**SYLLABUS**

**School of Kinesiology**

**AUBURN UNIVERSITY**

**Fall 2025**

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**1. Course Details:**

Course Number: KINE 4360-D02 Course Title: Health Education and Physical Education in Elementary Schools

Day/Time: Online Asynchronous

Credit Hours: 3 credit hours

Prerequisites: None

**2.Contact Information:**

 Instructor: Fabian Correia

Office Address: KINE 154 Kinesiology Building

Email: Fzc0037@auburn.edu

Office Hours: By request

**3. Required Text: (All Access in Canvas under RedShelf tab)**

Evans, R. R., & Sims, S. K. (2026). Health and physical education for elementary classroom teachers: An integrated approach. Human Kinetics. (3rd edition eText)

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code, or a direct link in your course assignments in Canvas. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn financially and academically.

**What content am I getting?**

For this course, KINE 4360, Health and Physical Education for Elementary Classroom Teachers With HKPropel Access/RedShelf which is required content for the course.

**How do I find it?**

Look on the lefthand side of the course page in Canvas and you will find the content under the RedShelf link.

**What does it cost?**

All students in this course are required to stay opted in and pay for this content. The price you’ll be billed is $56.24 for access.

**How do I pay?**

We will send the charge to your next ebill. This will be labeled as the course on your ebill so you’ll know.

**What if I’m on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore. Those will be done automatically when we bill.

**What is the refund policy?**

We can only offer refunds to students who have dropped the course or withdrawn from the university. Please come by the textbook service window or email books@auburn.edu if you drop the course

**4. Recommended Resources:**

 PE Central - <https://www.pecentral.org>

Society of Health and Physical Educators - <https://www.shapeamerica.org>

Williams, N. (1994). Hall of Shame. Journal of Physical Education, Recreation and Dance Williams, N. (1996). Hall of Shame. Journal of Physical Education, Recreation and Dance

**5. Course Description:**

Critical topics in health education and physical education for prospective elementary education teachers. This course is designed to help elementary education majors gain an understanding of elementary health and physical education curriculum and instruction, develop the ability to plan developmentally appropriate lessons aimed at facilitating children’s motor learning and cognitive development, and understand and reflect on practice in terms of sound educational philosophy.

**6. Course Objectives:** Upon completion of the course, the students will be able to:

1. Understand that physical education has a purpose, beyond fun, and that it is essential to accomplishing overall educational goals.

2. Critically analyze personal experiences and common misconceptions in physical education.

3. Demonstrate knowledge of content and methods to plan an equitable and developmentally appropriate curriculum for elementary health and physical education students.

4. Be familiar with a variety of appropriate activities for each of the skill themes and movement concepts.

5. Demonstrate the ability to effectively teach elementary health and physical education.

6. Systematically observe, analyze, and refine teaching skills.

7. Identify and utilize appropriate skill progressions.

8. Apply content knowledge through refinements and extensions to individualize activities and provide success for all students.

9. Identify methods for creating a safe environment focused on learning in elementary physical education.

10. Explain the role of classroom teachers in the health and physical education of children

**7. Class Schedule:**

Week 1: Syllabus; Chapter 1 Healthy Bodies, Healthy Minds; Chapter 2 Contextual Considerations of the Learner

Week 2: Chapter 3 A Coordinated Approach to Healthier Students; Chapter 4 Health Education Week 3: Chapter 5 Physical Education; Chapter 6 Creating a Healthy Classroom

Week 4: Chapter 7 Creating an Active Classroom; Chapter 8 Integrating Health Education Into the Classroom

Week 5: Chapter 9 Integrating Physical Education Into the Classroom; Chapter 10 Advocating for a Healthy, Active School

\* Please check Canvas assignments for due dates.

 Online Course Responsibility: It is your responsibility as a student enrolled in this online course to ensure you have computer hardware that is working properly and access to the internet. A hardware or internet access failure is not a legitimate excuse for missing a due date for an assignment. Assignments are available to complete well in advance of due dates and Auburn University offers numerous locations on campus with working hardware and internet access.

**NOTE:**

The schedule provided above is tentative and can be changed throughout the semester at the discretion of the instructor.

**Additional Important Dates:**

Last day to drop from course with no grade assignment. – 9/8/25

Last day to withdraw from course with no grade penalty. "W" assigned – 11/21/25

**8. Assessment:**

Quizzes (10) 25%

Reflections (5) 15%

Digital Children’s Book 20%

Online Integrated Lesson Assignment 30%

Peer Interactive Assignment 10%

**9. Grading Scale:**

90-100 = A (exceptional; substantially exceeds expectations)

80- 89 = B (better than average; does more than minimal requirements)

70- 79 = C (average; does only what is required)

60- 69 = D (below average; does not meet minimal standards)

0- 59 = F (unacceptable)

**10. Course Policy Statements:**

1. All assignments must be typed (unless otherwise noted).

2. All assignments are due according to the Canvas Assignments schedule. Most assignments are available well in advance of the due date, therefore if you anticipate a time conflict, please complete the assignment early, before the due date. Assignments turned in after the assigned date and time are late and will be penalized by 10 points, with an additional deduction of 10 points per day late. If you wait until the last minute to complete assignments, computer/technical problems WILL occur. Now that you know this, it is no longer considered a legitimate excuse. Be sure to save all work in multiple places.

3. As an academic courtesy, editorial quality on all writing assignments is assumed. That is, all written work must be spell-checked and proofread before submission. One point will be deducted for EACH spelling and grammatical error.

**Attendance:**

\*No daily attendance policy will be in effect for this course, however please note all other policies in sections A, B, and C of this syllabus.

**Participation:**

Students are expected to participate in all class assignments, discussions, and events. The material and experiences in this class are important and if you do not participate in class activities, you cannot take an active role as a student. Class engagement and appropriate participation is paramount to your success as a student. Participation is defined as, but not limited to, “fully engaging in the course content and activities at a level that is deemed appropriate by the instructor.” Once a student has accrued five unexcused absences they will receive a grade of FA. Moreover, students who accrue eight (8) absences (excused, unexcused and/or combination of each type) will not be permitted to take the final examination and will receive a grade of FA

**Excused Absences:**

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Appropriate documentation for all excused absences is required. Please refer to the Auburn University Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.

**Make-Up Policy:**

Students are responsible for initiating arrangements for missed work. Arrangement to make up missed assignments based on properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. The format of the make-up assignment will be as specified by the instructor. If the student fails to follow these instructions the excused absence in question will be calculated as an unexcused absence.

**Course Contingency:**

If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum will be made to your syllabus and/or course assignments will replace the original material.

**11. Professionalism:**

It is your responsibility to be always professional when in class and out in schools. You represent Auburn University, and we expect you to be a model of appropriate behavior. We expect that you will always present yourself in class (online as well) and in the schools in a manner befitting a professional teacher and an adult role model. Appropriate attitude and ethical behavior are expected (no whining, gossiping, or criticism of teachers, students, peers). Also, professionals maintain a characteristic level of professional discourse. This includes taking care that your words reflect objectivity, honesty, and the kind of nurturing expected of a teacher, regardless of your own prior experiences. Remember, you never know when you may be in contact with a prospective employer

**12. Academic Honesty Policy:**

All portions of the Auburn University student academic honesty code (Title XII) found in the Auburn University Student Policy eHandbook www.auburn.edu/studentpolicies will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee

**13. Disability Accommodations:**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Please note that accommodations are not retroactive. Accommodations begin after: (1) a meeting with the Office of Accessibility to determine appropriate accommodations; and (2) a meeting with the instructor arranged by the student.

**14. Student Evaluation of Course and Professor:**

If at any time you discover a problem with the course, you are encouraged to speak directly with the instructor about concerns. If you feel uncomfortable speaking directly with the professor, then you are encouraged to speak with the Director of the School of Kinesiology, Dr. Mary Ridisill. You will be provided with an AUEvaluate link which is to be completed during the final days of the term, but before finals week. Constructive and solution-oriented feedback on the course is appreciated and often results in meaningful improvements made in the course.

15. Health and Well-Being Resources:

Your mental and physical well-being are of the upmost importance to your success both in and out of the classroom. Academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

● COVID Resource Center (<http://auburn.edu/covid-resource-center/>)

● Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)

● AU Medical Clinic (<https://cws.auburn.edu/aumc/>)

● If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**16. Personal Note From Your Instructor:**

As someone who truly cares about your well-being and personal success, I encourage you to ask for help when you notice that academic and non-academic problems are affecting your performance or mental health. To receive professional assistance, please contact Auburn Cares. For more information, visit their website at <http://aucares.auburn.edu/>

Also, if there is any additional support you need from me, please do not hesitate to ask.