I. Course Description (from catalog)
An overview of the field of kinesiology which includes the history, philosophy, principles, and current concepts of kinesiology and career options.

II. Rationale
This course provides students a historical background and a knowledge base crucial for their professional pursuits. In addition, this course will prepare students for the variety of career options in kinesiology, and prepare those seeking teacher certification.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

1. III. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES
Competency 001 - The teacher understands and applies principles of motor development and learning
Competency 006 – The teacher understands major body systems, principles of physical fitness, development and training, and the benefits of healthy, active lifestyle.
Competency 007 – The teacher understands principles and activities for developing and
maintaining cardiovascular endurance.
Competency 008 - The teacher understands principles and activities for developing and maintaining flexibility, posture, muscular strength and endurance.
Competency 009 – The teacher understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyzes ways in which personal behaviors influence health and wellness.

V. Course Objectives/Learning Outcomes
This course is designed to enable students to:
• To identify and discuss the subdisciplines of kinesiology
• To develop a philosophy of physical education.
• To identify career opportunities within the field of kinesiology.

VI. Course Topics
The major topics that may be presented in class include but are not limited to:
Class orientation and Introduction to Kinesiology and Philosophy
Subdisciplines of Kinesiology and Definitions
Current Trends in Physical Activity
Physical Education in Today’s Society
Goals and Objectives of Physical Education
Measurement & Evaluation
Advocacy
History
Exercise Physiology
Biomechanics
Motor Development and Learning
Sport Sociology
Sport Psychology
Careers

VII. Instructional Methods and Activities
Methods and activities for instruction may include:
A. Traditional Experiences: lecture/discussion, on-line deliveries, video, guest speakers
B. Clinical Experiences: Cooperative group activities and student presentations
C. Field Experiences: Service learning opportunities

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

Major Exams (4 or 5 time permitting) – 45%
You will be allowed to drop the lowest major exam grade.

Final Exam (comprehensive) – 10%

Daily Quizzes/Outside Assignments – 15%
Quizzes are unannounced. You will be allowed to drop the lowest grade in this category.
Internet Assignment – 10%

Project – 25%

B. Grading Scale

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = < 60%

IX. Course Schedule and Policies

A. Course Schedule: to be handed out first day of class

B. Class Policies

Students are expected to attend all classes and participate in a civil and respectful manner in all class activities. Students are expected to take notes and participate regularly in class. In order to effectively participate, complete all assigned work such as chapter readings, internet/article readings prior to class. Active participation will reflect positively in your grade. Please be prepared.

It is an expectation of this course that all individuals involved treat each other in a respectful fashion. The expectation is whenever someone is speaking (e.g. presentation, making a point) others are paying attention and not conversing. Additionally, please turn your cell phone off, or put it on “vibrate” prior to coming into the room. If you are expecting an emergency call, please let me know before class. Finally, those who have laptops or using a computer in this class it is expected that the use of this technology will be for professional support and not personal. Students who do not adhere to this will lose the privilege of using a computer in class.

Students are expected to complete all written work: such as exams, group projects, worksheets. All assignments are to be turned in prior to the deadline. **No late assignments will be accepted.** Assignments will not be accepted after 10 minutes from the beginning of class. I will accept any assignment early but I will not accept it late.

Please do not come to class late. However, if you arrive do please enter in a professional and polite manner. Please be advised that quizzes start at the beginning of class. Tardy students will not be allowed to take the quiz. In addition, if a student is tardy for a major test they may start the test but the time frame for the test will not be extended.
X. Textbook(s)

The textbook adopted for this course is:

*Foundations of Physical Education, Exercise Science and Sport,*
ISBN# 978 0 07 809578 8

XI. Bibliography

XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall (CCH)116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.