Department of Kinesiology and Health Science
KIN 470.001 Senior Seminar
Spring 2018

I. Course Description & Purpose:
This course is designed to serve as a capstone experience for senior level kinesiology and school health majors. All previous coursework is integrated to summate the university experience and further prepare students for professional work in K-12 settings. The course will emphasize two major components: TEexES Review and guidelines and case study analysis. The culmination of the course will be the TEexES Qualifying Examination. Details will be provided in class. As a result, each of the TEexES domains and competencies will be included in the course content. A semester exam will be given to assess your understanding of the competencies covered in the TEexES Exam; you will need to achieve a score of at least 80% on this exam before a course grade is assigned. Failure to achieve this score will result in a grade of WH being assigned. Scoring 80% or better on the semester exam does not exempt a student from completing other assignments in order to pass the course. It is possible to receive an F in this course. Other relevant topics in physical education teacher education will also be discussed throughout the semester. This course contains a critical assignment, semester exam, related to accountability and accreditation. Each student must have an active LiveText account in order for this assignment to be submitted. See information under required reading section for enrolling and accessing your LiveText account.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
Undergraduate Kinesiology
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
By the end of the course the student will:
1. Demonstrate an understanding of the TEexES competencies and domains
2. Pass the semester examination (PLO #1, #2, #4)
3. Demonstrate an understanding of real world applications of kinesiology through the use of case studies
4. Demonstrate an understanding of how to advocate for the profession
5. Complete a resume that is of a high enough quality to submit for employment
6. Demonstrate dispositions essential to becoming effective professionals (NASPE 6)

TEexES Standards for Physical Education EC-12 (State Board for Educator Certification)
Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
Standard II: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.
Standard III: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

NASPE Standard 1 – Scientific and Theoretical Knowledge – physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
NASPE Standard 6 – Professionalism – physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Students will complete TExES review and analysis – 100-150 points (SLOs 1 & 2)
2. Students will complete a semester exam - 80 points (SLOs 1 & 2)
3. Students will read case studies and submit written analysis - 75-125 points (SLOs 3 & 4)
4. Students will participate in discussion of case studies and other issues/topics - 5 points/issue/topic (SLOs 3 & 4)
5. Students will complete an advocacy project - 100 points (SLO 4)
6. Students will create a resume using "Optimal Resume" (http://sfasu.optimalresume.com) or another format, submit your resume to career services for feedback, and submit a copy of your resume and feedback from career services for class credit and additional editing – 30-40 points (SLO 5)
7. Students will complete Daily Application Tasks (DATs) throughout the semester – these tasks are used to determine classroom participation. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. 80-100 points (SLOs 1, 3, 4, & 5)
8. Students will complete other reading assignments and/or activities as part of class or as homework throughout the semester @ 5-15 points each depending on expected amount of time to complete (SLOs 3 & 4)
9. Professional Dispositions – A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals. (NASPE 6) 75 points

Instructional Strategies, use of Technology:
A variety of instructional methods are modeled during the course and include, but are not limited to the following:
1. Traditional Experiences such as lecture (using PowerPoint), class discussion and demonstration
   PowerPoint presentations and handouts are posted on D2L and it is highly recommended that these be printed out prior to class meetings
2. Clinical Experiences such as group work, cooperative activities, and lab exercises
3. Student presentations/evaluation of advocacy projects
4. D2L is also used for presentation of class quizzes and other assignments so be competent in using the system.

Please see Appendix I for Alignment of Assignments with Standards Assessed in this Course

IV. Evaluation and Assessments (Grading):

Grade is based on the % of the total points assigned during the semester (approximately 550-650 points). See Section III for points available for each assignment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100% of point total</td>
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<tr>
<td>B</td>
<td>80 – 89.9% of point total</td>
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<tr>
<td>C</td>
<td>70 – 79.9% of point total</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9% of point total</td>
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<tr>
<td>F</td>
<td>below 60% of point total</td>
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</tbody>
</table>

All assignments must be typed……no work will be accepted unless it is typed

V. Tentative Course Outline/Calendar:

Week 1 Introduction, Preparation for TExES examination
   Students will be introduced to the projects and expectations of the course
   Preparation for TExES examination – Overview of the examination, group and individual analysis of questions
Week 2 Preparation for TExES examination - group and individual analysis of questions, in class practice questions, on-line practice questions
Week 3 Resume Construction Workshop – Center for Career and Professional Development – Rusk Building, Room 333, Tuesday, January 30 – Assignment – bring a hardcopy of your current resume
   Career services presentation, development of resume, submit to career services for feedback.
Weeks 3-5 Preparation for TExES examination - group and individual analysis of questions, in class practice questions, on-line practice questions
Week 6 Practice TExES Examination
Week 7 Feedback and analysis of results for TExES exam
Week 8 Began Development of Advocacy Project
Week 9-14 Case Study Preparation and Discussions – various case studies will be examined and discussed.
   Complete case study homework assignments, discussion articles on D2L in class discussions.
   Advocacy Project Development (Easter Holiday - Thursday, March 29, 2018)
Week 15 Advocacy Project Presentations – projects will be presented to classmates
FINAL EXAM DAY – Tuesday, May 7, 2018, 8-10am

The final exam will not be given early for any reason - so make sure that you or your family, do not make plans that necessitate you leaving prior to your exam.

VI. Required Text/Readings/Materials:

Access to Desire2Learn to download class lectures and handouts - recommend bringing them to class

Texas Examinations of Educator Standards Preparation Manual: 158 Physical Education EC-12. This is available from www.texas.ets.org/prepmaterials and should be printed out during the first week of class. We will go over how to locate this manual during the first week of class, there is a link on D2L. www.texas.ets.org/prepmaterials

Enrollment in LiveText
This course uses the LiveText data management system to collect critical assessment for students who are Perkins College of Education majors or majors in other colleges seeking educator certification through the Perkins College of Education.

Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these email. Once your received the access code, it is YOUR responsibility to activate the account.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu.

Other readings as assigned by instructor – may be articles or internet readings

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Attendance and Preparation for Class:
SFA Attendance Policy (6.7) – Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories and other activities for which a student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily Application Tasks (DATs), completed during class cannot be made up. Test material comes from class – if you miss class you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Judicial Office (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip.

For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

There is a 10-point perfect attendance bonus at the end of the semester – no absences or tardies of any kind earns the bonus.

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

Students with Disabilities Policies (6.1 & 6.6)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Student Academic Dishonesty Policy (4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals - a student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf
Withheld Grades Policy (5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service 6.140]. If students register for the same course in future semesters the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, which documents the work to be completed to remove the “withheld” grade.

Student Code of Conduct Policy (10.4): Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check. YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Martin 936-468-1740 or snyderke1@sfasu.edu

Undergraduate Teacher Certification:  
The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. (http://www.sfasu.edu/education/departments/educatorcertification/docs/td.portal/ndergrad_handbook.pdf)

Use of Tobacco Products:  
The “use of all tobacco products is prohibited in the public areas of the Steen Library and in all indoor classrooms and laboratories.” (For full text see Food, Drink and Tobacco B-8) This includes chewing tobacco!

Insurance:  
Physical activity by its very nature may put you at some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Electronic Devices:  
Cell phone use (including TEXTING) is not permitted during class. To prevent disruption of class due to cell phones, all cell phones must be turned OFF and placed out of sight and remain out of sight during class. Please remove any earpieces or Bluetooth devices during class. (See also General Classroom Civility)

Laptops and tablets may be used for NOTE TAKING ONLY. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Use of other devices such as iWatches, phones or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices may be requested to leave the classroom.
General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, text, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals (NASPE Standard 6)

Exam Conduct:
- You may not wear sunglasses during an exam
- You will be asked to either remove your hat or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk
- Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
- No food or drinks will be allowed during exams - this includes water and gum
- Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.

Appendix 1
KIN 470 - links to the standards can be found on the PCOE and Department website.

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<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery Exam – pass TExES practice exam at 80% or better</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5</td>
<td>1.3</td>
<td>1d, 1f, 2h, 4j, 4k, 4l, 4m, 4n, 6j, 6k, 6l, 6n, 6p, 7g, 7h, 7i, 7j, 7k, 9j</td>
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<tr>
<td>Case Studies – develop written analysis or various case studies, participate in discussion of case studies during large and small group activities</td>
<td>6.4</td>
<td>1a, 1b, 1c, 1d</td>
<td>3q, 3r,</td>
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<tr>
<td>Advocacy Project – develop, present, and evaluate success of projects that advocate for physical activity in schools, community, and worksites.</td>
<td>1.4</td>
<td>3a, 3b, 3c, 3d</td>
<td>5j</td>
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<tr>
<td>Resume – develop application ready resume through career services, assessment of feedback to improve product.</td>
<td>6.4</td>
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<tr>
<td>Professional Dispositions – A combination of teacher and self-assessments that will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals.</td>
<td>6.1, 6.2, 6.3, 6.4</td>
<td>1.1, 1.3, 4.2</td>
<td>21, 9a, 9m, 9n, 9o</td>
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