I. Course Description: 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. 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 PHYSICAL EDUCATION STANDARDS (EC-12)
Domain III The Physical Education Program:
Competency 010 (Instruction and Assessment) Standards IV, V, VI, VII
The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Competency 011 (Student Learning and Development) Standard III
The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students’ development in various domains (e.g., cognitive, social, emotional).

Competency 012 (The Physical Education Program) Standards VI, VIII, IX
The teacher understands the structure, organization, goals, and purposes of physical education programs.

Competency 013 (Legal, Ethical, and Safety Issues) Standard X
The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid, and risk management.
V. PROGRAM STUDENT LEARNING OBJECTIVES

A. BS in Athletic Training
   1. National Competencies & Proficiencies for Athletic Training (CAATE 4th Ed.)
   2. Depth and breadth of knowledge-state licensure.

B. BS Kinesiology EC-12 Kinesiology
   1. Knowledge of movement skills
   2. Knowledge of health-related physical fitness
   3. Knowledge of physical education programs

C. BS Kinesiology Exercise Science
   1. Knowledge of fitness and exercise
   2. Knowledge of anatomy and physiology

D. BS Kinesiology Pre-PT/OT
   1. Knowledge of Anatomy and Physiology
   2. Knowledge of fitness and exercise
   3. Knowledge of preventive care
   4. Knowledge of rehabilitation of injuries

E. BS Kinesiology Sport Management
   1. Knowledge of effective personnel management
   2. Knowledge of sports marketing
   3. Knowledge of accounting practices

VI. Course topics:
The major topics that will be discussed will include:
   - The historical foundations and philosophies that created the backbone of sport, physical education and kinesiology.
   - Current and future issues within the profession.
   - Careers within the field and requirements of working within these fields.
   - Professional organizations within the field of sport, physical education and kinesiology.

VII. Instructional methods and Activities:
   - Traditional Experiences: Lecture, discussion, demonstration, video, guest speaker
   - Clinical Experiences: Cooperative group activities and student presentations
   - Field Experiences: Service learning opportunities

VIII. Evaluation and Grade Assignment:
Course evaluation is based upon the assessment of each student’s mastery of the course content (knowledge), and mastery of selected skills. Knowledge and skills are evaluated by written examinations, course assignments, and service learning opportunities. Grades are awarded according to the EARNED percentage of the FINAL MAXIMUM POINT TOTAL.

<table>
<thead>
<tr>
<th>Participation/Quizzes</th>
<th>125 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Project</td>
<td>50 pts</td>
</tr>
<tr>
<td>Electronic Portfolio (50 pts ea)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Written Assignments 5 @ 25 pts each</td>
<td>125 pts</td>
</tr>
<tr>
<td>Exams (3) @ 100 pts each</td>
<td>300 pts</td>
</tr>
<tr>
<td>Total</td>
<td>750 pts</td>
</tr>
</tbody>
</table>
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 50-59%

“Students majoring in Kinesiology must complete ALL kinesiology/health-related courses (e.g. courses with a KINE or HLTH prefix) with a grade of “C” or better (page 155, Undergraduate Catalog 2009-2010).

IX. Course Schedule ((This schedule is tentative and can change at any time. It is up to you to be aware of any changes discussed in class).

| Week #1 | Review of the Syllabus, Intro to Kinesiology (Ch. 1) |
| Week #2 | Coach Carter, History Video, Society, Culture & Sport (Ch. 19), |
| Week #3 | Game, Sociology Video, Physical Activity & Sport Issues (Ch. 20)/Sport History Due |
| Week #4 | Philosophy of Sport (Ch. 21), Debate, Test #1, Philosophy Due |
| Week #5 | Intro to Health & Wellness (Ch. 14), Physical Fitness (Ch. 15), Fitness Testing |
| Week #6 | Fitness Testing, Weight Management (Ch. 17)/3 day food diary/Test #2 |
| Week #7 | Muscle Structure & Function (Ch. 4), Muscles at Work (Ch. 5), Aerobics Room |
| Week #8 | Energy for Muscular Activity (Ch. 6), The Heart & Lungs at Work (Ch. 7), Exercise Physiology lab |
| Week #9 | The Science of Biomechanics (Ch. 8), Technology & Sport (Ch. 9), Biomechanics lab |
| Week #10 | Test #3, Growth, Motor Development & Physical Literacy (Ch. 10), Information Processing in Human Movement (Ch. 11) |
| Week #11 | Motor Learning lab, Movement Intelligence: Motor Programming (Ch. 12), Motor Learning in Practice (Ch. 13) |
| Week #12 | Dr. Bonnette, Technology, Sport & the Body (Ch. 22), Career Opportunities in Kinesiology (Ch. 23), Resume’ due |
| Week #13 | Electronic Portfolio, Career Investigations due |
| Week #14 | Service Learning Presentations, Electronic Portfolios Due |

Service Learning Presentations Monday Dec 12th 11:00-1:30

X. Policies:
A. Attendance is required for each class. Students are expected to arrive to class on time and to participate in class discussions and activities. Please be on time as a courtesy to your professor and others. If you are going to be absent or late the instructor should be notified at the earliest opportunity. The student is responsible for informing the instructor if class attendance will be affected by “approved university business”.

- In order for absences to be excused by the instructor and for a make-up activity opportunity to be approved, the student must provide the instructor reasonable warning of the absence at the earliest opportunity (such as a schedule of out-of-town games).
- Documentation of university-approved commitments is required by the instructor. Documentation for absences due to personal emergencies may be requested by the instructor.
- Make up opportunities will NOT be permitted for class-work or assignments missed due to UNEXCUSED absences, late arrivals or early departures.
- More than THREE (3) unexcused absences during the semester will result in the following consequences:
1. The student will be denied make-up opportunities with each UNEXCUSED absence.
2. The instructor will schedule a conference with the student to discuss meeting class responsibilities with the THREE (3) unexcused absence.

These policies are for your benefit and growth. As you are registered and committed to this class, I am committed to helping you to the best of my ability. If you are unwilling to be responsible for your own learning then you need to understand there are consequences that may affect your grade.

B. **Assignments are due the day they are scheduled to be due at the time they are scheduled.**

C. MAKE-UP EXAMS are given only under dire circumstances in which prior permission from the instructor is required.

D. It is inappropriate to have beepers and cellular phones active during class and will not be tolerated. Failure to observe this policy will result in being asked to leave the class.

E. **Appropriate Classroom Behavior:** Students are expected to be present, prompt, prepared, and focused on the activities of the class. Appropriate questions and discussions are welcome during the class. It is considered inappropriate to be talking when the professor or a recognized student is talking--**RESPECT** and **COURTESY** are expected at all times. Students, who are disruptive, exhibit rude or disrespectful behavior to the professor or other students will be asked to leave the class.

**G. Academic Honesty:** As per the university catalog, “university students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, collusion, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own). Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. See the student catalog for consequences of student misconduct. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand
2. Requirement to re-do work in question
3. Requirement to submit additional work
4. Lowering of grade on work in question
5. Assigning grade of “F” to work in question
6. Assigning grade of “F” for course
7. Recommendation for more severe punishment

The faculty member involved will be responsible for determining the appropriate penalty or penalties for individual cases of academic dishonesty, and may file a record of such offenses in his classes along with any materials involved to his or her college dean. The office of the academic dean of the college which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The Appeals Procedure will be the same as that specified for grade appeals. The grade appeals procedure may be found in the University Rules manual at: [http://www.tamucc.edu/~pioweb/rules/index.htm](http://www.tamucc.edu/~pioweb/rules/index.htm).”
XI. Text


XII. Bibliography


XIII. 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.

XIV. 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 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.