Faculty

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Online "Office" Hours:	Tuesdays 3:30-5:00 pm
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Prerequisites/Corequisites
None

University Catalog Course Description
Provides knowledge of curriculum models and assessment strategies in standards-based physical education programs. Studies curriculum models such as sport education and adventure education. Examines traditional and alternative assessments.

Course Overview
This course is designed for teachers currently working in the school system. The purpose of the course is to provide students with knowledge about various curriculum models and assessment strategies that reflect appropriate practices in a standard-based physical education program. A variety of curriculum models will be studied through theoretical and professional readings that convey research results and practitioners' experience with the models. Formative and summative assessment strategies for performance and cognition such as rubric and traditional test question development will be linked with the various curricula.

Course Delivery Method
This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 08/22/2022.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Wednesday** at midnight, and **finish** on **Tuesday** by 11:59 pm.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their Mason email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. Late work will be accepted up to 48 hrs past the deadline for 50% of the grade and the link to upload the assignment will no longer be available past that time.
- Instructor Support:
  The instructor will be available every Tuesday from 3:30-5:00 pm. Inquiries received outside of this time frame will be answered within 24 hours. Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference (Zoom). Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach to others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Explain what curriculum is and the role of assessment in determining student achievement;
2. Discuss the role of values on the selection and implementation of curricula;
3. Explain how ethnicity/race, gender, religions, social class and other relevant diversity issues impact curriculum development and implementation;
4. Discuss critical issues in curriculum development and evaluation;
5. Implement a curriculum model into their practice that is accessible to all students;
6. Analyze and evaluate curriculum-related and assessment-related research articles;
7. Explain the role of different assessment strategies;
8. Explain the importance of having assessment strategies that are valid and reliable;
9. Implement a variety of assessment strategies that appropriate for a specific curriculum model;
10. Collect objective data and analyze data to inform instructional practice;
11. Implement a reflective practice process in their practice to determine growth.

Professional Standards: The National Board for Professional Teaching Standards for Physical Education Teachers (2014)

Standard III: 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.

Standard VIII: Assessment
Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.

Standard IX: Reflective Practice
Accomplished teachers engage in meaningful introspection that challenges, informs, and guides all aspects of pedagogy and professional growth for the purpose of improving student learning.

Required Texts
Lund, J., & Tannehill, D. (2014). *Standards-Based Physical Education Curriculum Development*. (3rd ed.). Jones & Bartlett Publishers.

Course Performance Evaluation
1. Weekly assignments   25%
   These will include activities such as discussion boards and quizzes on Blackboard.
2. Analysis of Your Curriculum & Assessment Procedures   15%
   In this assignment, you will use Standards of Learning for PE (State
   standards or SHAPE America Standards if none are available) to analyze
   your curriculum and provide some information about your assessments.
3. Unit Plan   30%
   Creation and implementation of a unit plan based on a model seen in class.
4. Reaction Videos
         #1 Curriculum Choice   10%
         #2 Assessment of and for Learning   10%
         #3 Teaching All Students   10%
                                       Total   100%

Grading scale:
    A = 95-100%; A- = 94-90%; B+ = 89- 87%; B = 84-86%; B- = 83-80%   C = <80%

    Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application

Class Schedule

Modules	Topic/Readings	Assignments Due
Module 1: Welcome and Introduction Week 1 (8/24-8/30)	Introduction of the Course How to use Kaltura Personal Introduction Chapter 1 Intro to Standards-Based Curriculum Development	Weekly Assignments
Module 2: Quality Curriculum Weeks 2-3-4 (8/31-9/20)	Chapter 3 Building a quality physical Education Program Standards of Learning for Physical Education Chapter 4 Building the Curriculum Chapter 5 Evaluating your PE Curriculum Chapter 6 Creating Curricular Assessments	Weekly Assignments Analysis of Curriculum and Assessment Procedures (9/13/22) Reflection #1 Curriculum Choice (9/20/22)
Module 3: Curriculum Models Weeks 5-9 (9/21-10/25)	Chapters 8– 15 Cooperative Learning	Weekly Assignments Reflection #2 Assessment of and for Learning (10/11/22)
Module 4: Teaching all Students Weeks 10-15 (10/26-12/6)	Chapter 7 Teaching all Kids Literacy Integration English Language Learners	Weekly Assignments Reflection #3 Teaching all Students (11/29/22) Unit plan (12/13/22)

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

GMU Policies and Resources for Students

Policies
- Safe Return to Campus and Remote Learning Guidance For Students Enrolled In CEHD Courses – All students are required to take Safe Return to Campus Training prior to visiting campus. This training can be found through blackboard. https://www.dropbox.com/s/gaasr58tgjpd14b/Covid%20Syllabus%20Addendum.pdf?dl=0
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.