Department of Kinesiology and Health Science  
KINE 5345 Current Trends and Issues in Health & Kinesiology  
Fall 2023

Instructor: Dr. Deborah Buswell  
Office: HPE 228B, HPE Building  
Course Time and Location: Online/Hybrid  
Office Phone: 936-468-1661  
Alternate Contact: 936-468-3503(Department)

Office Hours: M 1:00-2:00, T, W & R 11-12 – Physical Office Hours  
W – 1:30-2:30 – Virtual Office Hours Link in D2L/Brightspace “Getting Started” Module  
Credits: 3  
Email: buswelld@sfasu.edu or Brightspace/D2L

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Prerequisites: None

Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

I. Course Description & Purpose:
This course is designed to provide opportunities for students to develop a fundamental understanding of and critically think, read, write, and present orally on current topics and issues pertinent to the world of physical education, sport, and recreation.

Course Justification- “Current Trends & Issues in Health & Kinesiology” (3 credits; online/hybrid) spans 15 weeks plus extended time for a mid-term and final examination. The course contains extensive written content that includes the same information students in a fully face-to-face lecture course would receive, requiring students to engage the online modules for at least 150 minutes per week. Students will have significant weekly reading assignments, including chapter and article readings, as well as additional preparation for weekly assigned discussions and topics, quizzes/exams over course content and multiple writing assignments to evaluate their ability to think critically interpret primary sources, and consider multiple perspectives. Each week students will complete material for “weekly application tasks” and/or complete reflections of tasks after completion. For every hour a student spends engaging with content, he/she will spend a minimum two additional hours of work completing associated activities and assessments outside of traditional instruction.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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:
Master’s of Education in Kinesiology
1. The student will be able to demonstrate the ability to read and make critical analysis of original research;
2. The student will be able to demonstrate an understanding of a variety of research methods including both qualitative and quantitative techniques employed in the various sub-disciplines in Kinesiology;
3. The student will be able to 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.
4. The student will demonstrate the acquisition of knowledge and strength in an area of study within Kinesiology through the graduate culminating experience

Student Learning Outcomes:
Upon successful completion of this course the student will be able to:
1. Identify problems or questions of interest pertaining to physical education/kinesiology and recreation (PLO #1, #3).
2. Develop products that demonstrate critical, reflective, and creative thinking (PLO #1, #3).
3. Discuss their viewpoints relating to pertinent topics in a meaningful and ethical manner and engage in appropriate discussion with others who may not share the same views (PLO#1, #3).

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

1. Weekly Application Tasks (5-15 points) – quizzes, dropbox assignments related to content presented online, in articles, or in other media formats. These tasks are used to determine participation. Participation is a vital component for determining success in this course and will increase your chances of success on exams ~120 total points.

2. Discussion posts – 180 points (12 points per topic) – Weekly discussion throughout the semester. Discussion of viewpoints assessed for both originality of posts, and collegial responses to others. Students will post original work as well as respond to colleagues on a variety of topics and in a variety of ways.

3. Issue Papers - two papers - your choice of topics related to those covered during class discussions - 45 points each - body of the paper is 800-1200 words - includes at least 5 primary resources - must be written using APA formatting style – additional information on formatting will be provided.

4. Changing Physical Activity Video Project – 100 points – video development of new activities to teach in physical education to encourage lifetime physical activity and potentially change current marginalization.

5. Quizzes throughout the semester (10 points each) ~ 50 total points.

6. Midterm Examination - 100 points

7. Final Examination - 100 points

Instructional Strategies, use of Technology:

Required Technology: This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

Access to LMS: As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio or video files. Students must have a working computer microphone and camera or the ability to add audio and video files on their computer to complete these assignments. Files may be submitted in a variety of formats accepted by Brightspace, however the most common are .pdf, .doc, .docx, .mp4, and .jpeg files.

Technical Support: If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936-468-1919) for technical help.

IV. Evaluation and Assessments (Grading):

Grade is based on the % of the total points assigned during the semester (approximately 700-800 points). See Section III for points available for each assignment

- A = 90 – 100% of point total
- B = 80 – 89.9% of point total
- C = 70 – 79.9% of point total
- D = 60 – 69.9% of point total
- F = below 60% of point total

Revised August 9, 2023
V. Tentative Course Outline/Calendar

Week 1  Getting Started Module – Introduce the basic content of the course and the structure of the course for the individual modules. Students will introduce themselves to their classmates.

Week 2  Module 1: They Said WHAT? – Examine what professionals, coaches and other sports figures say and do in various setting both in and outside of sports. Explore the perspective philosophies and ethics these represent.

Week 3  Module 2: Sport Impacts Lives – Synthesizes specific ethics without our professional fields and how they inform our choices and responses to situations and how they interact with our own philosophies.

Week 4  Module 3: Issue Papers in Health and Kinesiology – Introduces the Issue Paper assignment and provides information and resources for assisting in completing the assignment.

Week 5  Module 4: Using Symbols – Critiques the controversial use of various symbols, specifically those illustrating Native American heritage, in the sporting world as well as how the changes in the symbol used to depict accessibility could be used to change the perception of a minority population.

Week 6  Module 5: Views of Physical Education – Examine our perception of the importance of physical education, the views that popular culture perpetuates through television and movies and the research that has examined student perceptions of physical educators’ knowledge based on their appearance.

Week 7  Module 6: Marginalization and Changing Physical Education – Summarizing ways that physical education as a profession has been marginalized, identifying and assessing ways in which the profession itself may be creating marginalization, and generating ideas to create less marginalization moving into the future.

Week 8  Module 7: Midterm Examination – Organize and synthesize information in order to formulate conclusions in a clear and concise way.

Week 9  Module 6: Continued

Week 10  Module 8: Women in Sports – Assess the perceptions that exist that may present barriers to women professionally in the disciplines related to kinesiology and sports and construct potential best practices in sports-related disciplines to enhance advancement opportunities.

Week 11  Module 9: Minority Athletes in the Media – Critique and interpret the media representations of athletes in minority groups.

Week 12  Module 10: Issue Papers in Health and Kinesiology – Provides information on writing the second issue paper and improving on the assessment of the first issue paper.

Week 13  Thanksgiving Break

Week 14  Module 11: Gender and Sexual Diversity in Sports, Athletics, Physical Education, and Recreation – Explores the benefits of creating inclusive sports, athletics, physical education, and recreation environments for gender and sexually diverse populations and how to create affirming environments for all genders and sexual orientations.

Week 15  Module 12: Final Examination - Organize and synthesize information in order to formulate conclusions in a clear and concise way.

Week 16  Module 12: Final Exam is DUE no later than Wednesday December 13, 2023 by 11:59 PM.

VI. Required Text/Readings/Materials:


Additional Resource (Not Required)


Additional readings as assigned by instructor – articles, internet readings, videos, connections typically will be accessed via Brightspace
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Full text of polices can be found at the associated links provided below

Course Grades (Include Withheld Grades), Policy 5.5
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/policies/5.5.pdf

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, this form documents the work to be completed to remove the ‘withheld’ grade.

Final Course Grade Appeals by Students, Policy 6.3
https://www.sfasu.edu/docs/policies/6.3.pdf

Academic Accommodation for Students with Disabilities, Policy 6.1
https://www.sfasu.edu/docs/policies/6.1.pdf

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 promptly may delay your accommodations. For additional information, visit http://www.sfasu.edu/disabilityservices/

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

Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities, Policy 6.6
https://www.sfasu.edu/docs/policies/6.6.pdf

Attendance and Preparation for Class including SFASU Policy

Class Attendance, Policy 6.7
https://www.sfasu.edu/docs/policies/6.7.pdf

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. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

**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.

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Active participation is expected and required of all professionals, therefore your participation in discussion and involvement or lack of involvement in assignments, may affect your final grade. Weekly Application Tasks, completed during a specified week cannot be made up once a due date is past. Exam material comes from class content, discussions, articles, videos, readings – if you fail to do assignments or participate in discussions you may not be prepared for the exams.

Plan ahead if you know you may have something that conflicts in your schedule. Due to the nature of an online class most times work can be done ahead of actual due dates. However, exceptions will be made for students who miss class assignments for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 1 week. 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 on Brightspace. 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.

Code of Student Conduct and Academic Integrity, Policy 10.4
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

https://www.sfasu.edu/docs/policies/10.4.pdf

***Other SFA Policy Information - https://www.sfasu.edu/policies
Students and Mental Health
SFA values students’ overall well-being mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free and all of them are confidential.

On-Campus Resources
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFASU Human Services Counseling Clinic Human Services, Room 202
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
936.468.1041

The Health and Wellness Hub “The Hub”
Location: Corner of E. College and Raguet Street
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thethehub@sfasu.edu

Crisis Resources
Burke 24-Hour crisis line 1(800) 392-8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1(800) 273-TALK (8255)
JohCrisis Text Line: Text HELLO to 741-741

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