

• LOWER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL •

This course is proposed for: **PE 203: PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN**  
Area E - Lifelong Understanding and Self-Development

1. Describe on a separate sheet how the course requirements will fulfill the general goals, objectives and requirements of all courses in the GE Program. (Read Item A below for reference)
2. Describe how the course requirements will fulfill the goals and objectives of the appropriate GE Area as indicated above. (Read Item B on reverse for reference)
3. Describe how the technology and information literacy components are fulfilled in an assessable manner. (Read Item C on reverse for reference)
4. Explain how the faculty teaching the course will assess the students' learning and skill acquisition. (Read Item D on reverse for reference)
5. List below the names of Writing Team member(s), Resource Librarian, and Technology Consultant:

Kara Witzke, Ph.D., Chair Kinesiology

Gabriela Sonntag

Wayne Veres \_\_\_\_\_

Original or Team Representative Signature

Information Literacy Coordinator Signature

Technology Consultant Signature

**ITEM A: Criteria for all General Education Courses**

All courses certified for GE must meet, where appropriate, the goals, objectives, and requirements specified below as well as the criteria specific to a division or skills area.

1. Goals--The primary purpose of General Education courses will be to explore, to understand, and to respond to:
  - skill development;
  - technological and ecological continuity and change;
  - global issues and perspectives;
  - human diversity; and
  - ethical and moral questions affecting the present and shaping the future.
2. Objectives--Within this framework, the objectives of the CSUSM General Education program are:
  - To develop analytical skills and reasoning powers;
  - To develop and increase the ability to communicate ideas and to locate and share information;
  - To develop a coherent and broad-based understanding of the fundamental principles governing the natural world;
  - To create, to use, and to understand modern technology, and to adapt to the pace of technological change;
  - To apply scientific principles and modern technology to problems in everyday life;
  - To understand and to experience the different forms of creativity as they exist and have existed across cultures in varying genres and media;
  - To promote global citizenship through knowledge of the forces which shape and have shaped the individual and modern society;
  - To recognize and to explore the linkages among nations and among peoples of diverse cultures while recognizing the common bonds that unite humanity;
  - To acknowledge the interdisciplinary and interdependent nature of successful dispute resolution associated with the complex problems confronting both our increasingly diverse society and the global community;
  - To understand ethical responsibility and accountability in regards to individual and collective action; and
  - To explore questions of justice and human rights as fundamental issues that link individuals to others in our society and across cultures.
3. Course Requirements:
 

All courses certified for General Education must meet the following requirements:

Writing.

  - Lower Division General Education courses shall participate in the All-University Writing requirement. A minimum of 2500 words of writing shall be required in each course.
  - Writing assignments, style and formats shall be appropriate to the discipline of the course.
  - Evaluation of written work in all courses shall include assessment of writing proficiency.

Perspectives. All courses and course proposals shall demonstrate to the extent possible:

  - their integration of analyses rooted in questions of race, class and gender.
  - their inclusion and acknowledgment of comprehensive materials regarding cultural difference among peoples and across nations.
  - their attention to the ethical and moral questions raised by the material in the course.

**Signatures**

1. GE Coordinator \_\_\_\_\_ Date \_\_\_\_\_

[Signature] 11/29/06  
Dean of the College (or Designate) \_\_\_\_\_ Date \_\_\_\_\_  
KARA WITZKE (ABOVE) "WRITING TEAM"  
Program / Center Director \_\_\_\_\_ Date \_\_\_\_\_  
Marion J. Reid 11.29.06  
Dean of Library and Information Services (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
[Signature] 11/29/06  
Director of Computing & Telecommunications (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

2. Date in Office of Curriculum Services \_\_\_\_\_

PLEASE UPDATE THIS FORM? 04/27/95  
"WRITING TEAM"  
"COMPUTING & TELECOM"  
"SALMON"  
ETC.

**ITEM B: Criteria for Lifelong Understanding**

1. Goals--To equip students for lifelong understanding, learning, and development of themselves as integrated physiological, social and psychological entities.
2. Objectives--After completing the course, students shall be able to recognize:

- physiological influences on individual well-being;
- psychological influences on individual well-being
- social/cultural influences on individual well-being; and
- process of human development across the life span.

*In addition students will possess knowledge of the processes that comprise successful lifelong learning and understanding.*

- Courses will focus on interdependence of the physiological, social/cultural, and psychological factors which contribute to the process of human development and determine the limitations, potential and options of the individual across the life span.
- Courses shall give significant attention or be significantly related to issues or aspects of life, behavior, information and knowledge.
- Courses will focus on the processes necessary for turning information into knowledge. Specifically, students will be able to identify access points, apply the appropriate access tool, formulate a search strategy, evaluate retrieved information as to its usefulness and be able to recognize alternatives in the absence of recorded information sources. Special attention shall be paid to the Internet as an access tool.
- Courses will require a series of assignments which will assist the student in understanding information resources supportive of the course content. Examples of such assignments include: an annotated bibliography, a statistical interpretation, an abstract, a summary, a short opinion paper and a research paper.

**ITEM C: Technology and Information Literacy**

*All Lifelong Understanding course proposals shall demonstrate the planned uses of computer technology and the application of information literacy to the course material.*

**ITEM D: Evaluation and Assessment**

*Course proposals shall include a clear plan of assessing student learning. Methods of classroom assessment vary and those employed should be discipline-appropriate. Instructors shall be responsible for evaluating student learning in their courses. Methods employed should provide faculty with an indication of teaching and learning proficiency.*

**Supporting Documentation for:**  
**PE 203: Physical Education for Elementary School Children**  
Lower Division General Education  
Area E – Lifelong Understanding and Self-Development

**The purpose of PE 203:**

This course is designed to teach students pursuing certification in elementary education how to develop physical and health education programs for children. The theory and practice of teaching physical education and health education will be examined from a non-specialist's perspective (an individual who has not received a Physical Education Credential). This is vitally important because although elementary educators do not receive a credential specialized in physical education, they are responsible for teaching and providing physical education, activities, and health education curriculum for children in their classrooms. Newly adopted California State Content Standards for both physical and health education are used as the basis for lesson planning for developmentally appropriate experiences for children.

**ITEM A: How PE 203 fulfills the general goals, objectives and requirements of all courses in the GE Program**

The eleven items below represent the CSUSM General Education objectives, followed by student learning outcomes in PE 203 that address each goal.

**1) To develop analytical skills and reasoning powers;**

*Students in PE 203:*

- analyze and integrate the *National Standards* and California State *Academic Content Standards* for K-12 physical education and apply them to planning for and teaching developmentally appropriate physical education.
- understand, analyze, and apply movement concepts, skill themes, and movement principles in peer teaching and early fieldwork experiences.

**2) To develop and increase the ability to communicate ideas and to locate and share information;**

*Students in PE 203:*

- recognize, describe, and apply the important pedagogical skills that constitute effective teaching in physical education.
- plan a physical education curriculum, including examples of unit and daily planning, using skill themes and movement concepts appropriate for a given grade level; write developmentally appropriate lesson plans using a "content development" format for one or more skill themes following a format modeled by your instructor.
- locate information in multiple formats using the library website and the internet

- receive instruction from a Library faculty member on basic library skills, including how to locate information using the library website, internet, and the San Diego Library Circuit.

**3) To develop a coherent and broad-based understanding of the fundamental principles governing the natural world;**

*Students in PE 203:*

- understand the relationship between physical activity and physical growth; physical, cognitive, emotional, social, and perceptual development; and self-image.
- develop awareness and experience integrating physical education with other content areas, such as language arts, mathematics, and the social and natural sciences. Practice conceptualizing and applying an integrative study program.
- develop learning objectives in psychomotor, cognitive, social/affective, and organic learning domains based on national and state standards and differentiate between program goals and learning objectives.

**4) To create, to use, and to understand modern technology, and to adapt to the pace of technological change;**

*Students in PE 203:*

- use the resource and communication features of the Internet to enhance teaching and learning in physical education.

**5) To apply scientific principles and modern technology to problems in everyday life;**

*Students in PE 203:*

- understand the need for, and be able to safely and methodically apply appropriate validated fitness assessment tools.
- understand the need to assess children's generic levels of skill proficiency in teaching developmentally appropriate physical education lessons; develop and apply an appropriate progression of tasks and cues (developed from critical components) for a given movement skill based on generic levels of skill proficiency.

**6) To understand and to experience the different forms of creativity as they exist and have existed across cultures in varying genres and media;**

*Students in PE 203:*

- participate in a variety of traditional and nontraditional games, sports, dance, and other physical activities in an inclusionary manner.

**7) To promote global citizenship through knowledge of the forces which shape and have shaped the individual and modern society;**

*Students in PE 203:*

- understand the relationship between physical activity and physical growth; physical, cognitive, emotional, social, and perceptual development; and self-image.
- 8) To recognize and to explore the linkages among nations and among peoples of diverse cultures while recognizing the common bonds that unite humanity;**
- Students in PE 203:*
- understand characteristics of, and strategies for teaching, children with varying cultural and socioeconomic backgrounds and those with special needs.
- 9) To acknowledge the interdisciplinary and interdependent nature of successful dispute resolution associated with the complex problems confronting both our increasingly diverse society and the global community;**
- Students in PE 203:*
- gain an understanding about factors that contribute to school violence and strategies for teaching children affective conflict resolution
- 10) To understand ethical responsibility and accountability in regards to individual and collective action;**
- Students in PE 203:*
- understand the value and purpose of regular physical activity for children and write a purpose statement that reflects the state and national documents related to teaching physical education.
- 11) To explore questions of justice and human rights as fundamental issues that link individuals to others in our society and across cultures.**
- Students in PE 203:*
- learn how to facilitate the development of children who are empowered, able, and committed to becoming physically active for a lifetime.

### **Writing Requirement**

Students complete two major and one minor writing assignment. The first has students write, illustrate, and "bind" a children's book relating to physical and/or health education. The second assignment is a 6-8 page reflective paper following five hours of physical education classroom observation. Students will evaluate/analyze movement skills observed, quality of lessons provided, teaching styles observed, use of inclusion/mainstreaming for disabled children, conflicts/conflict resolution strategies observed, and then critically evaluate aspects of the class that they would change to improve effectiveness. The third written assignment is a formal lesson plan that will accompany a "mini" lesson presented to the class on a topic related to health or physical education.

### **Perspectives Requirement**

This class includes discussions about the role of physical education in the development of self-efficacy in children with demonstrations of and actual participation in how physical activities can be adapted for children with differing abilities. Classroom discussion includes multicultural and socio-economic diversity in the development of optimal physical activity and healthy lifestyles. Curriculum development, teaching strategies, and methodologies in the areas of mental health, personal health, eating disorders, nutrition and disease, substance use and abuse, sex and AIDS education, school violence, conflict resolution skill development, lifetime fitness, first aid, fire safety and environmental health are also included.

Students study physical activity from an inclusionary perspective. Most students grow up in multicultural communities and attended diverse public schools. Their experiences provide important perspective in discussing the creation and sustainment of movement experiences that address the needs of *all* students. To address these needs and interests, games, dances, activities, and sport skill are included with roots in different cultures (e.g., Lacrosse, form of a game played by some Native American cultures; Tinikling, Filipino folk dance; team handball, game played widely throughout Europe) are discussed and modeled by the instructor and by students as they complete peer teaching assignments.

### **ITEM B: How the course requirements in PE 203 fulfill the goals and objectives of the GE Area E**

This course is a lower division option from the Lifelong Learning Category. Courses in Lifelong Learning provide the opportunity for students to integrate the elements of their university experience (core competencies, historical and cultural foundations, and disciplinary learning) in attempting to address the complex context and trajectory of human life.

### **Learning Goal**

*To equip students for lifelong understanding, learning, and development of themselves as integrated physiological, social, and psychological entities.*

The over-arching goal of PE 203 is to teach students not only HOW to develop effective physical education and health education programs for children, but also WHY this is important. They cannot possibly do this without first developing a physical education philosophy of their own, grounded in the belief that physically educated children learn and function better in school and in society, and become healthier, more productive physically educated adults. Appreciating physical education is to appreciate its complex integration of science and education with other content areas, such as language arts, mathematics, and the social and natural sciences.

### **Learning Objectives**

*1) To understand the interdependence of the physiological, socio-cultural, and psychological factors that contribute to the process of human development and to determine the limitations, potential and options of the individual across the lifespan.*

Many of the concepts covered in the course (e.g., physical self-worth, self-confidence, value of physical activity behaviors) rely on the importance of understanding the integrated nature of human existence (e.g., biopsychosocial). For example, early in the course students read the National Standards for Physical Education and these are discussed as a framework to base programming of organized children's physical activity. These standards include cognitive, affective, social, psychomotor, and organic/fitness components; strategies for implementing these standards are modeled throughout the course. In addition, the subdisciplines of kinesiology (e.g., sport and exercise psychology, biomechanics, exercise physiology, sport sociology) are discussed as they pertain to the biopsychosocial development of children. For example, during applied experiences (see Applications on course outline) instructional and organizational strategies that influence healthy social and psychological development (e.g., physical self-concept, self-esteem, positive mood states, self-confidence) are modeled and discussed throughout the course. More specifically, fitness assessment practices are discussed and modeled that provide for an appropriate learning progression that helps elementary school children improve and experience success over a period of time. The success from such learning progressions positively influence self-concept ("I am a mover/fit person"), self-esteem ("I am good at sports"), and self-confidence ("I like learning new sports because I know I will get better when I try hard"). As a result, throughout the course, human development, centering on motor behavior, is infused with appropriate attention to motor, physiological, perceptual, socio-cultural, and cognitive development.

*2) To understand issues or aspects of life, behavior, information and knowledge*

In this course, the biopsychosocial model is applied in studying human development as it applies to physical activity behaviors. Physical activity content is framed within the context of evolving human development and change throughout the lifespan. These developmental changes are influenced by many factors including those that are of a biological/organic, motoric, socio-cultural, and psychological nature. A reflective paper based on classroom observation is used to increase student awareness and guide students through the understanding of these factors. In addition, current scientific data related to mental and physical health (e.g., research that demonstrates the relationship between physical activity behavior and positive mood states, stress reactivity, and reductions in anxiety and depression) as well as the place of technology as both a facilitative and debilitating factor in promoting physical activity behaviors are studied and discussed.

Evidence is reviewed that supports the relationship between the development of healthy practices early in life (childhood and adolescence) and the existence of healthy behaviors later in life (adulthood). For example, the practice of developmentally appropriate and enjoyable physical activity involvement early in life is framed as an

important precursor to sustained adult physical activity involvement. Other health-related factors (e.g., nutrition, stress reduction) are discussed in terms of evolving practices best learned in the early years. Finally, the impact of declining health as a result of inactivity and poor nutrition is discussed in terms of both immediate and long-term consequences to the individual and society.

*3) To understand the process of turning information into knowledge*

Students complete four writing assignments. The first has students write, illustrate, and “bind” a children’s book relating to physical and/or health education. The second assignment is two reflective papers following observation of video footage from actual physical education lessons. Students will evaluate/analyze movement skills observed, quality of lessons provided, teaching styles observed, use of inclusion/mainstreaming for disabled children, conflicts/conflict resolution strategies observed, and then critically evaluate aspects of the class that they would change to improve effectiveness. The third written assignment is a formal lesson plan that will accompany a “mini” lesson presented to the class on a topic related to health or physical education. Students will utilize the library website and the internet as a primary information gathering tool and are encouraged to use interlibrary loan and/or the San Diego Library Circuit to obtain books, primary journal articles, and other documents if they do not appear in print in the CSUSM library. They are also allowed to use reputable online websites and professional organizations as relevant resources. The fourth assignment is a project in which students will research and develop curriculum on teaching tolerance in the elementary school. They will utilize library and information resources to acquire and evaluate information on how this important topic can be effectively taught at the elementary level.

**ITEM C: Technology and Information Literacy**

*This course employs the use of computer technology and information literacy in the following ways:*

1. Students must utilize webCT daily for the syllabus, course calendar, Powerpoint slides, discussion boards, links to professional organizations and to download the California Content Standards for health and physical education.
2. Students use the internet and relevant search tools (e.g. PubMed, EbscoHost, ERIC) to locate information for their lesson plans and writing assignments. Students also utilize the library website, interlibrary loan, and the San Diego Library Circuit for articles not housed in our library or available online.
3. As an ancillary to their “mini” lesson and final project, students prepare a short Powerpoint presentation.

**ITEM D: Evaluation and Assessment**

Student learning of the course objectives is assessed in the following ways:

- Presentation = 50 points
  - Students teach a “mini” lesson of their choice in either physical education or in health education. A formal written lesson plan will accompany the performance lesson. Lesson will include the following components:
    - Major content areas (e.g., a unit on balancing for 2nd graders could include the major content areas of static balancing, dynamic balancing, group balancing).
    - Range of possible tasks – that is, at least one example from precontrol, control, utilization and proficiency.
    - A few major instructional cues (e.g., “stay very still,” “tight stomach.”).
    - Historical or cultural significance of the games or activities included.
    - Physiological demands and emphases of the movement activities to be included in the unit (What fitness components will the activities contribute to?).
    - Movement principles that are relevant to the movement activities included in the unit.
    - Social and psychological benefits of participating in the unit.
    - Demonstration/participation in activity by entire class
- Exam #1 = 150 points
- Exam #2 = 150 points
- Children’s Book = 40 points
  - Students will write, illustrate, and “bind” a children’s book relating to physical and/or health education
- Observation Papers = 20 points
  - Two in-class reaction papers will be written after having viewed video footage of actual physical education lessons. Students will evaluate/analyze movement skills observed, quality of lessons provided, teaching styles observed, use of inclusion/mainstreaming for disabled children, conflicts/conflict resolution strategies observed, and then critically evaluate aspects of the class that they would change to improve effectiveness.
- Project = 40 points
  - Students will research and develop curriculum on teaching tolerance in the elementary school. For this assignment, they will utilize library and information resources to acquire and evaluate information on how this important topic can be effectively taught at the elementary level. (40 points possible).
- Attendance = 50 points

These assignments are intended to be sequential, with each assignment requiring more critical thought and application of didactic knowledge than the one prior. This helps to foster a safe environment whereby students feel comfortable sharing personal information and reflective thoughts about why they are the way they are, while improving self-efficacy through an appropriate progression of information.

<b><i>GE Learning Objective</i></b>	<b><i>Mini Lesson</i></b>	<b><i>Children's book</i></b>	<b><i>Observation</i></b>	<b><i>Exams</i></b>	<b><i>Project</i></b>
To understand the interdependence of the physiological, socio-cultural, and psychological factors which contribute to the process of human development	X	X	X	X	X
To understand issues or aspects of life, behavior, information and knowledge	X	X	X	X	X
To understand the process of turning information into knowledge	X		X		X

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**PE 203 Physical Education For Elementary School Children**  
3 Units

Instructor: Dr. Laura De Ghetaldi  
Office: Markstein 348  
Office Hours: TBA  
Email: deghetaldi@aol.com  
Phone: home-858-759-4200

**TEXTS:**

- Kovar, SK. (2007). *Elementary Classroom Teachers as Movement Educators* (2<sup>nd</sup> Ed). McGraw Hill.
- Virgilio, SJ. (1997). *Fitness Education For Children*. Champagne, IL: Human Kinetics.

**CATALOG DESCRIPTION:**

Survey of physical education programs for elementary school children. Addresses the role of, and need for, physical education programs in the elementary school level; examines the California content standards for physical education instruction; and develops skills in applying that content in the elementary school setting. Specific attention is given to motor skill and movement concepts; fitness, wellness, exercise physiology and disease prevention; drugs/narcotics, alcohol, tobacco, and nutrition; and to the social, historical, and cultural significance of physical education.

**PURPOSE OF THIS COURSE:**

This course is designed to prepare the student pursuing certification in elementary education to develop his/her own physical and health education programs. The theory and practice of teaching physical education and health education will be examined from a non-specialist's perspective (an individual who has not received a Physical Education Credential.) While you will not be receiving a credential specialized in physical education, as a classroom teacher, you will be responsible for teaching and providing physical education, activities and health education curriculum for your children assigned to your classroom. California State Content Standards are currently being implemented at the State level for both physical and health education, K-12.

**STUDENT LEARNING OUTCOMES:**

As a result of investing in this course each student will be able to:

1. Understand the value and purpose of regular physical activity for children and write a purpose statement that reflects the state and national documents related to teaching physical education.
2. Analyze and integrate the National Standards and California State Academic Content Standards for K-12 physical education and apply them to planning for and teaching developmentally appropriate physical education.

3. Develop learning objectives in psychomotor, cognitive, social/affective, and organic learning domains based on national and state standards and differentiate between program goals and learning objective.
4. Understand, analyze, and apply movement concepts, skill themes, and movement principles in peer teaching and early fieldwork experiences.
5. Participate in a variety of traditional and nontraditional games, sports, dance, and other physical activities in an inclusionary manner.
6. Understand the relationship between physical activity and physical growth; physical, cognitive, emotional, social, and perceptual development; and self-image.
7. Recognize exercise principles and fitness components and select/create enjoyable physical activities that promote physical fitness.
8. Understand the need for, and be able to safely and methodically apply appropriate fitness assessment tools.
9. Understand characteristics of, and strategies for teaching, children with varying cultural and socioeconomic backgrounds and those with special needs.
10. Understand factors that contribute to school violence and strategies for teaching children affective conflict resolution
11. Develop awareness and experience integrating physical education with other content areas, such as language arts, mathematics, and the social and natural sciences. Practice conceptualizing and applying an integrative study program.
12. Understand the relationship between physical education and the subdisciplines of kinesiology (c.g., motor learning, biomechanics, psychology, physiology, sociology).
13. Understand the need to assess children's generic levels of skill proficiency in teaching developmentally appropriate physical education lessons; develop and apply an appropriate progression of tasks and cues (developed from critical components) for a given movement skill based on generic levels of skill proficiency.
14. Recognize, describe, and apply the important pedagogical skills that constitute effective teaching in physical education.
15. Plan a physical education curriculum, including examples of unit and daily planning, using skill themes and movement concepts appropriate for a given grade level; write developmentally appropriate lesson plans using a "content development" format for one or more skill themes following a format modeled by your instructor.
16. Structure learning environments (by learning and practicing the process of teaching physical education) that lead to enjoyable and developmentally appropriate physical education for children.
17. Analyze and evaluate teaching and learning by reflecting on and discussing teaching practices.
18. Use the resource and communication features of the Library website, the San Diego Library Circuit, and the internet to enhance teaching and learning in physical education.

## **EVALUATION ITEMS:**

### **PRESENTATION/MINI LESSON**

You will have the opportunity to teach a “mini” lesson of your choice in either physical education or in health education. A written lesson will accompany your performance lesson, and will be provided to each student, as well as two copies for the instructor. Your presentation date will be assigned. Clear instructions with regards to this assignment will be provided later. (50 points possible).

### **EXAMS**

There will be two exams. The second exam will be not be cumulative. Exam #1 will cover the first portion of the semester and Exam # 2 will cover the second portion of the semester. (Each exam is worth 150 points, 300 points possible).

### **CHILDREN’S BOOK**

You will write, illustrate, and “bind” a children’s book covering a topic in either physical or health education. I will provide you with detailed instructions and past examples to guide and inspire you. (40 points possible).

### **ATTENDANCE**

Due to the uniqueness of this class, the course will include activity sessions. Missed classes cannot be made up and you will need to sign in for every class. No exceptions. You are responsible for obtaining notes from another student (not the instructor). (50 points possible, 2 point deduction for each missed class).

### **OBSERVATION RESPONSES**

Two in-class reaction papers will be written after having viewed video footage of actual physical education lessons. You will be asked to address the styles of teaching used and incorporate class material to evaluate these lessons. (Each observation paper will be worth 10 points.)

### **PROJECT**

You will be required to research and develop curriculum on teaching tolerance in the elementary school. For this assignment you will utilize library and information resources to acquire and evaluate information on how this topic can be effectively taught at the elementary level. (40 points possible).

### **GRADING BREAKDOWN:**

Teaching Assignment=	50 points
Exam #1 =	150 points
Exam #2 =	150 points
Children’s Book =	40 points
Project =	40 points
Attendance =	50 points
Observation responses =	20 points

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Total Points Possible = 500 points

**GRADING PROCEDURES:**

A = 93 - 100%

A- = 90 - 92%

B+ = 87 - 89%

B = 83 - 87%

B- = 80 - 82%

C+ = 77 - 79%

C = 73 - 76%

C- = 70 - 72%

D+ = 67 - 69%

D = 63 - 66%

D- = 60 - 62%

F = BELOW 60%

**Academic Honesty Statement** (as required by the Student Academic Honesty Policy)

Please refer to: [http://www.csusm.edu/student\\_affairs/Policies/academic\\_honesty.htm](http://www.csusm.edu/student_affairs/Policies/academic_honesty.htm)

**ADA Statement**

Please refer to:

[http://www.csusm.edu/dss/student/provision\\_accomidations\\_and\\_guidelines\\_assesment.htm](http://www.csusm.edu/dss/student/provision_accomidations_and_guidelines_assesment.htm)