I. Course Description:
Independent Study in strength and conditioning relating to fitness and human performance.

KINE 5175 “Independent Study” (3 credits) meets for 150 minutes each week for 15 weeks and students are expected to attend class meetings and engage in lectures and class learning activities. Practical application-based problem sets for select units are assigned to be completed outside of class meeting time, which should constitute approximately 150 asynchronous learning minutes. A portion of the time allotted for class meetings will be utilized to cover each practical based problem set in detail using a small group student led open forum discussion approach. The course requires students to complete three written exams that necessitates students to demonstrate understanding and utilization of the concepts presented during lecture and the practical problem assignments. Each student is required to complete an analysis of motion project that is a capstone style comprehensive experience for the course that requires the synthesis of information provided in the course and incorporates the practical application of this information. These activities should require 4-6 hours of time per week in addition to the time commitment designated for lecture.

PCOE Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/ Student Learning Outcomes):
This course helps to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development through the implementation of the following program and student learning outcomes. A complete list of program standards can be found on the PCOE website.

Program Learning Outcomes

1. The student will be able to demonstrate the ability to read and make critical analysis of original research (class discussions).
2. The student will demonstrate the ability to effectively collect, analyze, summarize, and present research findings (presentations).
3. The student will demonstrate advanced knowledge of physiological and biochemical aspects of the use of nutritional ergogenic aids in exercise and sport performance (written exams).
4. The student will demonstrate the ability to apply knowledge and skills to think critically and ethically in examining issues and solving problems (class discussions, presentations, written exams).

Student Learning Outcomes:

1. Provide programs/courses based on sound clinical practice/research (COE goal #1).
2. Prepare leaders and industry professionals (COE goal #2).
3. Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations (COE goal #4).
4. Conduct research to advance knowledge and to contribute to the common good (COE goal #8).

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.

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>FHP Program Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of literature</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>Methodology</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>Collection of resources/data</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>Analysis of resources/data</td>
<td>1, 3, 4</td>
</tr>
</tbody>
</table>

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of literature</td>
<td>20</td>
<td>&gt; 90</td>
</tr>
<tr>
<td>Methodology</td>
<td>20</td>
<td>80-89</td>
</tr>
<tr>
<td>Collection of resources/data</td>
<td>20</td>
<td>70-79</td>
</tr>
<tr>
<td>Analysis of resources/data</td>
<td>20</td>
<td>60-69</td>
</tr>
<tr>
<td>Final Project</td>
<td>20</td>
<td>&lt; 60</td>
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<tr>
<td>Total</td>
<td>100</td>
<td></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>Week</th>
<th>Topic / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Meet with instructor to discuss timeline and methodology for project</td>
</tr>
<tr>
<td>3-4</td>
<td>Review of literature Draft Due</td>
</tr>
<tr>
<td>5-6</td>
<td>Methodology Draft Due</td>
</tr>
<tr>
<td>7</td>
<td>Review of literature Final Draft Due</td>
</tr>
<tr>
<td>9</td>
<td>Methodology Final Draft Due</td>
</tr>
<tr>
<td>10</td>
<td>Resources/Data collection</td>
</tr>
<tr>
<td>11-12</td>
<td>Resources/Data analysis</td>
</tr>
<tr>
<td>13</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>14-15</td>
<td>Final Draft Due</td>
</tr>
<tr>
<td>16</td>
<td>Debriefing with instructor</td>
</tr>
</tbody>
</table>

VI. Readings (Required and Recommended – including texts, websites, articles, etc.):

Access to Brightspace to download class handouts and take exams online.

VII. Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

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 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. 
Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:

The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202  www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education www.sfasu.edu/thehub 936.468.4008 thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741