I. Course Description:

KINE 4317. Analysis of Movement The study of anatomical and mechanical factors that influence human movement. Prerequisites: Must have earned at least a “D” in the following - BIOL 2301 (Human Anatomy and Physiology I) or BIOL 3440 (Animal (including Human) Physiology); PHYS 1305 (General Physics I), PHYS 1105 (General Physics I Laboratory).

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/.

Exercise Science Program Learning Outcomes
1. The student will identify and analyze critical components of physical movements.
2. 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.
3. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.
4. The student will demonstrate an understanding of the physiological principles of exercise.
5. The student will be prepared to pass nationally accredited certifications.

Physical Education Teacher Education Program Learning Outcomes
1. The Physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
2. The Physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. The Physical education candidate will apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level
Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

4. The Physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

5. The Physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

6. The Physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

**Course Learning Outcomes:**

1. The student will demonstrate knowledge of human anatomy involved in human movement.
2. The student will be able to critically analyze phases of complex human movement.
3. The student will be able to evaluate human movement with the intent of improvement.

**The following NASPE Standards are covered in this course:**

**Standard 1: Scientific and Theoretical Knowledge.** Physical education teacher candidates (TC) know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

1.1 Describe and apply physiological and biomechanics concepts related to skillful movement, physical activity and fitness.

1.5 Analyze and correct critical elements of motor skills and performance concepts.

**Standard 3: Planning and Implementation.** Physical education teacher candidates (TC) plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to use technology appropriately to meet lesson objectives.

**Standard 5: Impact on Student Learning.** Physical education teacher candidates (TC) use assessments and reflection to foster student learning and inform decisions about instruction.

5.1 Select or create appropriate assessments that will measure student achievement of the goals and objectives.

5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.

**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 Brightspace/D2L and a SFASU student email address. Assignments, lecture notes and other pertinent information will be available on Brightspace. Student email addresses will be used to communicate with the class and individual students on an as needed basis.
3. Exams: There will be three exams administered during the semester. Each exam will consist of Multiple-Choice, True or False, and Short Answer type questions.
4. Project: Each student will create a qualitative analysis of motion project.
5. Bonus: The opportunity to earn a maximum of 5 optional bonus points may be made available during the course.

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1: Reference Positions, Anatomical Terminology, Planes and Axes of Motion, Joint Movements, Analysis of Human Joint Movement Patterns, Muscle (Structure, Nomenclature, Fiber Arrangements, Properties, and</td>
<td>1.1</td>
<td>1.3</td>
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Roles), Factors Affecting Human Motion

Exam 2: Shoulder Girdle, Shoulder Joint, Elbow and Forearm, Wrist and Hand (Structures and Joint Motions) 1.1 1.3
Exam 3: Spinal Column and Pelvis, Hip and Thigh, Knee, Lower Leg, Ankle, and Foot (Structures and Joint Motions) 1.1 1.3
Qualitative Analysis of Movement Project: Detailed project to analyze physical movements. 1.1, 1.5, 3.7, 4.2, 4.3 1.3, 1.5, 1a, 1b, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 1a, 1c, 3g, 3m, 4l

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

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>30</td>
<td>&gt; 90 A</td>
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<tr>
<td>Exam 2</td>
<td>30</td>
<td>80-89 B</td>
</tr>
<tr>
<td>Exam 3</td>
<td>30</td>
<td>70-79 C</td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td>60-69 D</td>
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<tr>
<td>Bonus (optional)</td>
<td>5</td>
<td>&lt; 60 F</td>
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Total 100

V. Tentative Course Outline/Calendar: The following content is expected to be covered on the following dates; however, circumstances might necessitate a change in date for the content.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic / Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus and Course Requirements</td>
</tr>
<tr>
<td>2</td>
<td>Anatomical Structures, Joint Movements, Reference Positions, Planes and Axis of Motion</td>
</tr>
<tr>
<td>3</td>
<td>Skeletal Muscle, Muscle Nomenclature, Muscle Roles</td>
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<tr>
<td>4</td>
<td>Exam 1</td>
</tr>
<tr>
<td>5</td>
<td>Shoulder Girdle (Structures and Joint Motions)</td>
</tr>
<tr>
<td>6</td>
<td>Shoulder Joint (Structures and Joint Motions)</td>
</tr>
<tr>
<td>7</td>
<td>Elbow and Forearm (Structures and Joint Motions)</td>
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<tr>
<td>8</td>
<td>Hand and Wrist (Structures and Joint Motions)</td>
</tr>
<tr>
<td>9</td>
<td>Exam 2</td>
</tr>
<tr>
<td>10</td>
<td>Spinal Column and Pelvis (Structures and Joint Motions)</td>
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<tr>
<td>11</td>
<td>Hip Joint and Pelvic Girdle (Structures and Joint Motions)</td>
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<tr>
<td>12</td>
<td>Knee (Structures and Joint Motions)</td>
</tr>
<tr>
<td>13</td>
<td>Ankle and Foot (Structures and Joint Motions)</td>
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<tr>
<td>14</td>
<td>Thanksgiving Break</td>
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<tr>
<td>15</td>
<td>Projects Due</td>
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<td>16</td>
<td>Exam 3</td>
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</tbody>
</table>
VI. Readings (Required and Recommended – including texts, websites, articles, etc.):

2. Access to Brightspace/Desire2Learn to download class lectures and handouts.
3. 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 936-468-2395 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.
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:

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 (including the first 12 day attendance report) 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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, 936-468-3004 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/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
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;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
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.

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.
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 at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**Additional Information Specific to Educator Preparation**

**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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information: