Independent Study Online Course Syllabus

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**Email:** bgdemars1@gmail.com

**Number of Graduate Semester Units:** 3
**Target Audience:** 7th - 12th grade teachers

**Course Access:** ce-connect.fresno.edu

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**Course Description**

This course is designed to prepare students to understand and implement either nationally-recognized or California-adopted Content Standards. The course is designed to be an effective balance between learning the content needed to be an effective Physical Education teacher and applying the pedagogy needed to effectively teach the content. Course assessments are designed to show that the knowledge gained can carry over to processing and effectively utilizing it within the Physical Education setting. Students will be exposed to resources which can be ongoing sources of information for effective teaching going forward.

Note: Required textbook(s) must be purchased separately.

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**Required Texts and Course Materials**

**Textbooks and Readings:** Darst, Paul W. and Pangrazi, Robert P. Dynamic Physical Education for Secondary Students. The 7th edition of the book will work best and it is less expensive. (In order to save you money, this textbook is not included in the cost for the course and must be purchased separately. This allows you to go to Amazon.com and purchase a used copy. The book has a lot of great resources that you can refer to in the future.)

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments.

**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](http://www.moodle.org) // [www.moodle.org/demo](http://www.moodle.org/demo) // [https://docs.moodle.org](https://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

http://www.shapeamerica.org/standards/index.cfm - SHAPE America - National Standards for Health and Physical Education

The following standards have been identified by SHAPE as to what a student should know and be able to do as a result of a highly effective physical program for K-12 students:

**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.

To access the Society of Health and Physical Educators (SHAPE) standards for individual states, go to www.shapeamerica.org/standards/pe/statestandards.cfm

Continuing Education Program Student Learning Outcomes

<table>
<thead>
<tr>
<th>CE 1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 2</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td>CE 3</td>
<td>Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
</tr>
<tr>
<td>CE 4</td>
<td>Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.</td>
</tr>
<tr>
<td>CE 5</td>
<td>Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.</td>
</tr>
<tr>
<td>CE 6</td>
<td>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.</td>
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</tbody>
</table>
## Student Learning Outcomes (SLOs) for This Course

<table>
<thead>
<tr>
<th>Student Learning Outcomes for 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>
<td></td>
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</tr>
<tr>
<td>1. Demonstrate an ability to understand and teach to the areas of loco-motor, non-locomotor and sports skills.</td>
<td>Standard 1</td>
<td>CE 2</td>
</tr>
<tr>
<td>2. Demonstrate an ability to develop lesson plans that apply concepts, strategies and tactics related to movement and performance.</td>
<td>Standard 2</td>
<td>CE 4</td>
</tr>
<tr>
<td>3. Demonstrate the ability to describe and apply the ability to teach the importance of health-enhancing levels of physical activity.</td>
<td>Standard 3</td>
<td>CE 6</td>
</tr>
<tr>
<td>4. Demonstrate an ability to apply sound Biblical principles as related to classroom behavior and discipline.</td>
<td>Standard 4</td>
<td>CE 5</td>
</tr>
<tr>
<td>5. Demonstrate the ability to explain the unique contributions that Physical Education plays in the lives of students.</td>
<td>Standard 5</td>
<td>CE 3</td>
</tr>
<tr>
<td>6. Demonstrate the ability to justify the key role of Physical education in the overall curriculum.</td>
<td>Standards 1-5</td>
<td>CE 1</td>
</tr>
</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 Title</th>
<th>Module Assignments and Activities</th>
<th>Points Possible for Each Assignment</th>
<th>Estimated Time to Complete Activity</th>
</tr>
</thead>
</table>
| Welcome Module | • Introduction video  
• Moodle online tutorial  
• Course syllabus  
• Research and ordering textbook | | 4 hours  
2 hours  
2 hours |
| Module 1 – Justifying a Physical Education Program | • Read textbook pages 1-45.  
• 1.1 - Introduce yourself forum  
• 1.2 - Answer provided questions from chapters 1 and 2.  
• 1.3 - P.E. class interviews | 10 points  
100 points  
100 points | 6 hours  
1 hour  
3 hours  
4 hours |
| Module 2 – Designing a Physical Education Program | • Read textbook pages 42-96  
• 2.1 - Answer provided questions from chapters 3 and 4.  
• 2.2 - Complete interview process for 2 teachers. | 100 points  
150 points | 6 hours  
3 hours  
6 hours |
<table>
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<tr>
<th>Module Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Module 3 – Teaching a Physical Education Program</td>
<td>• Read textbook pages 97-249 • 3.1 - Answer provided questions from chapters 5-10. • 3.2 - Participate in 2 classroom observations using provided guidelines. • 3.3 - Identify rules and consequences for your classes.</td>
<td>300 points 75 points 25 points</td>
<td>16 hours 7 hours 6 hours</td>
</tr>
<tr>
<td>Module 4 – Developing a Total Program</td>
<td>• Read textbook pages 250-294 • 4.1 - Answer provided questions from chapters 11-13. • 4.2 - Complete Tournament Construction assignment</td>
<td>100 points 30 points</td>
<td>6 hours 3 hours</td>
</tr>
<tr>
<td>Module 5 – Implementing Instructional Activities</td>
<td>• Read textbook pages 295-383 • 5.1 - Answer provided questions from chapters 14-17. • 5.2 - Complete Health lesson plan • Browse through fitness activities</td>
<td>200 points 50 points</td>
<td>8 hours 6 hours 3 hours 3 hours</td>
</tr>
<tr>
<td>Module 6 – Lesson Plans</td>
<td>• 6.1 - Complete Lesson Plan assignment • 6.2 - Modifying for a Disability • 6.3 - Complete assignment on Physical Education Standards.</td>
<td>100 points 25 points 25 points</td>
<td>6 hours 3 hours 3 hours</td>
</tr>
<tr>
<td>Module 7 – Relating to Students</td>
<td>• 7.1 - Discipline Principles assignment • 7.2 - Listen to personal story and complete reflection.</td>
<td>50 points 25 points</td>
<td>3 hours 2 hours</td>
</tr>
<tr>
<td>Module 8 – Research Paper</td>
<td>• Research • Writing Process • 8.1 - Creating final product</td>
<td>200 points</td>
<td>6 hours 6 hours 5 hours</td>
</tr>
<tr>
<td>TOTAL POINTS / HOURS</td>
<td></td>
<td>1665 points 135 hours</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Policies and Rubrics for Assignments**

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to receive credit for the assignment.
- A = 90-100% and B= 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
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.)

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/students/academic-support/services-students-disabilities.

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

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). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – 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 https://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

Last Revision Date: 2/15/2018
To Register for Courses go to https://ce.fresno.edu
during regular office hours - Mon-Fri 8:00 am to 5:00 pm. (Pacific Time) 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 (Pacific Time), 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 Continuing Education website (https://ce.fresno.edu/my-account) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

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. |