I. Course Description:

KINE 5102-Teaching in Higher Education is a special studies in kinesiology course. This course will cover the preparation and delivery of course content, assignments and assessments for teaching in higher education.

Credit Hour Justification.

KINE 5102-Teaching in Higher Education is a special studies in kinesiology course. The assignments in this course will consist of preparing and delivering content, assignments and assessments for teaching a class(es) in higher education. Requirements will also be to complete all trainings and requirements of an adjunct for the university. Course delivery will be for at least 3 hours each week for a 16-week course and 6 hours of preparation 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 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 #2: Prepare educators and industry professionals.

Program Learning Outcomes:

• The student will be able to demonstrate the ability to read and make critical analysis of original research.
• The student will demonstrate advanced knowledge of anatomical, physiological, psychological and developmental aspects of physical activity as it relates to human well-being and issues of exercise and sport performance.
• The student will be able to demonstrate an understanding of a variety of research methods employed in the subdisciplines in Kinesiology.
• The student will demonstrate the ability to apply their Kinesiology-related knowledge and skills to think critically and ethically in examining issues and solving problems associated with their chosen subdiscipline.
Student Learning Outcomes:
• Students will utilize materials that are evidence based. (PLO 1,2,3,4)
• Students will realize the limitations of knowledge (research) and that what is “known” is relatively small and constantly being challenged (PLO 3,4)
• Students will experience the depth of knowledge and understanding that comes from an exhaustive review of literature (PLO 1,3,4)
• Students will be able to analyze research articles, synthesize and formulate ideas (PLO 1,3,4)

III. Course Assignments:
Assignments will consist of (1) development of course content (2) development of assignments (3) development of assessments and (4) completing the required trainings and requirement for an adjunct.

IV. Evaluation and Assessments
Successful completion of this course will be assessed by the effective teaching of the course KINE 2100-Physical Activity-Distance Learning. Completing all trainings and required work of an adjunct position will be expected for successful completion of this course.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
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| Week 1-2 150-300 min of Activity | 1. Introduction- 5 Components of Fitness  
2. Fitness Testing  
a. 12 Min Run Test or 3 Min Step Test  
b. Push Up  
c. Curl up  
d. Sit and Reach and Trunk Extensor  
e. BMI  
3. Warm-Up and Cool Down | 1. Quiz- [Par Q](#)  
2. Runkeeper Screenshot of [12 Min Run Test](#) or [3 Min Step Test](#) and results of other tests. |          |
| Week 3-4 150-300 min of Activity | 1. Cardiovascular Health (Cardiovascular Endurance)  
2. Heart Rate (RHR, THR, MHR) | 1. Discussion Post  
2. Assignment (Heart Rate)  
3. Runkeeper Screenshot |          |
3. Goal Setting using Fitness Test Results

| Week 5-6 | 150-300 min of Activity | 1. Strength Training (Muscular Strength and Endurance) | 1. Quiz  
|          |                        | 2. Reps and Sets                                     | 2. Runkeeper Screenshot  
|          |                        | 3. Biomechanics                                     |

| Week 7-8 | 150-300 min of Activity | 1. Body Composition | 1. Discussion Post  
|          |                        | 2. Nutrition | 2. Runkeeper Screenshot |

| Week 9-10 | 150-300 min of Activity | F.I.T.T Principle | 1. Quiz  
|           |                        |                 | 2. Runkeeper Screenshot |

| Week 11-12 | 150-300 min of Activity | Non-Traditional Activities  
|            |                        | - Hiking  
|            |                        | - Kayaking  
|            |                        | - Skating  
|            |                        | - Archery  
|            |                        | - Rock Climbing  
|            |                        | - Disc Golf  
|            |                        | - Yoga  
|            |                        | - Etc... |

| Week 13-14 | 150-300 min of Activity | Myths:  
|            |                        | - Fitness  
|            |                        | - Nutrition  
|            |                        | - Exercise Equipment |

| Week 15-16 | 150-300 min of Activity | 1. Fitness Testing  
|            |                        | a. 12 Min Run Test or 3 Min Step Test  
|            |                        | b. Push Up  
|            |                        | c. Curl up  
|            |                        | d. Sit and Reach and Trunk Extensor  
|            |                        | e. BMI  
|            |                        | 2. Evaluation of Personal Results  

|           |                        | 1. Discussion Post  
|           |                        | 2. Runkeeper Screenshot of  
|           |                        | 12 Min Run Test or 3 Min Step Test and results of other tests. |

**VI. Readings:**
VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySF. 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: Found at http://www.sfasu.edu/policies/

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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.

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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/

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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, 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:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

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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;
- 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, re-submission 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).

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**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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

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**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.