I. Course Description:
This course is designed to meet Texas Teacher Certification requirements. It is expected that a teacher in Texas be schooled in selected foundation areas. In addition, it is expected that professionals also be exposed to a broad range of general professional information that will enhance the ability to teach and to grow professionally. Foundation courses are introductory by nature and allow for the exploration of a field of interest. Therefore, it should be expected that a wide variety of information be disseminated, to include Historical, physiological, psychological, and sociological foundations; programs, professional requirements and opportunities.

Course Justification: KINE 1301: “Foundations of Kinesiology” (3 credit hours) is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks. Kinesiology students will explore the value of their discipline by scrutinizing each of the 12 sub disciplines of kinesiology. Students will have significant weekly out of class assignments, such as; readings, preparing for an in-class group presentation, and developing their professional philosophy by writing and submitting a formal paper. These assignments will enhance the student’s understanding of the weekly topics that are discussed in class, as well as prepare them for three in-class written examinations. The outside class assignments would require at least 6 hours of outside work each week.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

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’s 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 #4: Teaching and student success.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
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:
As an introductory course KINE 1301 presents an overview of the Kinesiology field in order to prepare the student either as an educator or in other professions in the field of exercise science. Students are presented with opportunities to develop their academic excellence through critical, reflective and creative thinking (NASPE Standard 8 –Reflection). Establishment of life-long learning in the development of the critical component of daily physical activity is emphasized within both the content and the opportunities presented in the classroom. Students
are expected to perform with integrity and responsibility both in the classroom and as a representative of the SFASU community when off-site.

NASPE Standard 1 – Content knowledge
- Comprehend the meaning and philosophy of physical education and sport
- Comprehend the objectives for education, physical education and sport
- Gain an understanding of the role of physical education and sport in society and education
- Demonstrate knowledge of the history of physical education and sport
- Demonstrate knowledge of the biomechanical foundations of human movement
- Demonstrate knowledge of exercise physiology and fitness
- Demonstrate knowledge of the sociological foundations of physical education and sport
- Demonstrate knowledge of the psychological foundations of physical education and sport
- Identify career opportunities in physical education and sport
- Describe the future of physical education and sport

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. A variety of instructional methods are modeled during the course such as but, not limited to; lectures, class discussion, group work, cooperative activities, guest speakers, and power point presentations.
2. Students will have an opportunity to apply writing skills by composing a written paper as a major assignment. The paper will consist of the students writing their philosophy as well as discussing their future aspirations upon completion of their degree.
3. Students will complete various homework assignments that will enhance the learning of the topics being covered in class. These homework assignment(s) will correlate to the chapters being discussed, this will aid in enhancing their learning opportunity.

Program Standards Chart: These standards may be found on the college website. [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motor Behavior hmwk</strong> (terms and studies specific to the discipline of motor behavior)</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6,</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 4j, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
</tr>
<tr>
<td><strong>Group Philosophy Presentations</strong> - (Students will present current controversial topics in the field of Kinesiology)</td>
<td>4.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 6.1, 6.4</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2j, 3i, 3j, 3r, 4b, 4h, 4j, 4l, 5m, 6b, 7a, 7b, 7c, 7f, 7g, 7h, 8a, 8q</td>
</tr>
<tr>
<td><strong>Individual Philosophy paper assignment</strong> - (Student will identify their plan A, and Plan B aspirations, along with formulating their professional philosophy)</td>
<td>1.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2d, 2h, 2j, 2n, 4h, 4j, 4l, 5m, 5o, 6b, 7a, 7b, 7c, 7f, 7g, 7h, 8a, 8a</td>
</tr>
<tr>
<td><strong>Exam #1 – Ch. 5,6 &amp; terminology</strong> (Assessment to cover semantics specific to kinesiology, The SFA Way, Philosophy, and History of Physical Education)</td>
<td>1.4, 5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 1D, 2L, 4L, 4n, 4r, 6b, 6c, 6d, 6s</td>
<td></td>
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</tbody>
</table>
### Exam #2 – Ch. 8,10,11
(Assessment to cover Motor Behavior, Biomechanical Principles, and Exercise Physiology)

| Exam #2 | 5.1, 6.2, 6.3 | 1.3 | 1A, 1d, 2L, 4n,4r, 6b, 6c, 6d, 6s, |

### Exam #3 (final) – Ch. 14-17
(Assessment to cover Careers in Therapeutic Exercise, Teaching Physical Education, Coaching, Sport Instruction, and Sport Management)

| Exam #3 | 5.1, 6.2, 6.3 | 1.3 | 1A, 1d, 2L, 4n,4r, 6b, 6c, 6d, 6s, |

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exams</td>
<td>60%</td>
</tr>
<tr>
<td>B</td>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>C</td>
<td>Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>D</td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Typed Assignments:**

All assignments must be typed. No work will be accepted unless it is typed!

### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>Identify “Philosophy”, Understand semantics used in Kinesiology</td>
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<tr>
<td>3</td>
<td>Ch. 5- Philosophy (Discuss Morals, Ethics, and Values) Introduce “The SFA Way” (Describe how philosophy fits into the field of kinesiology)</td>
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<tr>
<td>4</td>
<td>Ch. 6 – History (Discuss past experiences in the discipline, describe how the subdiscipline of history of physical activity has developed)</td>
</tr>
<tr>
<td>5</td>
<td>Exam I – Ch. 5, 6 and definitions</td>
</tr>
<tr>
<td>6</td>
<td>Assemble groups; Receive an ethical question related to kinesiology and physical education. The students will develop a group resolution and present to the class as a group.</td>
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<tr>
<td>7</td>
<td>Present to class as a group (group philosophical presentations)</td>
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<tr>
<td>8</td>
<td>Ch. 10 – Biomechanics (Explore how human movement biomechanics emerged within the field of physical activity)</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break! Be Safe!</td>
</tr>
<tr>
<td>10</td>
<td>Ch. 11 – Physiology of Physical Activity (Explore areas of Exercise Physiology, explore job opportunities. Examine how the body responds to physical activity and how these changes relate to physical performance and health.)</td>
</tr>
<tr>
<td>11</td>
<td>Exam II – Ch. 8,10, 11</td>
</tr>
<tr>
<td>12</td>
<td>Ch. 15- Careers in Teaching P.E (Define Pedagogy, describe settings in which physical educators teach.)</td>
</tr>
<tr>
<td>13</td>
<td>Ch.14- Careers in Therapeutic Exercise (Acquaint the student with the wide range of professional opportunities in the sphere of therapeutic exercise)</td>
</tr>
<tr>
<td>14</td>
<td>Ch.16 – Careers in Coaching and Sport Instruction (Familiarize the student with the nature of the work and qualifications for coaching and professional sport instruction.) Ch.17- Careers in Sport Management (Familiarize the student with the purpose and types of work done By professionals in sport management.)</td>
</tr>
<tr>
<td>15</td>
<td>Write a personal Philosophy</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

*Instructor reserves the right to modify, change, emphasize, and/or de-emphasize any of the preceding proposed content topics.*
VI. Readings (Required and recommended—including texts, websites, articles, etc.):
   Required:

VII. Course Evaluations:
   Near the conclusion of the semester, each student will have the opportunity to evaluate the course. Evaluation data is used for a number of important purposes relating to improving instruction. SFA is committed to excellence in teaching. Therefore, your response is critical.
   In the Perkins 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:
   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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

   Class Attendance and Excused Absence: 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 the 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.

   Make-up Opportunities
   Make-up work will be allowed for missed assignments/exams due to excused absences for reasons such as health, family emergencies, or student participation in approved university-sponsored events with appropriate documentation. All make-up work must be completed prior the last day that course is scheduled to meet in order to receive any credit.

   Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 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/
Penalties for 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, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
1. Using or attempting to use unauthorized materials on any class assignment or exam;
2. Falsifying or inventing of any information, including citations, on an assignment; and/or;
3. Helping or attempting to help another in an act of cheating or plagiarism.
4. 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.

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

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 (6.14)]. 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.

Student Code of Conduct: Policy 10.4
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.