



KES 3332
Health and Aging
Summer 2024 - Online

Mary Powers, M.S.
Lecturer in Kinesiology

Office: GPC 102B
Phone: 432.837.8209 office
Email: mary.powers@sulross.edu
Office Hours: by appointment
Required Text: Title: Lifespan Development 18th Ed.
Author: John Santrock
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ISBN: 1260471950

Purpose of the Course

The purpose of this course is to provide an in-depth study of human development, its universal features, individual development, and its nature

Course Description

This course will cover the foundations of human development across a lifespan beginning with infancy, progressing through childhood, adolescence and adulthood. Discussion topics ranging from socioeconomic, physical, and cognitive development.

Course Student Learning Objectives Upon successful completion of this course students will:

1. Know more about life-span development.
2. Understand the best and most recent theory and research available about period of the human life-span.
3. Develop Connection across different points of the human life-span.
4. Apply content about the human life-span in the real world to help improve people's lives and motivate them to reflect more of their journey through life to better understand who they were, are, and will be.
5. Analyze food labels and integrate that knowledge to create a basic meal plan based on nutritional guidelines.

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.

Competency 009

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

Course: Marketable Skills

The following marketable skills are achieved in this course:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Collaboration: Emphasis on professional etiquette through group activities/CPR work

Program 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 and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Style Of Teaching:

The objectives of this course will be met through an integrated teaching style that will include online presentations and discussion boards. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. This is an online course that utilizes the online platform blackboard and McGraw Hill Connect. No assignments shall be accepted via email and all assignments shall be turned in on blackboard or during class.

Attendance

Since this is an online formatted class there will be periodic check-ins via email, blackboard or GroupMe (link will be provided at the start of the semester).

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per above policy.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. LearnSmart readings must be completed by the due date for credit – no late work will be accepted.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Outcome Measure	Points Per Item	Number of Items	Available Points	Percentage of Grade
Connect\Smartbook Chapter Readings	20	20	400	40%
Attendance/ Participation	-	-	100	10%
Homework Assignments	50	4	200	20%
Midterm	100	1	100	10%
Final Project	100	1	200	20%
Total/Final Grade*	-	-	1000	100%

*Letter Grading as per SRSU policy will be used in this course.

**Be sure to complete all assignments by the due date.
Late assignments will not be accepted.**

Week	Assignment
Week 1 May 29-31	Development Quiz
Week 2 Jun 3-7	Chapter 7 Critical Thinking Essay questions
Week 3 Jun 10-14	MIDTERM: PowerPoint (see blackboard for details)
Week 4 Jun 17-21	Women and Men's Health Worksheet
Week 5 Jun 24-28	Chapter 14 True or False Gender Communication Worksheet
Week 6 Jul 1-5	FINAL DUE Monday: Tactile Boards or Workout Program (see blackboard for details)

COURSE REQUIREMENTS

I. Chapter Readings (e.g. SmartBook via Connect). 20 Chapters

II. Attendance/Participation. Participate and complete all daily in-class activities. 100 points possible.

III. Homework assignments. Three (4) available; will vary in difficulty and be in class and through distance

IV. Midterm and Final Project. Students will conduct a proposal/program (either in pairs or on their own, TBD) with the community of Alpine in mind, that would benefit an age group of their choice that does not already exist for Alpine, utilizing aspects of the course content applicable to their proposals. Proposals/programs will need to be preapproved to avoid doubles of ideas.

UNIVERSITY POLICIES

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

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