



SUL ROSS STATE UNIVERSITY
Department of Kinesiology and Human Performance
Fall 2016



KES 4362 Senior Capstone

Instructor:
Jim Hector, Ed.D.

OFFICE HOURS: Monday – Thursday: 1:30 – 4:30 pm
AND BY APPOINTMENT
Telephone: 432-837-8213
Email: jhector@sulross.edu
Fax: 432-837-8390
Location: Sul Ross campus – GPC 202A

Course Description:

This is a capstone course in which teacher candidates will review and update their Physical Education philosophy; showcase their Physical Education portfolio; further develop their professional goals and plan for professional development; review and further develop their advocacy plan; and complete a practical advocacy plan; and complete a practical of areas related to the major.

Class Meeting Times:

Monday and Wednesday: 12:30 – 1:45

Recommended Text:

certifyteacher.com
Texes Exam: EC – 12 Physical Eduaction

Southern Association of Schools and Colleges (SACS)

Student Learning Outcomes:

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular

strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).

3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education in physical education and uses knowledge to promote students' development; understands the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Texas Examination of Educator Standards (TExES)

STANDARDS

Physical Education EC – 12:

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 understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Standard III

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 IV

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, and emotional development.

Standard V

The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI

The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Standard VII

The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social and emotional development in physical education contexts.

Standard VIII

The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

Standard IX

The physical education teacher collaborates with colleagues, parents/caregivers and community agencies to support students' growth and well-being.

Standard X

The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

Texas Examination of Educator Standards (TExES)

DOMAINS and COMPETENCIES

Domain I - Movement and Skill

Competency 001

The teacher understands and applies principles of motor development and motor learning.

Competency 002

The teacher understands principles and practices developing, combining and integrating motor skills.

Competency 003

The teacher understands and applies knowledge of movement concepts and biomechanical principles.

Competency 004

The teacher understands and applies knowledge of individual, dual and team sports and activities.

Competency 005

The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

Domain II - Health-Related Physical Fitness

Competency 006

The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

Competency 007

The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

Competency 008

The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.

Competency 009

The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.

Domain III - The Physical Education Program

Competency 010

The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Competency 011

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 teacher understands the structure, organization, goals and purposes of physical education programs.

Competency 013

The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.

Course Requirements:

General Responsibilities

Attendance: Classroom attendance and participation is a requirement. In accordance with the University catalog, a student with excessive absences will be dropped from the course. Six absences for a Tuesday-Thursday or Monday-Wednesday course is considered excessive. Continued tardiness is undesirable and is also grounds for a student to be dropped from the course (three tardies will equal one absence).

Evaluation

1000 total points possible

- Comprehensive Exam = 100 points
- Semester Test = (2 @ 100 points each) 200 points
- Daily Assignments = (20 @ 10 points each) 200 points
- Quizzes (5 @ 20 points each) = 100 points
- Portfolio = 200 points
- Participation = 200 points

Grading	900 - 1000 = A
	800 - 899 = B
	700 - 799 = C
	600 - 699 = D
	➤ 599 = F

SRSU Disability Services:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Meaningful and pertinent participation is required.

- 1 Examples of academic dishonesty include, but are not limited to:
 - o Turning in work as original that was used in whole for another course and/or professor;
 - o Turning in another person's work as one's own;
 - o Copying from professional works or internet sites without citation.

Any of these offenses will result in a zero for the assignment with no option to redo for credit