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

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.

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.

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

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

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.

**PROGRAM STUDENT LEARNING OUTCOMES**

**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. Americans with Disabilities Act (ADA)**
The 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 disability. If you believe you have a disability requiring an accommodation, you must contact the Disability Services Office (DSO) at (361)825-5816 or visit the office in Driftwood 101. Any accommodations needed are required to come through the DSO. The DSO will then contact your professor and set up necessary provisions. Do not seek accommodations directly from your professor.
because professors do not have the authority to make such decisions/modifications.

VII. 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.

VIII. 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

IX. 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>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Project</td>
<td>10%</td>
</tr>
<tr>
<td>Written Assignments 4 @ 25 pts each</td>
<td>20%</td>
</tr>
<tr>
<td>Exams (4) @ 50 pts each</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</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).

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 cell 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. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic or scholastic dishonesty, including plagiarism, collusion, or cheating on any examination, test, or classroom assignment will be treated with the greatest severity. See the student catalog for consequences of student misconduct.

**XI. Text**

XII. Bibliography


XII. 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).

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Review of the Syllabus, Intro to Kinesiology (Ch. 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Ch. 2 Philosophy, Goals and Objectives, Coach Carter, Coach Carter/Leadership</td>
</tr>
<tr>
<td>Week 3</td>
<td>Ch. 3 Role in Society, Debate, Junior Achievement, Philosophy Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Ch. 4 Historical Foundations, History Video, Test #1, Sport History Discussion Due</td>
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<tr>
<td>Week 5</td>
<td>Ch. 5 Motor Behavior, Motor learning activity, Service learning</td>
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<tr>
<td>Week 6</td>
<td>Ch. 6 Biomechanical Foundation, Biomechanical Study, Service learning</td>
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<tr>
<td>Week 7</td>
<td>Ch. 7 Exercise Physiology, Exercise physiology lab, Test #2</td>
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<tr>
<td>Week 8</td>
<td>Ch. 8 Sociological Foundations, Sociology Video, Game</td>
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<tr>
<td>Week 9</td>
<td>Ch. 9 Sport and Exercise Psychology, Ch. 10 Sport Pedagogy, Service learning</td>
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<tr>
<td>Week 10</td>
<td>Ch. 11 Career and Professional Development, Service learning, Ch. 12 Teaching and Coaching Careers, Cover letter/Resume’ due</td>
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<tr>
<td>Week 11</td>
<td>Test #3, Ch. 13 Fitness &amp; Health Related Careers, Service Learning</td>
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<tr>
<td>Week 12</td>
<td>Ch. 14 Sports Careers, Ch. 15 Issues, Challenges and Future Trends, Test #4</td>
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<tr>
<td>Week 13</td>
<td>Service Learning Presentations, Career Investigations due</td>
</tr>
<tr>
<td>Final</td>
<td>Service Learning Presentations</td>
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</tbody>
</table>

Service Learning Opportunities
Kite Festival, Saturday, Nov. 8th noon-3pm
Junior Achievement