I. TITLE: Movement Analysis for Physical Educators

II. CATALOG DESCRIPTION: This course is designed to develop physical activity analysis skills in preservice physical education teachers utilizing the basic principles of physics, biomechanics, and applied kinesiology. Topics include skeletal, muscular, and nervous system anatomy; basic principles of physics and motion; and teaching principles involved in movement analysis. Three hours lecture plus 2 hours laboratory per week.

Prerequisites: Completion of a University Studies math/science requirement and HPE 175 or consent of instructor. Students minoring in athletic coaching may enroll without HPE 175.

III. PURPOSE: The purpose of this course is to prepare physical educators to analyze, develop, and suggest error corrections in the basic mechanics of physical activity performance.

IV. COURSE OBJECTIVES: The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guideline. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky New Teacher Standards.

As a result of participation in this course, a student will be able to:
A. Define and explain anatomical concepts in order to describe movement. (NTS #8)
B. Detail the production of motion in biomechanical terms. (NTS #8)
C. Analyze how the laws controlling movement apply to techniques used in physical activity and sport skills. (NTS #8)
D. Analyze basic and intermediate level physical/sport skills so as to recognize faulty technique and make suggestions for improved performance. (NTS #8)
E. Analyze basic level physical/sport skills so as to recognize faulty technique and make suggestions for injury prevention. (NTS #8)
F. Use technology to refine analytical skills relevant to performance. (NTS #9)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on classroom settings, student characteristics, and teaching effectiveness through peer observations.

The EPSB Theme of Assessment, developing skills to assess student learning, is addressed by students developing assessment tools for each activity that they are learning; for example, skills tests, paper and pencil tests.

V. CONTENT OUTLINE:
A. Anatomical principles related to human movement (skeletal, muscular, and nervous systems)
B. Overview of biological systems related to human movement
C. Fundamental concepts of biomechanics
D. Analysis of physical activity and sport skills related to human movement

VI. INSTRUCTIONAL ACTIVITIES: Demonstration, group discussion, team planning, oral presentation, integration of content areas, multimedia computer technology, anatomical and biomechanical laboratory sessions, and assessment procedures.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students participate in laboratory sessions that emphasize anatomical, biomechanical, and kinesiological principles.

VIII. RESOURCES: Texts, libraries, handouts, computer labs, performance lab, Internet, Alexander Hall Educational Media/Resource Room

IX. GRADING PROCEDURES:
Grading is based upon the following criteria:
Practical activities will be assigned and completed as group or individual laboratory projects during the semester. Assessment will be through peer observation, analysis, correction of errors, and instructor evaluation. Classroom activities will be assigned each week.

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<tr>
<th>Evaluation Type</th>
<th>Weight</th>
<th>Grade Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Laboratory assessments (8)</td>
<td>35 %</td>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>Written Exams (4)</td>
<td>50 %</td>
<td>80-89</td>
<td>B</td>
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<tr>
<td>Assignments (8)</td>
<td>15 %</td>
<td>70-79</td>
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<td></td>
<td>100%</td>
<td>60-69</td>
<td>D</td>
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<td>Below 60</td>
<td>E</td>
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X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy published in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:
Internet resources such as Human Anatomy on-line
http://www.innerbody.com/image/musfov.html

XIII. PREREQUISITES:
Completion of University Studies math/science requirement and HPE 175 or consent of instructor. Students minoring in athletic coaching may enroll without HPE 175.
XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

Note: Instructor of PHE 375 reserves the right to make changes in the course activities and assignments as deemed necessary during the semester.