

Mayville State University

HPER 315, Movement Education in Early Childhood

FALL 2024

2 Semester Hours

AUGUST 2024 – DECEMBER, 2024

Course and Instructor Information

Instructor Name: Katelyn (Katie) Aasen [pron. AH-sin]

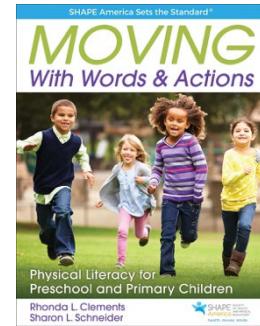
Contact Information: FH 138, katelyn.aasen@mayvillestate.edu, 701-788-4843

Hours of Availability: M-F 9:00 am-4:00 pm | **appointments upon request**

Instruction Mode: online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: online/Blackboard Ultra LMS



Course Description

This course is designed for the early childhood educator (birth-8 years) and HPER majors and minors. Students will explore the importance of developmentally appropriate movement education for young children. Developing and implementing a movement education curriculum is at the core of this course. Areas to be covered include: child development as it relates to movement education, planning appropriate games and activities for children at varying levels of development, and practical application of a movement curriculum in an early childhood setting.

Prerequisite: EC 210, EC 211 for education majors. No prerequisites for HPER majors/minors.

Course offering: Online asynchronous: Fall, Spring, Summer

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Understand and articulate the importance of movement education in early childhood settings.
2. Define movement as a primary vehicle for children's growth in all areas of development.
3. Plan and implement appropriate movement activities with children by lesson plans.
4. Assess motor skills and abilities of children in early childhood settings.
5. Develop the structure of yearly calendars, including units and individual lesson plans for Pre-school age children.
6. Evaluate and critique peer teaching.
7. Self-evaluate lessons and planning.
8. Overall importance of educating youth about living a Health, Active Lifestyle.

Standards Alignment (Early Childhood Education Program Approval Standards-ND ESPB):

- i. **1a:** Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- ii. **1b:** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- iii. **1d:** Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

- iv. **4b:** Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- v. **5a:** Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

Required Materials and Technologies

Clements, R. L., & Schneider, S. L. (2017). *Moving with words & actions: Physical literacy for preschool and primary children*. Human Kinetics. ISBN: 9781492547907

Purchase textbook from: [Mayville State Bookstore](#)

OR

You will be granted **inclusive access** unless you choose to OPT-OUT in your [Inclusive Access Portal](#) before the deadline.

Other materials and technologies:

Laptop/computer, Microsoft *PowerPoint and/or Publisher, Word*, YouTube, video record for the final project

Course Expectations

Instructor/Student Communication

- 1) You are accountable for all academic communications sent to their MSU email address.
- 2) Check your blackboard or email, often for announcements from the instructor.
- 3) Preferred method: email, phone, (zoom meetings if needed)
- 4) A mini practicum (approx. 10 hrs.) is required to complete this course.
- 5) Methods of communication preferred by the instructor: 1) Email, 2) Blackboard messaging, 3) Office phone call.

Please allow at least 1-2 days for a response from your instructor, and only if a response is necessary; excluding weekends and holidays. If you do not get a response within your intended time frame, please send a 'follow-up' email.

Assignments and Assessments

Week 1: Chapter 1

Module 1 is designed to allow you to practice self-pacing, time management skills, and cater the content and assigned work to your individual learning styles and paces.

Module 2 should precede your completion of Module 1. The instructor may offer valuable feedback on your assignments that could help you moving forward. You must rely on yourself to get the completed work done by the deadlines. I will send frequent reminders as well as check in with you, individually. You are free to work ahead on assignments, sequentially. All assignments must be completed professionally and efficiently to qualify for adequate assessment and grading.

Module 3 Misc.

Module 4 Final Assignment. **Philosophy of Movement Education in Early Childhood (podcast and paper)**

Mini Practicum

Discussions

- Minimum word count for your initial discussion post: **250 words** (50 pts)
- Respond to TWO classmates' posts (25 pts)

- + Your initial discussion post should be completed 1-2 days prior to the deadline to allow time for responses

Breakdown of assignments

Assignment	Weighted total
A. Weekly assignments	45%
B. Final assignment (podcast and philosophy paper)	10%
C. 1 required practicum at a daycare, pre-school, or center (10 hours or 2 days)	25%
D. 4 accompanying practicum assignments	5%
E. 1 exam	5%
F. 5 Discussions	10%

Late work

If the assigned work is not turned in by the due date at 11:59PM, late assignments are subject to a 5% point deduction per day exceeding the deadline but is also calculated on a case-by-case basis.

Course Timeline

Module	Required Tasks	Assignments	Due Date (Sundays)
Course Orientation Week 1	<input type="checkbox"/> Read Syllabus <input type="checkbox"/> Familiarize yourself with the course shell <input type="checkbox"/> Read "Required Practicum" <input type="checkbox"/> Review "Practicum Requirements"	<ul style="list-style-type: none"> ❖ Introduction ❖ Take syllabus quiz (<i>required for enrollment verification</i>) 	September 1, 2024 @ 11:59 pm
Module 1	<input type="checkbox"/> <u>Read Chapter 1</u> <i>Chapter 1: Selecting Age-Appropriate Content</i> <hr/> <input type="checkbox"/> <u>Read Chapters 2-4</u> <i>Chapter 2: Creating and Implementing Lesson Plans</i> <i>Chapter 3: Making the Most of Every Lesson</i> <i>Chapter 4: Assessing Children's Ability to Move with Words & Actions</i> <input type="checkbox"/> Watch video #1 "Engaging Young Learners with Special Needs" <input type="checkbox"/> Watch video #2 "Follow the Children's Interests" <input type="checkbox"/> View the "Infographic"	<input type="checkbox"/> Assignment Activity 1: Think 'Peer' Share <input type="checkbox"/> Week 1 Discussion	September 8, 2024 @ 11:59 pm
		<ol style="list-style-type: none"> 1. Assignment Activity 2- 3: Preventions and Solutions 2. Activity 4 	Sept. 15, 2024 @ 11:59 pm
		<ul style="list-style-type: none"> ❖ Discussion <ul style="list-style-type: none"> ➢ Initial post ➢ + 2 peer responses ❖ EXAM 1 	Sept 22, 2024 @ 11:59 pm
Module 2	<input type="checkbox"/> <u>Read Chapters 5-9</u> <input type="checkbox"/> Read "Embedding Motor Activities Into Inclusive Pre-schools" <input type="checkbox"/> Watch video "Health Move Minds Rap" <input type="checkbox"/> View "Assignment Overview"	<ul style="list-style-type: none"> ❖ Module 2 Assignment <ul style="list-style-type: none"> ➢ (Scavenger Hunt) 	Sept. 29, 2024 @ 11:59 pm
		<ul style="list-style-type: none"> ❖ Self-Assessment ❖ Discussion <ul style="list-style-type: none"> ➢ Initial post ➢ + 2 peer responses 	Oct. 6, 2024 @ 11:59 pm
Module 3	<input type="checkbox"/> View "Module 3 Overview"	<ul style="list-style-type: none"> ❖ Activity A ❖ Activity B 	Oct. 13, 2024 @ 11:59 pm
		<ul style="list-style-type: none"> ❖ Activity C 	Oct. 20, 2024 @ 11:59 pm
		<ul style="list-style-type: none"> ❖ Discussion <ul style="list-style-type: none"> ➢ Initial post (article review) ➢ + 2 peer responses 	Oct. 27, 2024 2024 @ 11:59 pm

Module 4	<ol style="list-style-type: none"> 1. Final Discussion <ol style="list-style-type: none"> a. Initial post b. + 2 peer responses 2. Final Assignment (Philosophy of Movement Education) <ol style="list-style-type: none"> a. Create your philosophy of Movement in Early Childhood: <ol style="list-style-type: none"> i. PAPER- 2 pages APA <ol style="list-style-type: none"> 1. Rough draft 2. Final draft ii. PODCAST (with or without video) with subtitles iii. Listen to and comment on TWO peers' podcasts in the final discussion 3. Final Exam (exam open M-F of finals week) 	Rough draft: Nov. 10 Final draft: Nov.24 Podcast: Dec. 1 Peer responses: Dec. 8
Practicum Module	<ul style="list-style-type: none"> ❖ Site & Supervisor ❖ Play Space Assessment ❖ Evaluation by Supervisor ❖ Student Teacher Self-Evaluation ❖ Lesson Plans Used 	Due dates vary, check blackboard
Frida December 20, 2025 at 11:59 pm <i>Is the absolute final deadline for any submissions. Late work beyond this time will NOT be permitted.</i>		
<i>Timeline is subject to change at the instructor's discretion. Please primarily follow blackboard for due dates as they have been updated accurately.</i>		

Method of Evaluation/Grading

- Failure to complete assignments/tasks by December 20th will affect your final grade. After this date, late work will not be authorized and the course will be closed.
- You can expect assignments to be evaluated and graded the following week. Certain circumstances or holidays may affect that. Feedback may be given as needed.

Grading Scale

A = 90%

B = 80%

C = 70%

D = 60%

F = below 60%

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is NOT considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Land Acknowledgement Statement

Mayville State University, a land grant institution created in 1889, collectively acknowledges that the region we occupy rests upon the ancestral, traditional, and current lands of Indigenous groups of the Dakota, Ojibwe, and Metis. We pledge to build our relations with the contemporary First Nations of North Dakota including the Mandan, Hidatsa, and Arikara Nation; Sisseton-Wahpeton Oyate Nation; Spirit Lake Nation; Standing Rock Sioux Tribe; and Turtle Mountain Band of Chippewa, as well as neighboring tribes.

Mayville State University advocates for the healing of the historical trauma endured by the descendants of those who were forcibly removed from their homelands. We recognize and support the sovereignty of tribal nations and for Indigenous communities.

Mayville State University strives toward an emerging future of friendship, collaboration, and progress.

Academic Grievance/Concerns and Instructor English Proficiency

Mayville State University faculty members and staff are held to a high standard of behavior and are expected to act as role models for students. In addition, the State Board of Higher Education requires that all faculty members and teaching assistants in the NDUS have appropriate communication skills, including the ability to speak English clearly and with good pronunciation. Students who experience academic concerns should follow the steps outlined here:

1. Discuss the concern with the instructor to see if resolution can be reached.
2. If the concern is still not resolved, contact the instructor's Division Chair for assistance.
3. Concerns still not resolved should be brought to the attention of the Vice President for Academic Affairs (VPA), via email or within the electronic reporting system using the 'Report a Concern' link located under 'Contact Us' on the bottom of the MSU homepage.

Appendix

Continuity of Academic Instruction for a Pandemic or Emergency item

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course include zoom, blackboard, and completing the course as usual. These circumstances would have little effect on our asynchronous online course as we would just proceed as usual. If an illness, injury, or emergency interferes with or prevents you being able to participate in class or meet deadlines, you may be required to provide documents from an authorized person (i.e. physician, athletic trainer, nurse, or other health professionals).

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Program Student Learning Outcomes (SLOs) Addressed in This Course

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors.

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

SLO 1: Through demonstration and application of discipline-specific concepts, HPER students will serve as advocates for fitness.

SLO 2: Students will effectively communicate through a variety of methods with a discipline-specific population.

SLO 3: Students will utilize a variety of technological resources and equipment to enhance discipline-specific population engagement and learning.

SLO 4: Students will assess individual understanding of discipline-specific concepts and utilize that assessment toward overall improvement.

Instructional Strategies

Instructional strategies that will be utilized in class will be but are not limited to brainstorming, reflection, self-assessment, personal exploration, field practice, and portfolio.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Starfish – Student Success System

Starfish is Mayville State's Student Success & Early Alert System the faculty and staff use to report feedback on your academic performance, attendance, etc. If you receive a Starfish notification (will be sent to your @mayvillestate.edu email from the Student Success Center), please read it immediately – it will contain important information for you.

We Care About Your Success

Throughout the term, you may receive emails from Starfish® regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful! You will also have the ability to reach out for help by “Raising your hand” in Starfish and choosing between the “I Have a Question” flag and the “I Need Help” flag. After the flag has been raised the appropriate faculty or staff will make contact to see how they can assist you.

Once again, we are here to help you be successful!

In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services.

So be sure to log in to Starfish AND check your MSU email inbox on a regular basis. This is where you'll be notified about your academic progress throughout the semester. If you have any questions, you can visit the Starfish webpage on MSU's site found in the “Current Students” tab and under the “Academic Information” list.

NetTutor - Online Tutoring Program

NetTutor is a free, online tutoring service that provides one-on-one virtual tutoring sessions with a professional tutor, as well as a Question Center which allows students to privately post a question and receive a personalized answer within 24-hours in a variety of subjects. NetTutor does not require you to schedule an appointment, you can just "drop in" online for a live, one-on-one tutoring session. NetTutor helps students progress in the classroom and beyond!

Students with Documented Disabilities

As required by Section 504 of the Rehabilitation Act and the ADA, appropriate and reasonable accommodations will be made for all students with documented disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health-Related, & Other) who request those accommodations to ensure full access to the academic opportunities of Mayville State University. In order to receive services, students must disclose their disabilities, request accommodations and provide documentation showing necessary accommodation to the Director of Student Success and Disability Support Services. Any information shared will remain confidential.

Student Learning Outcomes (SLOs) & Essential Learning Outcomes (ELOs)

Institutional academic assessment at MSU guides improvement of student learning. This assessment process also ensures learning outcomes are consistent with the university's mission and goals and allows comparison of desired learning outcomes to actual learning. This information is the basis for programmatic changes and ultimately to improvements in teaching and learning.

The faculty has defined [Student Learning Outcomes \(SLOs\)](#) for each major. [Essential Learning Outcomes \(ELOs\)](#) apply to students in all courses offered for Essential Studies and are consistent with those identified through the American Association of Colleges and Universities (AAC&U) Liberal Education - America's Promise (LEAP) initiative.

Academic Integrity

Definitions

Academic Integrity is the commitment and demonstration of open, honest, and responsible pursuit of scholarly activity. Academic dishonesty is the purposeful attempt to gain through violating these core principles. Common examples of academic dishonesty include cheating on tests, quizzes, oral presentations, and general coursework. Common examples of cheating include copying from another student's work, using materials or platforms not authorized during a test or for an assignment, not honoring proctoring system rules, allowing someone to copy your work (including research data or any other assignment), stealing, selling, buying, or other unauthorized use or sharing of content or work to fulfill an academic assignment, fabrication of data, and plagiarism. Cheating also includes submission of nearly identical work one has previously offered for credit in another course without prior approval by the instructor, altering official documents, and collaborating on assignments requiring individual work.

Consequences

Breaches of academic integrity are addressed at two levels: As an academic matter and as a violation of the Code of Student Rights and Responsibilities. As an academic matter, breaches are addressed by the faculty instructing a course. Breaches of academic integrity may result in action at the level of the Code of Student Rights and Responsibilities as violations of Part III: Prohibited Conduct, Section A: Academic Integrity.

More information can be found in [MSU Policy 540.1 Academic Integrity](#) and in [the Code of Student Rights and Responsibilities](#).

Emergency Notification

The State Board of Higher Education requires all students, student employees, and NDUS employees to participate in the Emergency Notification System (ENS) pursuant to [SBHE Policy 1902 \(Policy M1902\)](#). Students will have the ability to update their information in the ConnectND portal with a cell phone number and an email address. Students are allowed to leave 'ENS' registered cell phones on during class to receive emergency notifications unless instructed otherwise by faculty. If a faculty member instructs students to turn off their cell phones, the faculty member must be able to receive emergency notifications by one of the following methods:

- a) 'ENS' registered personal cell phone that is turned on
- b) 'ENS' registered campus email when a computer or other electronic communication device is active.

Continuity of Academic Instruction for a Pandemic or Emergency

In the event of a major campus emergency resulting in the need for remote instruction, temporary suspension of classes, or early ending to the semester; the course mode of instruction and course requirements, deadlines, and grading percentages on the official syllabus are subject to change. The course instructor will notify you of such changes by email and/or by the campus learning management system (LMS), currently Blackboard Learn.

Family Educational Rights and Privacy Act of 1974 (FERPA)

In compliance with the Family Educational Rights and Privacy Act of 1974, Mayville State University has information available regarding student and graduation records it maintains. This information is available in the [Mayville State University Academic Catalog](#).

Diversity Statement (Title IX)

MSU is committed to providing a safe learning environment, free of harassment and discrimination. All instructors are asked to practice principles of diversity and inclusion, and as such, will provide a respectful learning environment for all students, regardless of race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Students as well are expected to treat all members of their learning community with respect.

Additionally, [University policies](#) require instructors to share information about incidents of gender-based discrimination and harassment with the [University Title IX Coordinator](#), regardless of whether students share such