



**SUL ROSS STATE UNIVERSITY**  
Department of Kinesiology and Human Performance  
Spring 2017



**KES 4362 Senior Capstone**

Instructor:  
Jim Hector, Ed.D.

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**OFFICE HOURS:** Monday & Wednesday 8:00am – 12:00 noon and 1:00pm – 3:00pm.  
**AND BY APPOINTMENT**  
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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 and location:**  
Tuesday and Thursday: 12:30 – 1:45 @ ACR 204

**Recommended Text:**  
[certifyteacher.com](http://certifyteacher.com)  
Texes Exam: EC – 12 Physical Eduaction

**Learning Objectives: The student will be able to...**

1. Demonstrates knowledge of activities, strategies, safety practices and equipment for promoting students' development of locomotor, nonlocomotor, body control, manipulative and rhythmic skills (e.g., animal walks, partner activities, chase and flee games).
2. Knows how to select and use developmentally appropriate techniques and activities to promote students' integration and refinement of locomotor, nonlocomotor, body control, manipulative and rhythmic skills.
3. Applies knowledge of movement concepts related to time, space, direction, level, force and flow and kinesthetic awareness concepts such as direction (e.g., backward, forward, changes in direction) and relationships to objects (e.g., over, under, behind, through).

4. Relates biomechanical principles (e.g., center of gravity, inertia, stability, balance, force projection and absorption, buoyancy, acceleration) to various movement activities.
5. Demonstrates knowledge of techniques, skills progressions, conditioning programs, rules, safety practices, offensive and defensive strategies and types and uses of equipment for individual, dual and team sports and activities (e.g., golf, archery, combatives, racquet activities, volleyball, basketball, softball, soccer, flag football, speed-away, disc sports, team handball, field hockey).
6. Demonstrates knowledge of techniques, sequences, skills, steps, conditioning programs, safety practices and types and uses of equipment for creative movement, dance and personal performance activities (e.g., folk, square, ethnic, jazz, modern, social and aerobic dance; circus arts).
7. Demonstrates knowledge of the principles and benefits of a physically active lifestyle and ways to provide students with learning opportunities that promote participation in and enjoyment of physical activities.
8. Demonstrates knowledge of principles, skills, exercises and physiological processes involved in aerobic conditioning.
9. Evaluates and selects appropriate cardiovascular endurance activities for various developmental levels and purposes.
10. Demonstrates knowledge of basic principles of nutrition and weight management and ways in which diet and exercise patterns affect physical performance and personal health and well-being.
11. Demonstrates knowledge of how students differ in their approaches to learning and physical performance and uses this knowledge to provide equitable and appropriate instruction that draws upon student strengths as a basis for growth.
12. Demonstrates knowledge of strategies for motivating and encouraging students to participate in lifelong physical activity and for helping students become self-motivated.
13. Analyzes philosophies, trends and issues in physical education and their effects on the goals, scope and components of physical education programs.
14. Applies knowledge of legal and ethical issues and responsibilities relevant to physical education (e.g., confidentiality, supervision, standard of care, professional liability, negligence).

### **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.

### **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 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 @ 50 points each ) 100 points
- Daily Assignments = ( 25 @ 10 points each ) 250 points
- Portfolio = 150 points
- Participation= 400 points

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

### **CALENDAR**

<b>Day 1</b>	<b>Pre Texas Test</b>
<b>Day 2</b>	<b>Exam Review – Portfolio Introduction</b>
<b>Day 3</b>	<b>PPT characteristics of Motor Development</b>
<b>Day 4</b>	<b>PPT - Motor Learning</b>
<b>Day 5</b>	<b>Certify Teacher Competency 002</b>
<b>Day 6</b>	<b>Competency 001 and 002 Terminology</b>
<b>Day 7</b>	<b>Competency 003</b>
<b>Day 8</b>	<b>Team and Individual Sports</b>

<b>Day 9</b>	<b>Tournament Brackets</b>
<b>Day 10</b>	<b>Competency 006</b>
<b>Day 11</b>	<b>Target Heart Rate</b>
<b>Day 12</b>	<b>Body Composition</b>
<b>Day 13</b>	<b>Competency 010</b>
<b>Day 14</b>	<b>Classroom Management</b>
<b>Day 15</b>	<b>TEKS in Public Schools</b>
<b>Day 16</b>	<b>Ethics in the Classroom</b>
<b>Day 17</b>	<b>Power Point Presentations</b>
<b>Day 18</b>	<b>Power Point Presentations</b>
<b>Day 19</b>	<b>Portfolio Defense</b>
<b>Day 20</b>	<b>Portfolio Defense</b>
<b>Day 21</b>	<b>Final Exam Review</b>
<b>Day 22</b>	<b>FINAL EXAM</b>

### **SRSU Disability Services:**

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center Room 211. The mailing address is PO Box C-171, Sul Ross State University, Alpine, Texas 79832. The telephone is 432-837-8178; fax is 432-837-8724.

### **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*