Independent Study Online Course Syllabus

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**Email** gymstreet@gmail.com

**Number of Graduate Semester Units:** 3  
**Target Grade Level:** 6th - 12th grade  
**Course Access:** [http://ce-connect.fresno.edu/](http://ce-connect.fresno.edu/)

**Course Description**

This course is designed to provide the student with an understanding and application of Kelly and Melograno’s Achievement Based Curriculum (ABC) for developing or revising physical education curriculum. The ABC model is used to develop, revise and implement K-12 standards-based physical education curricula. This course is designed to satisfy The Society of Health and Physical Educators (SHAPE) National Standards and Grade-Level for K-12 Physical Education and various State standards for physical education. The SHAPE National Standards and Grade-Level for K-12 Physical Education were developed to provide states, school districts, and teachers’ guidelines for developing appropriate standards-based physical education. Curriculum is based on cognitive, psychomotor, and behavioral developmental changes of students from Kindergarten through High School.

Note: Course materials are not included in the class.

**Required Texts and Course Materials**

**Textbooks and Readings:**  

**Additional Resources:**  

Online Resources:
In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Moodle: Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning). www.moodle.org, www.demo.moodle.org, www.docs.moodle.org

Course Dates
Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

Society of Health and Physical Educators (SHAPE) America's National Standards & Grade-Level Outcomes for K-12 Physical Education
http://www.shapeamerica.org/standards/pe/

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards for Physical Education (NASPE, 2008) Advanced Standards for Physical Education.
http://www.shapeamerica.org/standards/petestandards.cfm

Standard 1: Professional Knowledge: “Advanced physical education teacher candidates come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction” (NASPE, 2008, p. 6).
**Standard 2: Professional Practice:** “Advanced physical education teacher candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners” (NASPE, 2008, p. 8).


**Standard 3: Planning and Implementation:** “Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students” (NASPE, 2008, p. 2).

**Standard 4: Instructional Delivery and Management:** “Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning” (NASPE, 2008, p. 2).

**Standard 5: Impact on Student Learning:** “Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions” (NASPE, 2008, p. 3).

Physical education standards: (for teachers of students ages 3–18+) as described by the National Board for Professional Teaching Standards (NBPT):

**Standard 3: Curricular Choices:** “Accomplished teachers make purposeful curricular choices that address student needs and interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness” (NBPT, 2015, p. 26).

**Standard 5: Learning Environment:** “Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning” (NBPT, 2015, p. 32).

**Continuing Education Program Student Learning Outcomes**

| CE 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4 | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5 | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6 | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |
Student Learning Outcomes (SLOs) for This Course

<table>
<thead>
<tr>
<th>Student Learning Outcomes in This Course</th>
<th>National Standards Addressed in This Course</th>
<th>Continuing Education Program Student Learning Outcomes Addressed**</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this course student will be able to:</td>
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<tr>
<td>1. Articulate their curriculum value orientation as evaluated by the completion of the curriculum value orientation report assignment</td>
<td>NASPE Standard 1, 3-5; NBPT Standard 7</td>
<td>2</td>
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<tr>
<td>2. Articulate the differences between curriculum models and compare the different curriculum models to the ABC curriculum model as evaluated by the completion of model report and ABC curriculum development project assignments.</td>
<td>NASPE Standards 1, 3-5; NBPT Standard 7</td>
<td>2</td>
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<tr>
<td>3. Articulate the steps required to develop physical education curriculum as described by the ABC model by the completion of the ABC curriculum development project</td>
<td>ASPE Standards 1, 3-5; NBPT Standard 7</td>
<td>2</td>
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<tr>
<td>4. Develop a physical education curriculum using the ABC curriculum model by the completion of the ABC curriculum development project</td>
<td>ASPE Standards 1, 3-5; NBPT Standard 7</td>
<td>2</td>
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</tbody>
</table>

* Please refer to the section on National Standards Addressed in This Course
** Please refer to the section on Continuing Education Program Student Learning Outcomes

Topics, Assignments, and Activities

<table>
<thead>
<tr>
<th>Module Topics</th>
<th>Module Assignments and Activities</th>
<th>Points Possible for Each Assignment</th>
<th>Estimated Time to Complete Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Module</td>
<td>Welcome Module – Introduction to the class and to the professor. Introduction forum.</td>
<td>None</td>
<td>1 hour</td>
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<tr>
<td>Module 1 – Foundation for Curriculum Development</td>
<td>Module 1 – Assigned Reading Chapter 1 Ancillary Material to Assist Learning Watch Foundation of Curriculum &amp;</td>
<td>1 hour</td>
<td>1 hour</td>
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<tr>
<td>Curriculum Value Orientations</td>
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<tr>
<td>Curriculum Value Orientation presentations</td>
<td><strong>Assignments</strong>&lt;br&gt; 1.1 Definition of Curriculum forum&lt;br&gt; 1.2 Chapter 1 quiz&lt;br&gt; 1.3 Curriculum Value Orientation Report&lt;br&gt; 1.4 Curriculum Value Orientation Report Forum and Threaded Discussion</td>
<td>10 points&lt;br&gt; 25 points&lt;br&gt; 25 points&lt;br&gt; 15 points</td>
<td>1 hour&lt;br&gt; 2 hours&lt;br&gt; 4 hours&lt;br&gt; 1 hour</td>
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<tr>
<td>Module 2 – Physical Education Mandates and Standards</td>
<td><strong>Module 2- Assigned Reading</strong>&lt;br&gt; Chapter 2&lt;br&gt; SHAPE PE Standards&lt;br&gt; State PE Standards&lt;br&gt; <strong>Ancillary Material to Assist Learning</strong>&lt;br&gt; Watch Physical Education Mandates and Standards Presentation&lt;br&gt; <strong>Assignments</strong>&lt;br&gt; 2.1 Chapter 2 quiz&lt;br&gt; 2.2 Analysis and Application Paper</td>
<td>25 points&lt;br&gt; 20 points</td>
<td>2 hours&lt;br&gt; 1 hour&lt;br&gt; 10 hours</td>
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<tr>
<td>Module 3 – Physical Education Curriculum Models</td>
<td><strong>Module 3- Assigned Reading</strong>&lt;br&gt; Chapter 3&lt;br&gt; <strong>Ancillary Material To Assist Learning</strong>&lt;br&gt; Watch Physical Education Curriculum Models Presentation&lt;br&gt; <strong>Assignments</strong>&lt;br&gt; 3.1 Physical Education Curriculum Model Report&lt;br&gt; 3.2 Physical Education Curriculum Model Report Forum and Threaded Discussion</td>
<td>110 points&lt;br&gt; 15 points</td>
<td>15 hours&lt;br&gt; 1 hour</td>
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<tr>
<td>Module 4 – Achievement-Based Physical Education Curriculum</td>
<td><strong>Module 4 – Assigned Reading</strong>&lt;br&gt; Chapter 4&lt;br&gt; <strong>Ancillary Material to Assist Learning</strong>&lt;br&gt; Watch Achievement-Based Physical Education Curriculum Presentation</td>
<td></td>
<td>2 hours&lt;br&gt; 1 hour</td>
</tr>
<tr>
<td>Module Topics</td>
<td>Module Assignments and Activities</td>
<td>Points Possible for Each Assignment</td>
<td>Estimated Time to Complete Assignment</td>
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<td>---------------------------------------------------</td>
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<tr>
<td>Assignments</td>
<td></td>
<td>25 points</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
| Module 5 – Establishing Philosophy, Goals, Objectives, and Policies | Module 5 – Assigned Reading  
Chapter 5  
Ancillary Material to Assist Learning  
Watch Establishing Philosophy, Goals, Objectives, and Policies Presentation  
Example complete curriculum models  
Curriculum model template  
Assignments  
5.1 Chapter 5 Learning Activities | 10 points | 10 hours |
| Module 6 - Program Planning                       | Module 6 – Assigned Reading  
Chapter 6  
Ancillary Material to Assist Learning  
Watch Program Planning Presentations  
Example complete curriculum models  
Curriculum model template  
Assignments  
6.1 Chapter 6 Learning Activities | 10 points | 20 hours |
| Module 7 - Program Evaluation                     | Module 7 – Assigned Reading  
Chapter 7, 11, & 12  
Ancillary Material to Assist Learning  
Watch Program Evaluation Presentations  
Assignments  
7.1 Analysis and Application Paper | 20 points | 10 hours |
| Module 8 - Final ABC Curriculum Project            | Module 7 – Assignments  
8.1 ABC Curriculum Project | 95 points | 30 hours |
| Wrap-up and Course Evaluation                     | Complete course evaluation and submission of grade request. | | 1 hour |
| **TOTAL POINTS / HOURS**                          |                                                           | **405 points**                      | **136 hours**                         |
Grading Policies and Rubrics for Assignments

A or Credit = 90-100% (405 to 364.5 points)
B or Credit = 80 – 89.99% (364.4 to 324 points)
No Credit = 79.99% or below (Below 323.9 points)

Writing Requirements
- **Superior**: Writing is clear, succinct, and reflects graduate level expectations.
- **Standard**: Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard**: Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - [https://www.fresno.edu/students/registrars-office/academic-catalogs](https://www.fresno.edu/students/registrars-office/academic-catalogs)

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Moodle:**
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle, go to: [https://docs.moodle.org/30/en/Student_FAQ](https://docs.moodle.org/30/en/Student_FAQ). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – [http://col.fresno.edu/student](http://col.fresno.edu/student).

**Moodle Site Login and Passwords** – (or other online course access information):
Students will need to have internet access to log onto http://ce-connect.fresno.edu/. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email prof.dev@fresno.edu

**Getting Help with Moodle:**
If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559-453-3460) is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the “School = Continuing Education”.

**Instructor/Student Contact Information**
Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

**Final Course Grade and Transcripts**
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures at http://ce.fresno.edu/cpd/policies/

**University Policies and Procedures**
Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at http://registrar.fpu.edu/catalog.

**Fresno Pacific University Student Learning Outcomes**

| Student Learning Outcomes Oral Communication: Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to |
**inform** and **persuade** others.

**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**Reflection:** Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.

**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.

**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

**Service:** Students will *demonstrate* service and reconciliation as a way of leadership.

**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

**Quantitative Reasoning:** Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

**Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.