I. Course Description:

KIN 417L. Analysis of Movement Laboratory. KIN 417L (laboratory) is a co-requisite for KIN 417 lecture. This course contains a critical assignment (Motion Analysis Project) related to accountability and accreditation. This course has a course fee of $30.00.

KIN 417L. Analysis of Movement Laboratory (1 credit) The course meets two times per week for 115 minutes for 5 weeks. Students have weekly reading assignments that are required to be completed prior to the associated laboratory meeting. Practical application-based problem sets for each laboratory meeting are assigned to be completed outside of the laboratory meeting time. The course requires students to complete weekly written quizzes that necessitates students to demonstrate understanding and utilization of the concepts presented during lecture and laboratory. These activities should require 3-4 hours of time per week in addition to the time commitment designated the laboratory meeting time.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives:

This course is one of the core courses that make-up the scientific foundations area for kinesiology and all movement related fields. It prepares an individual to be able to evaluate and analyze human movement with the intent of influencing improvement. Studying the anatomical and mechanical factors that influence human movement gives an individual the background knowledge to be able to accomplish this goal. This course has been designed to help students in movement related fields to achieve professional excellence and to help the Kinesiology and Health Science Department and the College of Education at SFASU to provide an exemplary program which is recognized at the state, national, and international levels. This is in alignment with the Vision of the College of Education as stated in the COE Conceptual Framework, which can be viewed at http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/.

Program Learning Outcomes:

1. The student will identify and analyze critical components of physical movement.
2. The student will demonstrate knowledge of kinesiological principles and content.
3. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.

Student Learning Outcomes:

1. The student will be able to accurately describe a movement.
2. The student will be able to identify the anatomical and mechanical factors that most influence a performance.
3. The student will be able to evaluate and analyze a performance using technology with the intent of influencing improvement.

The following NASPE Standards are covered in this course:

Standard 1: Content Knowledge Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

1.1 Teacher candidates can satisfactorily demonstrate the ability to identify critical elements both verbally and by written analysis.
1.3 Teacher candidates demonstrate an understanding of concepts and strategies related to skillful movement through accurate analysis of “why” movement performance occurs as it does, and by the identification of factors that distinguish novice from expert movement performance.
1.4 Teacher candidates demonstrate bioscience knowledge and use this knowledge appropriately to plan and teach skillful movement, physical activity, and fitness.

Standard 7: Student Assessment Physical education teachers understand and use assessment to foster physical, cognitive, and emotional development of students in physical activity.
7.2 Teacher candidates use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).

**Standard 9: Technology** Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

9.1 Teacher candidates demonstrate knowledge of current technologies and their application to physical education.

9.3 Teacher candidates demonstrate a sufficient use of technologies to communicate, network, locate resources, and enhance continuing professional development.

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

1. Instructional Strategies: Lecture, assignments, and class discussions.

2. Communication: All students should have access to Desire to Learn (D2L) and a SFASU student email address. Assignments, lecture notes and other pertinent information will be available on D2L. Student email addresses will be used to communicate with the class and individual students on an as needed basis.

3. Assignments: Practical application-based problems to emphasize concepts from lectures and laboratory experiences.

4. Qualitative Analysis of Motion Project: This project will allow each student the opportunity to apply the concepts learned from both laboratory and lecture to analyze a whole-body movement. Details regarding this project will be provided on D2L and also covered in class. Upon completion this project should be uploaded to Live Text.

5. Quizzes will be used to evaluate learning and comprehension of course content.

6. Participation will be assessed through attendance, punctuality, and/or class activities.

IV. Evaluation and Assessments (Grading): Grades for the course will be based on the following:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>70</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar: (The following content is expected to be covered on the following dates, but unforeseeable circumstances might necessitate a change in date for the content.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/15</td>
<td>Course Introduction, Syllabus, L1 – Bone Identification</td>
</tr>
<tr>
<td>01/22</td>
<td>L2 – Muscle Identification, Introduction to Dartfish</td>
</tr>
<tr>
<td>01/29</td>
<td>L3 – Planes and Axes, Introduction to Dartfish, Q1 – Bone and Muscle</td>
</tr>
<tr>
<td>02/05</td>
<td>L4 – Range of Motion, Introduction to Dartfish, Q2 – Planes and Axis</td>
</tr>
<tr>
<td>02/12</td>
<td>L5 – Muscle Roles, Introduction to Dartfish</td>
</tr>
<tr>
<td>02/19</td>
<td>L6 – Movement Analysis Checklist, Q3 – Muscle Roles</td>
</tr>
<tr>
<td>02/26</td>
<td>L7 – Shoulder Girdle, Camera Utilization</td>
</tr>
<tr>
<td>03/04</td>
<td>L8 – Shoulder Joint, Collect Video Data, Q4 – Shoulder Girdle</td>
</tr>
<tr>
<td>03/11</td>
<td>Spring Break</td>
</tr>
<tr>
<td>03/18</td>
<td>L9 – Elbow and Forearm, Collect Video Data, Q5 – Shoulder Joint</td>
</tr>
<tr>
<td>03/25</td>
<td>L10 – Wrist and Hand, Video Analysis, Q6 – Elbow and Forearm</td>
</tr>
<tr>
<td>04/01</td>
<td>L11 – Hip and Pelvic Girdle, Video Analysis, Q7 – Wrist and Hand</td>
</tr>
<tr>
<td>04/08</td>
<td>L12 – Knee Joint, Q8 – Hip and Pelvic Girdle</td>
</tr>
<tr>
<td>04/15</td>
<td>L13 – Ankle and Foot, Q9 – Knee Joint</td>
</tr>
<tr>
<td>04/22</td>
<td>L14 – Spinal Column and Pelvis, Q10 – Ankle and Foot</td>
</tr>
<tr>
<td>04/29</td>
<td>Final Exam Week, Make-up Day</td>
</tr>
</tbody>
</table>

VI. Textbook, Charts, and Supplies

Required Resources

2. This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 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.

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 will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated.
Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Documentation of attendance and participation will be accomplished through the attendance. For reporting purposes, a student who does not attend class and/or show participation will be dropped from financial aid for that course.

Make-up Opportunities

Make-up work will be allowed for missed assignments due to excused absences for reasons such as health, family emergencies, or student participation in approved university-sponsored events with appropriate documentation. All make-up work must be completed on the last day that course is scheduled to meet in order to receive any credit.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Penalties for Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

1. Using or attempting to use unauthorized materials on any class assignment or exam;
2. Falsifying or inventing of any information, including citations, on an assignment; and/or;
3. Helping or attempting to help another in an act of cheating or plagiarism.
4. Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not
attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:

   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

   Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.