KINESIOLOGY AND HEALTH SCIENCE DEPARTMENT
KINE 4117L.021: ANALYSIS OF MOVEMENT
Spring 2024

Instructor: Victoria Bowden
Office: EDAN 115
Credits: 1
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Course Time: Tuesday 11:00-12:15pm
Location: EDAN 111
Office Hours: M&W 10:00-11:00am

I. Course Description:

KINE 4117L. Analysis of Movement Laboratory. KINE 4117L (laboratory) is a co-requisite for KINE 4317 lecture. This course contains a critical assignment (Motion Analysis Project) related to accountability and accreditation.

KIN 4117L. Analysis of Movement Laboratory (1 credit) The course meets once a week for 75 minutes 13 weeks. Students have weekly reading assignments that are required to be completed prior to the associated laboratory meeting. Practical and hands on activities are completed weekly related to the course topics. The course requires students to complete weekly online 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.

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 be prepared to pass state/national accredited certifications.
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 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
4) The student will apply content and foundational knowledge to plan 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.
5) The student will apply content and foundational knowledge to 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.
6) The student will select and implement appropriate assessments to monitor P-12 students’ progress and guide decision making related to instruction and learning.

**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.
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.
4. The student will be prepared to pass nationally accredited certifications.

Physical 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.
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.

Student 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.

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, quizzes, 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. Thirteen labs at 10 points each.

4. Quizzes will be used to evaluate learning and comprehension of course content. Eleven quizzes at 10 points each.

5. 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>
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<tbody>
<tr>
<td>Assignments</td>
<td>130</td>
</tr>
<tr>
<td>Quizzes</td>
<td>110</td>
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<tr>
<td>Participation</td>
<td>60</td>
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<tr>
<td>Total</td>
<td>300</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>&lt; 60%</td>
<td>F</td>
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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 of January 22 - 28</th>
<th>Intro &amp; OnForm Lab</th>
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<tbody>
<tr>
<td>Week of January 29 - Feb 4</td>
<td>Excel &amp; Vertical Jump Lab</td>
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<tr>
<td></td>
<td>Onform quiz</td>
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<td>Week of Feb 4 - Feb 11</td>
<td>Force plate Lab</td>
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<td>Vertical jump quiz</td>
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<tr>
<td>Week of Feb 12 - Feb 18</td>
<td>Goniometry Lab</td>
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<td>Force plate quiz</td>
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<tr>
<td>Week of Feb 19 - Feb 25</td>
<td>Shoulder Girdle Lab</td>
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<td></td>
<td>Shoulder Joint</td>
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<td>Shoulder girdle quiz</td>
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<td>Week of Mar 4 - Mar 10</td>
<td>Elbow Lab</td>
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<td></td>
<td>Shoulder joint quiz</td>
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<tr>
<td>Week of Mar 11 - Mar 17</td>
<td>Spring Break</td>
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<td></td>
<td>Wrist and hand lab</td>
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<td>Elbow quiz</td>
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<tr>
<td>Week of Mar 25 - Mar 31</td>
<td>Movement analysis checklist</td>
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<td>Wrist and hand Quiz</td>
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<tr>
<td>Week of April 1 - Apr 7</td>
<td>Spine Lab</td>
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<td>Week of April 8 - Apr 14</td>
<td>Hip Lab</td>
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<tr>
<td></td>
<td>Spine Quiz</td>
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<tr>
<td>Week of April 15 - Apr 21</td>
<td>Knee Lab</td>
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<tr>
<td></td>
<td>Hip Quiz</td>
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<td>Week of Apr 22 - Apr 28</td>
<td>Ankle Lab</td>
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<tr>
<td></td>
<td>Knee Quiz</td>
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<tr>
<td>Week of Apr 29 - May 5</td>
<td>Make ups</td>
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<tr>
<td></td>
<td>Ankle quiz</td>
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</tbody>
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VI. Textbook, Charts, and Supplies

2. Access to Brightspace/Desire2Learn to download class lectures and handouts.
3. OnForm: Video Analysis App by OnForm Inc will be used to measure joint angles. The student is responsible for downloading the app to their device. The free version is sufficient for our needs.

QClassroom Statement: This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

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 Policy

Institutional Absences (HOP 04-110)

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

- The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

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/docs/hops/02-206.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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

 IX: Resources

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    Human Services Room 202 • 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](http://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)
    - Crisis Text Line: Text HELLO to 741-741
X: 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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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.

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 TEExES exams. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI: Other Relevant Course Information: