

PPE 535
INTRODUCTION TO SPORT EDUCATION

Spring 2016

Arizona State University
Mary Lou Fulton Teachers College

Professional Physical Education Teacher Education Program
Master's of Physical Education Program
Learning, Literacies, and Technology Ph.D. Program

Instructor:

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Credits:

3

Class Location:

Williams Field Community School - Rm. 53
Williams Field Community School - Gym

Class Times:

THURSDAYS 5:30 – 8:15PM

Office Hours:

By appointment

“Therefore, Junuh, love your opponents. When I say love, I don’t mean hand them the game. I mean contend with them to the death, the way a lion battles a bear, without mercy but with infinite respect. Never belittle an opponent in your mind, rather build him up, for on the plane of the Self there can be no distinction between your being and his. Be grateful for your opponents’ excellence. Applaud their excellence. For the greatness of the hero is measured by that of his heroes.”

-Bagger Vance to Rannulph Junuh in *The Legend of Bagger Vance*
(Pressfield Steven, Avon Books, NY 1995)

PPE 535

INTRODUCTION TO SPORT EDUCATION

General Course Introduction

This course is intended for Physical Education teachers who are currently looking to become certified or who are already certified teach Physical Education in schools, and who are working toward an advanced degree, seeking further professional development, and/or maintain their current teaching certificate. The course material is geared to familiarizing course participants with the Sport Education curriculum & instruction model (Siedentop, Hastie, & van der Mars, 2011).

Sport Education is a Curriculum & Instruction model for delivering school Physical Education programs was developed in the early to 1980's. The model is rapidly gaining national and international recognition in its effort to offer a more complete, positive and developmentally sport experience to all students. It has made significant inroads in many individual school programs in the U.S., and experienced good success in Australia, and England.

The model can be used starting in Grade 4 through High School, and allows teachers to teach both common sports as well as activities such as orienteering, weight training, and dance.

Course Calendar

The Course Calendar (see pp. 10-16) provides an overview of the content and focus of each class session, including when quizzes are scheduled, and due dates for projects. Needless to say, adjustments may need to be made. The instructor will announce such schedule adjustments ahead of time.

Objectives of the Course

By the end of this course the course participants will be able to:

1. Correctly identify the main goals, specific objectives, and main features of Sport Education.
2. Plan-design-implement a complete Sport Education season for students in their own program
3. Develop appreciation for teaching Sport in a more authentic and complete manner in a school Physical Education context.

Required text

Siedentop, D., Hastie, P., & van der Mars, H. (2011). *Complete Guide to Sport education* (2nd ed). Champaign, IL: Human Kinetics.

This text serves as the primary resource to becoming knowledgeable and skilled at implementing Sport Education.

Required Supplementary Prerequisite Skills

Working level skills and knowledge relative to Word-Processing, Spreadsheet, PowerPoint, AND DROPBOX.

Course Content

1. Central features of Sport Education-Curricular & instructional foundation

- Traditional PE and Sport Education
- Central Features of Sport & Sport Education
- Sport Education goals and objectives
- Sport Education's instructional philosophy
- Sport Education's curricular philosophy
- Participation requirements
- Multiple roles
- Modified game conditions
- Developing "Game Sense"

2. Sport Education and the National Health Agenda

- Promoting physical activity beyond the class setting
- Self-efficacy toward physical activity as a determinant of continued engagement

3. Class management & Behavior Development

- Classroom management – Use of routines
- Developing appropriate behavior – Fair Play
- Supporting and celebrating behavior development

4. Selecting Season Outcomes

- In-class and out-of-class physical activity
- Self-efficacy
- Techniques and tactics
- Knowledge in action

- Non-playing role performance
- Fair Play

5. Designing the Season to Accomplish Goals

- Appropriate outcomes
- Designing a successful season around goals
- Preparing for the season
- Typical daily lessons – Block plans
- Tips for first-time users

6. Creating modified Game Conditions

- Key strategies for modifying games
- Modifying target games
- Modifying net-court games
- Modifying striking fielding games
- Modifying invasion games
- Including students w. disabilities

7. Choosing Competition Formats

- Progressive formats
- Graded competition formats
- Event model format
- Dual meets format
- Round robin format
- Tournament format
- Non-sport competition format
- Culminating events

8. Student Roles

- Required Duty Team roles
- Team roles
- Specialist roles
- Choosing roles - How many & which kinds?
- Practicing non-playing roles
- Holding students accountable
- le for non-player role performance

9. Selecting Teams and Coaches

- Variables that influence team size and number of teams
- Selecting students to teams
- Creating Team affiliation
- Use of Team Binders/Portfolios

10. Creating Festivity in Sport

- Creating daily festivity in Sport Education

- Creating culminating events

11. Assessment

- The need for assessment-developing credible evidence
- Assessing in-class and out-of-class physical activity, and self-efficacy
- Making assessment authentic
- Assessing game play (i.e., techniques, tactics, knowledge, Fair Play)
- Assessing Duty Team performance

Course Components (i.e., Tasks for which you are held accountable)

1. Sport Education Chapter Learning Presentation

In an attempt to engage you in more in-depth learning, you will develop and deliver a short presentation for one of the Sport Education text chapters. In addition, you will design an assignment that your classmates have one week to work in groups of no more than two persons. In other words, the assignment should allow classmates to take and apply the information in a learning task directly related to learning to implement Sport Education. Classmates are allowed to use the textbook and another appropriate supplementary materials related specifically to Sport Education

The quality of your chapter presentation and the assignment that you present to class mates will be assessed by the instructor on the following criteria:

1. Accurate overview of key concepts and/or strategies presented in the chapter
2. Clear alignment of chapter focus and content with the assignment to be completed by classmates
3. Ample use of examples during the class presentation
4. Ample use of questions during the chapter presentation to engage the classmates
5. Thorough and appropriate assessment of the work produced by the classmates

PLEASE NOTE THAT THERE WILL NOT BE A CUMULATIVE WRITTEN MID-TERM OR FINAL EXAM IN THIS COURSE.

2. Sport Education Season Implementation

During the final class session, you will be asked to present your first design of a full Sport Education season. The purpose of this assignment is to get you familiar with especially the planning and preparation of a Sport Education season. **This will be a group project where you will be working with peers who each have varying responsibilities.** The primary focus will be on having you design an appropriate type of game structure/format for elementary (Grades 4-6) middle (6-8) and/or high school (9-12), with appropriate game rules, supporting materials etc. Specific details regarding this assignment will be provided later in a separate handout.

3. Sport Education Book Group Project

Sport is arguably one of the most powerful institutions in this country today. It influences our everyday behavior perhaps more than anything else. Sport is an icon of our culture. It has been and continues to be a dominant face of what constitutes school Physical Education. Physical Education teachers can greatly influence the health of the Sport culture. One way of doing that is to know more about and value Sport in all of its facets.

One way of learning more about sport is to read about aspects of sport. For this part of course, you will form “book groups”. The general idea is to have a small group of students select one book (either a classic or a recently published one), read the book, and then meet as a group to discuss your likes, dislikes, agreements and disagreements.

The course instructor will provide the menu of books from which you can choose. Specific details regarding this assignment will be provided in a separate handout.

THE BOOK GROUP MEETING IS SCHEDULED FOR APRIL 2nd (MARK YOUR DAY-TIMER!).

EACH MEMBER IN THE BOOK GROUP SHOULD HAVE FINISHED READING THE *ENTIRE* BOOK BY THEN.

4. Fair Play / Professionalism within and beyond the course setting

The success of this course is in large part a result of your contributions to it. Significantly contributing to a course’s success includes more than just showing up and being a consumer. It includes for example, your presence, your conduct, your active involvement in class discussions/debates, knowing when to speak and when to listen, respecting other people’s views, doing quality out-of-class work, doing quality in-class work, investing time and energy outside of class to the course work, supporting all your class mates, being prepared for each class, and actively and productively contributing to small group assignments. And remember what your grandmother used to say: “If you can’t say anything nice, don’t say anything at all.” Thus, avoid talking about others behind their backs (be they course instructors, or class mates). This is a course component that I will track holistically following each class session, by reviewing each student’s actions and involvement in all the course’s activities.

6. Research presentation:

Sport Education . . . What do we know about this model & what to research?

NOTE: THIS ASSIGNMENT APPLIES ONLY TO 535 MPE AND /OR PhD. GRADUATE STUDENTS!

The MPE graduate students (i.e., PPE 535 students) in the course will conduct a literature review of the research-based literature on Sport Education. There is now a substantial body of research on a variety of topics directly related to Sport Education.

PhD students enrolled in the course will do the same, PLUS they will design a research project proposal that revolves directly around Sport Education. Proposals in which Sport Education is compared to other curricular approaches are strongly discouraged.

You will receive a separate handout with specific information needed to develop) a 15-18 minutes PowerPoint presentation that provides an overview of your literature review findings

PhD. students enrolled in the course will receive a separate handout with information to develop the research proposal.

The research literature review presentation will take place during the course’s scheduled final exam time slot:

THURSDAY May 5, 2016; 5:30 – 7:30PM.

MARK YOUR CALENDAR!

Student Performance Assessment

Through your active participation and performance on various course assignments, you will earn points toward a final course grade. The breakdown of assignments and tasks as well as the accompanying grading scale are shown below.

In the chart below, please make note the difference in the points weight given to the various course components for students in the B.A.E. vs. the M.P.E. and Ph.D. programs.

Course component	<i>494 Pts. possible</i>	535 Pts. Possible (MPE/PhD)
1. Student Chapter presentation and assignment design, and assessment	40	7
2. Chapter application assignment (9 x 2)	40	18
3. Sport Education Implementation Project		30
4. Sport Education Book Group	10	15
5. Sport Education Research Literature Review presentation	5	20
6. Fair Play/Professionalism		10
Total	100	100

ASU employs the following grade definitions:

<i>Grade</i>	<i>Definition</i>	<i>Value</i>	<i>Grade</i>	<i>Definition</i>	<i>Value</i>
A	Excellent	4.00	I	Incomplete	—
A-		3.67	NR	No Report	—
B+		3.33	P	n/a	—
B	Good	3.00	W	Withdrawal	—
B-		2.67	X	Audit	—
C+		2.33	Y	Satisfactory	—
C	Passing	2.00	Z	Course In Progress	—
D	No Graduate Credit	1.00	XE	Aca. Dishonesty	0.00
E	Failure	0.00			

COURSE GRADING SCALE

In this course the following grading scale will be used (NOTE: no “+’s” or “-’s” will be used in the final course grading):

% Total	Grade	% Total	Grade
93% - 100%	A	63% - 72.9%	D
83% - 92.9%	B	62.9 or less	E
73% - 82.9%	C		

In Appendix A, you will find a Course Points Accumulation Chart that you can use to track your points accumulation in the course based on on your performance relative to each formal course assignment

<p><i>Course calendar</i> <i>(Subject to adjustment)</i></p>

SESSION	DATE	CLASS LOCATION & TOPICS
1	Jan. 14	<p>WCS - Rm. 53</p> <ul style="list-style-type: none"> ➤ Student background information gathering ➤ Brief Course Introduction ➤ Syllabus overview ➤ <i>OVERVIEW: Sport Education Book Group Assignment</i> <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ From Sport within traditional Physical Education to Sport in Sport Education ➤ Informal Game play / Building a more complete sport event.
2	Jan. 21	<p>WCS - Rm. 53</p> <ul style="list-style-type: none"> ➤ Introduction to/Discussion of Sport & Sport Education ➤ <i>Review Chapter 1: Key Features of the Sport Education Model</i> ➤ <i>OVERVIEW: Sport Education Implementation Project</i> <ul style="list-style-type: none"> - Introduction to Sport Education (cont'd.) - Other Non-playing Team roles - Use of a Team Selection Panel - What constitutes Fair Play? <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by all Class Members ➤ <i>Class-wide Warm-up</i> ➤ Forming balanced teams ➤ Competition format (“Graded competition”) ➤ Overview of required Duty Team responsibilities ➤ General Scrimmages for assessing players & practice of Scorekeeping and Officiating ➤ Team formation process

SESSION	DATE	CLASS LOCATION & TOPICS (CONTINUED)
3	Jan. 28	<p>WCS - Rm. 53</p> <p>Chapter Task Assignment due: <i>Ch. 1 - Key Features of the Sport Education Model</i></p> <ul style="list-style-type: none"> ➤ Student Review Chapter 2: <i>Sport Education Curriculum and Instruction Strategies</i> ➤ OVERVIEW: <i>Literature Review Guidelines overview</i> <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by all class members ➤ Class-based warm-up ➤ Pre-season Team Training Camps (Guided Practice) ➤ General Scrimmages for assessing players & practice of Scorekeeping and Officiating (<i>Continued</i>) ➤ Equipment/Courts tear down by Duty team
4	Feb. 4	<p>WCS - Rm. 53</p> <p>Chapter Task Assignment due: <i>Ch. 2 - Sport Education Curriculum and Instruction Strategies</i></p> <ul style="list-style-type: none"> ➤ Student Review Chapter 3: <i>Class Management and Behavior Development</i> ➤ Use of Fair Play Points ➤ Selecting non-playing roles (Type and number) ➤ Creating Team Identity – “Affiliation” <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by all class members ➤ Class-based Warm-up & Practice ➤ General Scrimmages for assessing players & practice of Scorekeeping and Officiating (<i>Continued</i>) ➤ Equipment/Courts tear down by Duty team
5	Feb. 11	<p>NO CLASS - APE CONFERENCE</p> <p>Register for this conference at http://members.azhpe.org/event-2097761 <i>Student registration fee is 20 dollars</i></p> <p>Conference Location: <i>Ability 360 Sports and Fitness Facility - 5031 East Washington Street, Phoenix, AZ 85034</i></p>

SESSION	DATE	CLASS LOCATION & TOPICS (CONTINUED)
6	Feb. 18	<p>WCS - Rm. 53</p> <p>Chapter Task Assignment due: Ch. 3: Class Management and Behavior Development</p> <ul style="list-style-type: none"> ➤ Student Review Chapter 4: <i>Identifying and Selecting Season Outcomes</i> ➤ Announcement of League teams ➤ Hand out Team binders; Captain/Players Contract signing; Fair Play Agreement signing <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team-based Warm-up ➤ Between-team Scrimmage Matches (SCOUTING) ➤ Practice Game Data Entry ➤ Equipment/Courts tear down by Duty Team <p>SPORT EDUCATION LITERATURE REVIEW TOPIC SELECTION DUE IN WRITING</p>
7	Feb. 25	<p>WCS - Rm. 53</p> <p>Chapter Task Assignment due: Ch. 4: Identifying and Selecting Season Outcomes</p> <ul style="list-style-type: none"> ➤ Student Review Chapter 5: <i>Designing Seasons to Accomplish Outcomes</i> <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team warm-up & Team practice ➤ Between-team Scrimmage Matches (SCOUTING) ➤ Practice Game Data Entry ➤ Equipment/Courts tear down by Duty Team
8	Mar. 3	<p>WCS - Rm. 53</p> <p>Chapter Task Assignment due: Ch. 5: Designing Seasons to Accomplish Outcomes</p> <ul style="list-style-type: none"> ➤ Student Review Chapter 11: <i>Assessment in Sport Education</i> <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team-based Warm-up & Practice ➤ Team & Player Photos ➤ SEASON OPENING DAY CEREMONY ➤ Season Games (SCOUTING) ➤ Equipment/Courts tear down by Duty Team
	Mar. 10	SPRING BREAK - NO CLASS

SESSION	DATE	CLASS LOCATION & TOPICS (CONTINUED)
9	Mar. 17	<p>WCS - Rm. 53</p> <p><i>Chapter Task Assignment due: Ch. 11: Assessment in Sport Education</i></p> <ul style="list-style-type: none"> ➤ Student Review Chapter 6 & 7: Modifying Games & Activities + Competition Formats <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team-based warm-up & practice ➤ Season Games (SCOUTING) ➤ Equipment/Courts tear down by Duty Team <p><i>SPORT EDUCATION LITERATURE REVIEW LIST OF SELECTED REFERENCES TO BE INCLUDED DUE IN WRITING</i></p>
10	Mar. 24	<p>WCS - Rm. 53</p> <p><i>Chapter Task Assignment due: Ch. 6 + 7: Modifying Games & Activities + Competition Formats</i></p> <ul style="list-style-type: none"> ➤ Student Review Chapter 8: Defining Student Roles ➤ Student Work Session on Season Design Project and / or Literature Review <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team-based Warm-up & Practice ➤ Season Games (SCOUTING) ➤ Equipment/Courts tear down by Duty Team
11	Mar. 31	<p>WCS - Rm. 53</p> <p><i>Chapter Task Assignment due: Ch. 8: Defining Student Roles</i></p> <ul style="list-style-type: none"> ➤ Student Review Chapter 9: Selecting Teams and Coaches ➤ <i>BOOK GROUP MEETING</i> <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team-based Warm-up & Practice ➤ Season Games (SCOUTING) ➤ Equipment/Courts tear down by Duty Team

SESSION	DATE	CLASS LOCATION & TOPICS (CONTINUED)
12	Apr. 7	<p><i>SHAPE AMERICA NATIONAL CONVENTION</i></p> <p>WCS - Rm. 53</p> <p><i>Chapter Task Assignment due: Ch. 9: Selecting Teams and Coaches</i></p> <ul style="list-style-type: none"> ➤ Student Review Chapter 10: <i>Making Sport Education Festive</i> ➤ Work Session Literature Review Presentations <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team-based Warm-up & Practice ➤ Season Games ➤ Equipment/Courts tear down by Duty team <p><i>BOOK GROUP REPORTS DUE</i></p>
13	Apr. 14	<p>WCS Rm. 53</p> <ul style="list-style-type: none"> ➤ Student Review Chapter 10: <i>Selecting Teams and Coaches</i> Work Session Literature Review Presentations <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team-based Warm-up & Practice ➤ Season Games ➤ Equipment/Courts tear down by Duty team <p><i>LITERATURE REVIEW PAPER DRAFT DUE</i></p>
14	Apr. 21	<p>WCS - 53</p> <ul style="list-style-type: none"> ➤ Work Session Literature Review Presentations <p>WCS - Gym</p> <ul style="list-style-type: none"> ➤ Equipment/Courts set up by Duty team ➤ Team-based Warm-up & Practice ➤ Season Games ➤ Equipment/Courts tear down by Duty team <p><i>Lit review actual due</i></p>
15	Apr. 28	<p>WCS - Gym / WCS</p> <p><i>Chapter Task Assignment due: Ch. 10: Making Sport Education Festive</i></p> <ul style="list-style-type: none"> ➤ <i>Culminating Event Class (Group Determined & Organized)</i>

FINALS WEEK: May 2 - 9

DATE & TIME: THURSDAY, MAY 5, 2016; 5:30 – 7:30PM

General Course Procedures & Reminders

Class Attendance

Students are expected to attend *all* classes. Please arrive at least 5 min. prior to class. If, extenuating/unforeseen circumstances prevent you from attending class please notify me ahead of time either by email (Hans.vanderMars@ASU.edu) or by office phone (480-727-1653).

7. Classes will start promptly at 5:30PM. Please ensure an on-time arrival and preparedness to start on time.
8. If you are unable to attend class, you are expected to notify the course instructor ahead of time.
9. Unannounced absences result in automatically forfeiting any opportunity for make-up work.
10. Plan your departures for and/or returns from spring break or other types of vacations around the course meeting times and dates.

Cell phones

Please turn your cell phone completely to “OFF.” Use it only for course-related purposes. If you believe you have a legitimate reason (e.g., pregnant wife/partner who is due any moment) to keep your phone on during class, please notify the instructor. **POSITIVELY NO TEXTING, SURFING THE NET, OR CHECKING YOUR EMAIL INBOX BETWEEN 5:30 – 8:15PM AT ANY TIME.**

Lap Top Use in Class

You are welcome to use a laptop or like device in class for the purpose of taking notes, and/or seeking information on the Internet for the purpose of the course. As professional courtesy to both the instructor and your classmates you are asked to refrain from using a laptop for all other reasons/purposes. This includes, but is not limited to emailing, checking sport scores, shopping, etc.

Use of Facilities and Equipment

Before you leave at the end of class period, please make sure you leave the rooms (i.e., the classroom, equipment room, and Gym) in cleaner condition than what it was like at the beginning of each class (regardless of who might have created/left a mess). And return all equipment to the appropriate locations in the equipment room. **BE KIND AND**

HELP EACH OTHER OUT☺!

Course Dress code

1. ***ALWAYS*** BE DRESSED FOR ACTIVITY! (Much of the course will be spent in the Gym and you will be physically active ☺).
2. SPOR THAT GEAR, OPEN-TOED SHOES, FLIP-FLOPS, and JEANS are a decided “NO-NO!” and, moreover demonstrate a lack of professionalism.

Students with disabilities

Arizona State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If/When you are registered with **Disability Resource Center** (DRC) for students please inform the instructor ASAP so accommodations can be made.

Accommodations are made through collaborative efforts between students, faculty and the DRC. Students with accommodations approved through DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DRC should contact the DRC office immediately.

Disability Resource Center Contact information

Matthews Center
P.O. Box 873202
Arizona State University
Tempe, AZ 85287
Phone: (480) 965-1234
TDD: (480) 965-9000
FAX: (480) 965-0441
E-mail: Disability-Q@asu.edu

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Religious Accommodations for Students

If you are a student who need to be absent from class due to the observance of a religious holiday or participate in required religious functions, please notify me in writing as far in advance of the holiday/obligation as possible. Please specify the holiday or obligatory function in your communication with me. You will not be penalized for missing class as a consequence of religious obligations/holiday observance. Please confer with me about

making arrangements for making up tests/assignments prior to the absence.

Military Personnel Statement

If you are a student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and are unable to complete classes because of military activation, you may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Grade Appeals

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at <http://www.asu.edu/catalog>

Appendix A

PPE 535 Introduction to Sport Education

Course Points Accumulation Chart

<i>Course Component</i>	<i>M.P.E. students</i>		<i>Ph.D. students</i>	
	<i>Pts. Possible</i>	<i>Actual pts. Earned</i>	<i>Pts. Possible</i>	<i>Actual pts. Earned</i>
<i>Chapter pres. and assignment design</i>	7		3	
<i>Chapter task 1</i>	2		3	
<i>Chapter task 2</i>	2		3	
<i>Chapter task 3</i>	2		3	
<i>Chapter task 4</i>	2		3	
<i>Chapter task 5</i>	2		3	
<i>Chapter task 6</i>	2		3	
<i>Chapter task 7</i>	2		3	
<i>Chapter task 8</i>	2		3	
<i>Chapter task 9</i>	2		3	
<i>Book Group</i>	15		10	
<i>SE Season Implementation Project</i>	30		30	
<i>Research Lit Review</i>	20		5	
<i>Fair Play / Professionalism</i>	10		25	
TOTAL	100		100	

APPENDIX B

A Word or Two About Academic (Dis)honesty

All students enrolled in this PPE 494-535 *Introduction to Sport Education* course are advised that Arizona State University (ASU) has policies and procedures in place to handle instances of academic dishonesty on the part of students. In cases where you are found to engage in dishonest behavior in any shape or form (e.g., in writing papers, taking exams, etc.) published University Policies will be followed. ASU's *Student Code of Conduct* and Student Disciplinary Procedures relative to academic dishonesty are published at the following web link:

http://www.abor.asu.edu/1_the_regents/policymanual/chap5. (This link accesses CHAPTER V, "CAMPUS AND STUDENT AFFAIRS."). The *Student Code of Conduct* and Student Disciplinary Procedures may also be obtained from the Office of the Dean of Students.

"Academic dishonesty" is an intentional act of deception in one (or more) of the following areas:

Cheating - use or attempted use of unauthorized materials, information, or study aids.

Fabrication - falsification or invention of any information.

Assisting - helping another commit an act of academic dishonesty.

Tampering - altering or interfering with evaluation instruments and documents.

Plagiarism - representing the words or ideas of another person as one's own.

The penalty for acts of academic dishonesty ranges from a grade of "F" for the assignment or test to expulsion from the course, academic major, or college. Violations of academic dishonesty in this class will be dealt with in accordance with University policy. If the nature of academic dishonesty is unclear to you, please contact your instructor or consult the information provided on ASU Student Code of Conduct website:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.

In an effort to have you reflect on and recognize what it means to do your best possible work and be assured that it is truly your work, I would ask that you please sign and submit the following honor code pledge:

I, (PRINT your name) _____ pledge that my work in all my course work while enrolled in the Master's of Physical Education (M.P.E.) Program and/or PhD Doctoral Sport Pedagogy/Physical Education Teacher Education program will be valid, that my work will be absolutely honest, that it will be my work that I created, and I will respect others' property by giving credit. I realize that these standards are an integral part of academic life and personal worth.

Furthermore, when others aim to violate this pledge I will respond appropriately.

Print Name: _____

Signature: _____ *Date:* _____

After you complete this, please submit this page to the Course Instructor.

THIS PAGE IS LEFT BLANK ON PURPOSE

APPENDIX C

PPE 535 - Introduction to Sport Education

Personal Health History Form Physical Education Program Arizona State University

Name: _____ Age: _____ Date: _____

<i>Question</i>	<i>Y</i>	<i>N</i>	<i>Don't Know</i>	<i>Question</i>	<i>Y</i>	<i>N</i>	<i>Don't Know</i>
Do you smoke?				Do you have allergies or asthma?			
Have you smoked in the past?				Do you have daily coughing?			
If so, how many packs a day?				Do you have high blood pressure?			
Are you diabetic?				Any current injuries or illnesses?			
Family history of diabetes?				Do you have any muscle weakness?			
Do you have any heart disease?				Do you have muscle pain at rest?			
Do you have a heart murmur?				Any muscle pain with exertion?			
Do you experience chest pain?				Any bone/joint injury or illness?			
Any chest pain with exertion?				Any bone/joint pain while moving?			
Currently taking medications?				If yes, list all:			

Specify any activities that have been contraindicated by your physician or about which you must be cautious. _____

Describe your typical Physical Activity level (days p. wk.):

Sedentary (0-1)	Minimally Active (1-2)	Somewhat Active (3-4)	Very Active (5-6)	Extremely Active (6-7)
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Estimate your current fitness level:

Unfit Below Average Average Above Average Very Fit

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Assumption of Risk and Release

Course Name and Number or Activity: _____

In consideration of my being allowed to participate in the course or activity described above (collectively, the “activities”), I, the undersigned, assume the risk of and hereby release and forever discharge the Arizona Board of Regents, Arizona State University, their officers, regents, agents or employees, and further covenant not to sue the Board, University, their officers, regents, agents and employees, for any injury which I may sustain as a result of my participation in the above activities, and which results from causes beyond the control of, and without the fault or negligence of, the Board, the University or their officers, regents, agents and employees. If I am under the age of 18 I certify that I have obtained the signature of my parent or guardian allowing me to participate in the activities and that parent or guardian has full knowledge thereof.

I am fully aware of the risks and dangers involved in these activities. I am aware that unanticipated and unexpected events may occur that may result in injury to me. I hereby assume all risks of injury that may be sustained by me in connection with the activities.

I understand that it is my responsibility to obtain all necessary permission or medical approval to participate in all associated activities or to verify that such permission has been obtained on my behalf. I represent that I have chosen to participate in the above activities voluntarily.

Date: _____

Signature of Participant

Printed Name of Participant