

Distinguished Physical Education Syllabus: Promoting Inclusivity and Engagement

Catalog Description

ED 501: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of the Program Director.

Course Title

Distinguished Physical Education: Promoting Inclusivity and Engagement

Credit Hours

This three-credit ED 501 course uses a synchronous, asynchronous virtual format and will require a total of 112.5 hours of student effort as shown in the Course Requirements section of this syllabus.

Course Format

This course is conducted 100% online in a self-paced, asynchronous format.

Instructor Name & Contact Information

Gary Zaharatos gary@distinguishedpe.com 631.655.9116

Course Description

This asynchronous graduate-level course is designed for K-12 physical education teachers who are committed to building inclusive, equitable, and engaging learning environments for all students. Rooted in the content of *Distinguished Physical Education (Chapter One)*, this course invites educators to reflect on current practices, modify lessons, and implement equity-focused strategies in their own PE settings.

Course activities are job-embedded and action-oriented, encouraging participants to apply what they learn in real time. Teachers will examine the differences between equality and equity, eliminate exclusionary practices, implement small-sided games, elevate student voice, and transition from outdated to contemporary practices. Through practical assignments, peer interactions, and a final action research project, participants will develop a deeper understanding of how to create a PE program where every student feels welcome, seen, and supported.

Required Text(s) and Other Materials:

Becoming a Distinguished Physical Education Teacher (Book)

Distinguished Physical Education Podcast

The Health and PE Collective App

*Students will be responsible for finding text and other academic materials that support their action research project

Course Objectives:

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

- Reflect on and evaluate their current instructional practices in physical education in relation to best practices presented in the course.
- Explore what it means to create an inclusive and equitable learning environment in PE.
- Design and implement lessons that incorporate inclusive practices.
- Reflect on outdated practices and commit to trying more inclusive, student-centered approaches.
- Describe how to adapt activities to students with diverse needs.
- Utilize the Action Research process in order to demonstrate application of learning.

Term Dates

Enrollment periods will appear on the student transcript. Thus, enroll in the term that you wish to see on your transcript. Term dates are as follows for each year.

Spring- January 2nd- May 15th

Summer- May 16th- September 15th

Fall - September 16th - December 31st

Student Learning Outcomes (For CSU Pueblo Use Only)

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and	1

coaching to facilitate change, and effective professional development.	
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements

Requirement	Points	Student Hours
Reading Textbook (30 total pages)		3
Watching Video Lesson	100	2
Listening to Assigned Podcasts		10
Discussion Board Posts (10)	150	10
Completion of Course Note Catcher	250	10
Action Research Project Topic Selection and Proposal		12
Action Research Project Resource Review		8.5
Action Research Project Planning and Design		20
Action Research Project Data Collection and Reflection		25
Action Research Project Preparing Final Project		10
Submitting Final Project	500	2
Total	1000	112.5

Course Activity	Description	Readings/Assignments
Recorded Video and Note Catcher Reflection: Promoting Inclusivity and Engagement (10 hours)	Explore strategies to create an inclusive learning environment where all students feel safe, valued, and motivated to engage in activities.	Watch Video Lesson (2 hours) Read: Chapter One (3 hours) Capture reflections in provided note catcher (5 hours)
Listen to Related Podcast Episodes (15 hours)	Participants will be assigned podcast episodes related to equity and inclusion in physical education and reflect on their learning in their note catcher.	Listen to podcast episodes 6, 7, 13, 18, 20 (10 hours) Respond to reflective questions in provided note catcher (5 hours)
Discussion Board Posts (10 hours)	Participants will reflect on prompts posted on the Health and PE Collective Website/App, along with responding to their peers' posts.	Respond to reflective questions on The Health and PE Collective App (10 hours)
Prepare and Submit Action Research Project (77.5 hours)	Participants will have the opportunity to reflect on their learning from the course and share how it has influenced their teaching practice and student learning.	Prepare action research project, including: Topic Selection Resource Review Planning and Design Data Collection Project Preparation Final Submission (77.5 hours)

--	--	--

Grading

Grades will be assigned based on the following scale.

Percentage	Grade Level	GPA
100% to 94%	A	4.0
93% to 90%	A-	3.7
89% to 87%	B+	3.3
86% to 84%	B	3.0
83% to 80%	B-	2.7
79% to 77%	C+	2.3
76% to 70%	C	2.0
69% to 67%	D+	1.3
66% to 64%	D	1.0
63% to 60%	D-	.7
59% and below	F	0.0

Rubrics

1. Discussion Board Reflections (150 points)

Course Interaction Platform: Health and PE Collective App

All course discussions, reflection prompts, and quizzes will be hosted on the Health and PE Collective app. Participants will be required to:

- Respond to weekly reflection prompts
- Comment on and engage with peer responses
- Complete short quizzes aligned to course content
- Access additional resources, updates, and instructor feedback

This app-based platform supports job-embedded learning by giving participants a space to reflect on their real-time experiences in the field, apply new strategies, and learn from others across diverse teaching contexts.

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Points
Initial Response	Thoughtful, detailed response clearly connects to session content and includes personal insight or classroom application.	Addresses prompt with clear connection to session content.	Response is brief, unclear, or lacks connection to session content.	7 = Exceeds 6 = Meets 0-5 = Below
Response to a Peer	Offers a meaningful reply that extends the conversation	Responds to one peer with a relevant comment.	No peer reply or reply is superficial or unrelated.	5 = Exceeds 4 = Meets 0-3 = Below

	(e.g., asks a question or adds a new idea).			
Consistency	Posted on time every session.	Missed no more than two sessions.	Missed three or more sessions.	3 = Exceeds 2 = Meets 0-1 = Below

2. Watching Recorded Lesson and Reflecting in Course Note Catcher (350 points)

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Points
Completion	All slides thoughtfully completed for each session with specific ideas and clear notes.	All slides completed with generally relevant notes and ideas.	Multiple slides missing or lacking effort.	20 = Exceeds 17-19 = Meets 0-16 = Below
Reflection Quality	Responses show depth of thinking, personal reflection, and thoughtful application.	Responses reflect an understanding of the session material.	Responses are vague or lack connection to course content.	20 = Exceeds 17-19 = Meets 0-16 = Below
Timeliness	Kept up with slides throughout course; updated regularly.	Mostly complete and submitted on time.	Incomplete or submitted late without prior communication.	10 = Exceeds 8-9 = Meets 0-7 = Below

3. Final Project Submission (500 points)

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	Points
Topic Selection & Proposal	Clear, relevant focus; proposal shows strong alignment to course themes and student needs.	Focus is somewhat clear; aligns to course goals.	Lacks clarity or relevance; vague or incomplete.	41-50 = Exceeds 25-40 = Meets 0-24 = Below
Resource Review	Engages meaningfully with multiple sources; connects learning to project direction.	Shows general understanding of course concepts and outside resources.	Minimal use of sources or unclear connections.	41-50 = Exceeds 25-40 = Meets 0-24 = Below
Planning & Design	Clear, well-structured plan with intentional design, timeline, and evidence tools.	General plan with evidence of classroom application.	Unclear plan or missing key components.	71-80 = Exceeds 50-70 = Meets 0-49 = Below
Data Collection & Reflection	Thoughtful analysis of outcomes, with clear evidence and personal	Describes implementation and some reflection on results.	Little evidence or unclear reflection.	120 = Exceeds 70-110 = Meets 0-69 = Below

	reflection.			
Final Submission of Project	Organized, engaging presentation or product; strong visuals, storytelling, or flow.	Clear and complete presentation or product that communicates key findings.	Disorganized or incomplete; missing major components.	111-120 = Exceeds 70-110 = Meets 0-69 = Below

Late Work

This is a self-paced course and as a result, participants can turn in work at their own convenience.

Incomplete Grades

Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct

Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>.

Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations

<https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in OSC 201 and can be reached by phone (719-549-2648) and email (csup_dro@csupueblo.edu).

Academic Dishonesty

Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

See [Syllabus Reference Sheet](#) for full details on the following and more:

Academic Misconduct

Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Academic misconduct is a behavioral issue as well as an issue of academic performance and therefore grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards.

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, by phone at 719-549-2210, or in person at LARC 187



