

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

SUBJECT AREA	<u>Kinesiology</u>		
COURSE RUBRIC AND NUMBER	<u>KINE 1301</u>		
COURSE TITLE	<u>Foundations of Kinesiology</u>		
COURSE CREDIT HOURS	<u>3</u>	<u>3</u>	<u>0</u>
	Credits	Lec	Lab

### I. Catalog Description

Examines historical and philosophical aspects of physical education internationally and nationally and the current relationship of physical education and present day education. Orients students to programs utilized in schools, colleges, and the community. Requires field experiences in public schools. **(3:0)**.

### II. Course Objectives

Upon satisfactory completion of this course, the student will be able to

- A. Explain the history, philosophy, and significance of physical education, exercise science, and sports.
- B. Identify his/her philosophy, goals, objectives, and role in physical education, exercise science, and sports.
- C. Distinguish between the specialized areas of motor learning, biomechanics, exercise physiology and fitness, sociology, sports and exercise psychology, pedagogy, adapted physical education, and sports management.
- D. Discuss the affective, social, emotional, and cognitive components of physical activity.
- E. Identify career choices available in the field of Kinesiology.
- F. Describe the professional organizations associated with the fields of physical education, exercise science, and sports.

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Distinguish between and identify terminology and research within the sub-disciplines in the field of Kinesiology and their application to diverse careers.
2. Summarize the historical and philosophical approaches to physical activity, physical education, exercise science and sport.
3. Identify the characteristics of a physically educated person and the importance of assessment and advocacy in physical education, exercise science, and sport.
4. Discuss how the changing nature of education and technological advances may influence physical education, exercise science, and sport in the future.
5. Identify major professional organizations, foundations, and associations supporting physical activity at local, state, national and international levels as well as data tools and resources.

#### **IV. Evaluation**

- A. This course will include relevant activities to include exams, quizzes, and special Projects.
- B. General evaluation options available for use by all instructors include: Multiple Choice objective exams, short answer essay exams, True-False objective exams, classroom presentations, a portfolio assembled from class activities, or any combination of these activities.

##### **Grading Scale**

100 - 90	= A
89 - 80	= B
79 - 70	= C
69 - 60	= D
Below 60	= F
Incomplete	= I
Withdrawal	= W

#### **V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-5808); RG Rm B201 (831-4198) NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

#### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6 Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from the rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.