curriculum standards to construct assessments, identify performance indicators, and create lessons needed to prepare for the assessments.
  10. Use effective classroom management techniques that foster positive interpersonal relationships, self-control, self-discipline, and responsibility.
  11. Use community and parent resources as an integral part of the teaching process to promote student learning.
  12. Demonstrate competency in the use of technologies available in school setting.
  13. Work collaboratively with other professionals.
  14. Demonstrate positive dispositions (attitudes, actions, ethics, and good work habits) in line with those required for the profession.

V. Course Outcomes
   1. Demonstrates the ability to apply National and State Standards of health and physical education in an elementary setting.
   2. Use effective and appropriate methods in teaching health and physical education in an elementary setting.
   3. Demonstrate the ability to create meaningful and age appropriate lessons in health and physical education.
v. Calendar

**Date** | **Topic**
--- | ---
9/20 | Course Introduction and Health Standards
9/27 | Understanding Health and HCPS III (benchmarks & assessments)
10/4 | Creating Health lessons and classroom management strategies
10/11 | **Health lesson demonstration (due at beginning of class)**
10/18 | **Health Exam**
10/18 | Understanding Physical Education and HCPS III (benchmarks & assessments)
10/25 | Creating PE lessons (rainy day, small space, big class) and management strategies *(dress in athletic attire)*
11/1 | **PE lesson demonstration (due at beginning of class)**
11/8 | **PE Exam**
11/8 | No money! No equipment! What options do you have?
11/15 | **PE group equipment presentations (due at beginning of class)**
11/22 | **Health & PE observations due**
11/22 | Implementing dance into physical education *(dress in athletic attire)*
 | Written PE Lesson Plan Assignment
 | Teach Folk Dance Group Project
11/29 | **Teaching experience & evaluations**
12/6 | **Teaching experience & evaluations**
12/13 | Final Exam

**VI. Course Assignments**

The rubric and description for each assignment will be given the first day of each section. Written paper/project will be required for each section of the class (PE, Health, Movement/Dance). The Health project will be due on Jan. 28. PE will be due on Feb. 11. Movement Dance paper will be due March 4. An observation of an elementary PE class will be required. The written report of the observation will be due on March 18. The observation may be turned in before the due date. A description of assignments with their corresponding standard/outcome is attached at the end of the syllabus. All late assignments will be handled according to the SOE policy. This policy will be handed out the first day of school. Assignments are highlighted in the class calendar above. Assignments must be typed and turned in at the beginning of class. Late assignments will drop one full letter grade. Here are the following assignments for the semester.
Since demonstration of skills entails attendance, tardies and absences will affect this grade strongly. (see last paragraph in section VIII.) The rubric for demonstration of skills is:

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<tr>
<td>Skills</td>
<td>Excellent learning curve of skills presented.</td>
<td>Adequate learning curve of skills presented.</td>
<td>Limited learning curve of skills presented.</td>
<td>Did not attempt skills presented.</td>
</tr>
<tr>
<td>Application of Skills</td>
<td>Excellent application of learned skill to game/activity of situation</td>
<td>Adequate application of learned skill to game/activity situation.</td>
<td>Limited application of learned skill to game/activity situation.</td>
<td>Did not attempt skill presented.</td>
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a. **Health/PE lesson demonstration** - Students will use the lesson plan format to create a meaningful lesson. Include the standard, benchmark, student objective, performance assessment, and learning strategies in your lesson. Using your peers as elementary students, demonstrate and model how you would teach your health lessons. This presentation should take no longer than 3-4 minutes. Apply effective learning strategies and management commands that we have practiced in class.

b. **Health/PE Exams** - Exams are comprehensive and based on power point presentations, class discussions, in class activities, class handouts, teaching experiences and HCPS III printed documents. Questions to the exam will be in multiple choice, short answer, and essay format. Each questions will focus on the following topics:

   a. Basic use of HCPS III Health & PE Standards
   b. Performance Assessments in Health & PE
   c. Learning Strategies in Health & PE
   d. Classroom Management Strategies
   e. Basic use of Lesson Plan format in Health & PE
   f. PE Equipment Group Presentation - Using alternative and creative methods students will make PE equipment out of low cost materials. In a 5-8 minute presentation each group will demonstrate how to use the equipment while implementing classroom management strategies.
Elementary Classroom Observation

Prep for visit:
   Called early for an observation date/time; arrived at least 10 minutes early for observation;
   Consulted with teacher on how to be helpful in class; participate fully in activities; came
dressed appropriately for class.

Warm-ups used:
   What was used as a warm-up?

Activities:
   What were the activities? Give an explanation of how the activities worked/played. What
   standards and benchmarks were addressed through these activities?

Cool-down activities:
   What was sued as a cool-down?

Setting of class:
   Where was the class held? Was there any special equipment? How was area for the
   activities set-up?

Classroom management/discipline:
   What procedures/management ideas helped dead off any problems before they started? Of
   there was a problem, who was it handled? Any accommodations for SPED students?
   Evaluation:
   What is your evaluation/impression of the success of the lesson? What did you learn from
   your observation? Would you do anything different?

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<tr>
<th>National SPA</th>
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<th>Department Outcome</th>
<th>Course Outcome</th>
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<tr>
<td>Any or all, depending on the lesson and grade level observed</td>
<td>1. Focuses on the learner.</td>
<td>2. Understand and apply basic learning theories and models in the classroom</td>
<td>1. Explain philosophy of physical education, health and rhythmic movement/dance in an elementary setting.</td>
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<td>5. Demonstrates knowledge of content.</td>
<td>4. Evaluate teaching and curriculum resources of effective use in the instructional process.</td>
<td>2. Apply principles of physical education, health and rhythmic movement/dance in an elementary setting.</td>
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<td>6. Designs and provides meaningful learning experiences</td>
<td></td>
<td>3. Demonstrate ability to apply Nation and State Standards of physical education, health and rhythmic movement/dance in an elementary setting.</td>
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d. **Health/PE Observations** - Students will set an appointment to visit and observe an elementary class engaging in a PE and Health lesson. Students will use the observation evaluation sheet to record their findings. Health and PE lessons must be separate but can be done on the same day with the same teacher.

e. **Teacher Experiences** - Students will be observed teaching elementary students in an after school program. Students will use the lesson plan format. Evaluations will be based on the following:

   a. **Learning Strategies in Health & PE**
   b. **Classroom Management Strategies**
   c. **Basic use of Lesson Plan format in Health & PE**

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**Written assignment:**
**Individual PE Lesson Plan Assignment**

Choose a skill or sport to teach to the class. Create a lesson plan according to the unit. Add all information required in the rubric. Use outline for the format, description, points emphasized, and time. Include a rainy day lesson if they activity cannot be done in the classroom.

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</thead>
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<td>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</td>
<td>1. Focuses on the learner.</td>
<td>1. Demonstrates literacy in basic principles and knowledge of content in the specialty area.</td>
<td>2. Apply principles of physical education, health and rhythmic movement/dance in an elementary setting.</td>
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<tr>
<td>2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</td>
<td>2. Creates and maintains a safe and positive learning environment.</td>
<td>2. Understand and apply basic learning theories and models in the classroom.</td>
<td>3. Demonstrate ability to apply Nation and State Standards of physical education, health and rhythmic movement/dance in an elementary setting.</td>
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<td>3. Participate regularly in physical activity.</td>
<td>4. Fosters effective communication of the learning environment.</td>
<td>6. Provide learning experiences which actively engage students as individuals and as members of collaborative groups.</td>
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<td>4. Achieves and maintains a health-enhancing level of physical fitness.</td>
<td>5. Demonstrates knowledge of consent.</td>
<td>7. Create a communication-rich environment that supports and encourages language development and use.</td>
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<td>5. Exhibits responsible 6. Designs and</td>
<td>10. Use effective</td>
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personal and social behavior that respects self and others in physical activity settings. | provides meaningful learning experiences | classroom management techniques that foster positive interpersonal relationships =, self-control, self discipline, and responsibility.

6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | 7. Uses active learning to strategizes. | 14. Demonstrates positive dispositions (attitudes, actions, ethics and good work habits) in with those required for the profession.

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**Teach PE and Lesson Plan:**

**Group Teaching & PE Lesson Plan Assignment**

Choose a skill or sport to teach to the class. Create a lesson plan according to the unit you would like to teach. Add all information required in the rubric. Use outline for format, description, points emphasized and time. Include a rainy day lesson if the activity cannot be done in the classroom. The presentation should be equally presented by all members of the group. The presentation should match the lesson plan. Students are all engaged and the lesson is appropriate for the grade level.

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<td>1. Focuses on the learner.</td>
<td>1. Demonstrates literacy in basic principles and knowledge of content in the specialty area.</td>
<td>2. Apply principles of physical education, health and rhythmic movement/dance in an elementary setting.</td>
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<tr>
<td>2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</td>
<td>2. Creates and maintains a safe and positive learning environment.</td>
<td>2. Understand and apply basic learning theories and models in the classroom.</td>
<td>3. Demonstrate ability to apply Nation and State Standards of physical education, health and rhythmic movement/dance in an elementary setting.</td>
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<td>4. Fosters effective communication of the learning environment.</td>
<td>6. Provide learning experiences which actively engage students as individuals and as</td>
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<td>2. Apply principles physical education health and rhythmic movement/dance activities in an elementary setting.</td>
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<td>2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</td>
<td>2. Creates and maintains a safe and positive learning environment.</td>
<td>2. Understand and apply basic learning theories and models in the classroom.</td>
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<td>5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</td>
<td>4. Fosters effective communication of the learning environment.</td>
<td>6. Provide learning experiences which actively engage students as individuals and as members of collaborative groups.</td>
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<td>H3. Students will demonstrate the ability to practice health</td>
<td>5. Demonstrates knowledge of consent.</td>
<td>10. Use effective classroom management</td>
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<td>enhancing behaviors and reduce health risks.</td>
<td>techniques that foster positive interpersonal relationships, self-control, self-discipline, and responsibility.</td>
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<tr>
<td>7. Uses active learning strategizes.</td>
<td>14. Demonstrate positive dispositions (attitudes, actions, ethics, and good work habits) in with those required for the profession.</td>
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**vi. Assignment Weighted Scale**

i. Presentations %25  
ii. Observations %25  
iii. Teacher Experiences %25  
iv. Exams %25  

**vii. Submitting Assignments**  Must be turned in the beginning of class on the due date. No paper may be submitted by email.

**Class/University Policy Statement(s) and Disclosure(s)**

**► Academic Honesty**  [http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1](http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1)  
*Cheating* is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you. [Statement cited from the BYU Provo Honor Code]

**Plagiarism** is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate
disciplinary action administered through the university Honor Code Office, in addition to academic
sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of
the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the
academic community. Plagiarism of any kind is completely contrary to the established practices of
higher education, where all members of the university are expected to acknowledge the original
intellectual work of others that is included in one's own work. In some cases, plagiarism may also
involve violations of copyright law.

*Intentional Plagiarism:* Intentional plagiarism is the deliberate act of representing the words, ideas,
or data of another as one's own without providing proper attribution to the author through
quotation, reference, or footnote.

*Inadvertent Plagiarism:* Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of
another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results
from an ignorant failure to follow established rules for documenting sources or from simply being
insufficiently careful in research and writing.

Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic
misconduct for which an instructor can impose appropriate academic sanctions. Students who are
in doubt as to whether they are providing proper attribution have the responsibility to consult with
their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying
another student's work and submitting it as one's own individual work without proper attribution is
a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the
circumstances and should attempt to reach an understanding with the affected student on the
imposition of an appropriate action. In some cases, the department, the college, or the university
may also take actions independent of the instructor. Examples of possible actions include, but are
not limited to the following: reprimanding the student orally or in writing; requiring work affected
by the academic dishonesty to be redone; administering a lower or failing grade on the affected
assignment, test, or course; removing the student from the course; and/or recommending probation,
suspension, or dismissal.

**► Children in Class**
While we appreciate the challenges faced in babysitting when both parents are students, this
situation has posed challenges for instructors and other students in classes. In the case of
emergencies, please consult your instructor if there is a need to make an exception to this policy on
basically a one-time only basis. This one-time exception should not be cause for any disruption to
the regular conduct/teaching of the class.

**► Dress Code**
As you are in a professional program, faculty and staff in the School of Education expect that you
will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with
these issues is uncomfortable, at best, for all parties involved. The current dress code has been
clearly interpreted in an address to the women on campus by Sister Wheelwright, wife to the
President of BYUH. Clothing should be loose fitting as opposed to form fitting; not display
inappropriate parts of the body when attending classes or conducting activities in class or in the
public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

**Final Examination Policy**
Brigham Young University Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy would include (a) university-sponsored activities which take the student away from the campus at the time of the final exam, (b) emergency situations which are clearly beyond the control of the student or (c) some other extenuating circumstance clearly beyond the scope of the student’s control that would merit a deviation from the spirit and letter of the policy statement. In such cases, the student must submit a written letter outlining the reason(s) for an exception to the university policy to the Dean of the School of Education as soon as the situation arises.

**Grades and Grading**
The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including exams, within the semester/term, you will be need to either repeat the entire course or components of the course. In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, grading is not determined by merely averaging grades. In other words, you cannot take an “F” on one assignment and an “A” on another and conclude that you have “met” the course requirements because your “average” is a “C.” Again, in a true standards-based program, averaging does not exist. The following interpretation of grades applies in our standards-based program:

- **A** represents achievement well above the standard; marked by superior performance, distinction, and excellence in originality, creativity, depth of analysis, seeing beyond the obvious, making connections and relationships. While this level of achievement is not impossible to achieve, instances are rare and difficult to come by.
- **B** represents achievement above the standard, marked by solid accomplishment and goodness, with room for improvement to reach the highest level of competency.
- **C** represents achievement at an acceptable level of the standard, marked by an acceptable level of knowledge and skills relevant to the desired course outcomes. This represents the most common level of achievement attained by the bulk of students.
- **D** represents achievement at a level of performance below the acceptable competency.
- **F** represents a level of competency that is clearly failing, marked by lack of understanding and/or poor work habits and/or failure to submit anything for the assignment.

**Pagers and Cell Phones**
Simply stated, pagers or cell phones are not to be used in the classroom. This includes taking incoming calls, placing calls, sending text messages, checking pager messages, etc. If there is an emergency that requires you to have your pager or cell phone on during the time of class, please notify your instructor ahead of time of the nature of the emergency. Also, set your pager or cell phone to the vibrate setting as opposed to the ring setting. Again, this exception is only for absolute emergencies. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.

► Personal Computers in Class
While we encourage the use of computers in the classroom, such use is intended to complement, not detract from, class content. It should go without saying that any use of computers during class time that is not related to the class is not appropriate. This would include, but is not limited to, checking email, sending email, doing homework for another class, etc.

► Professional Dispositions
Evidence of the development of students’ professional dispositions is a required accreditation assessment for the School of Education. We gather this evidence through the use of the School of Education Professional Dispositions sheet (blue). Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

► Sexual Harassment
Title IX of the U. S. education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Service at 780-8875 (24 hours).

► Student(s) With Disabilities
Brigham Young University Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Counselor, Leilani Auna, at 293-3999 or 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 780-8875 (24 hours).

► Syllabus
The syllabus represents the professor’s best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.
Tardies, Absences, Late Assignments

BYU-Hawaii School of Education,
Policy on Tardies, Absences and Late Assignments (December 2009)

General Rationale
The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional work force. The internalization of these attributes, in addition to academic course work, into the pre-service teacher’s repertoire of “applied knowledge” is critical to their future success and a significant part of what is broadly referred to as being a “true professional.”

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily makeup missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

Tardies
Tardy to class is defined as arriving anytime after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than once will have their final course grade reduced by three (3) percentage points or one-third letter grade (A to A-, A- to B+, B+ to B, etc.). Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

Absences
Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent will have their final course grade reduced by two thirds of a letter grade for each class hour they are absent. Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 2 full letter grades.

Late Assignments
Because all assignments given in the School of Education courses are important, all assignments must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C-. Assignments turned in later than twenty-four (24) hours must still be turned in but will not receive any credit.
Exceptions
University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member in advance of the absence. Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc. In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.