

# DEPARTMENT OF KINESIOLOGY

## UNDERGRADUATE PROGRAM REQUIREMENTS

CURRENT REQUIREMENTS	PROPOSED REQUIREMENTS
<p>The requirements listed below are effective for students first admitted into the professional program in spring 2015.</p> <p>Courses are Kinesiology listings in the Course Guide unless otherwise indicated. With a few exceptions (Kines 116, 119, 121, 350), Kinesiology course work must be taken after admission into the professional part of the undergraduate program.</p> <p style="text-align: center;">Math 112 Algebra, 3 cr</p> <p style="text-align: center;">Chem 103 or 108 (recommended) Chemistry, 4–5 cr</p> <p style="text-align: center;"><b>Anatomy 328 Human Anatomy, 3 cr and Anatomy 329 Human Anatomy Lab, 2 cr</b></p> <p style="text-align: center;"><b>Physiol 335 Physiology, 5 cr</b></p> <p>116 First Aid and Basic Life Support, or First Aid certification and CPR/AED for Professional Rescuers and Health Providers certification, 0–2 cr</p> <p style="text-align: center;">119 Introduction to Kinesiology, 2</p> <p style="text-align: center;">314 Physiology of Exercise, 4 cr</p> <p style="text-align: center;">318 Biomechanics of Human Movement, 3 cr</p> <p style="text-align: center;">350 Introduction to Exercise Psychology, 3 cr</p> <p style="text-align: center;">361 Motor Learning and Performance, 3 cr</p>	<p>The requirements listed below are effective for students first admitted into the professional program in spring 2015.</p> <p>Courses are Kinesiology listings in the Course Guide unless otherwise indicated. With a few exceptions (Kines 116, 119, 121, 350), Kinesiology course work must be taken after admission into the professional part of the undergraduate program.</p> <p style="text-align: center;">Math 112 Algebra, 3 cr</p> <p style="text-align: center;">Chem 103 or 108 (recommended) Chemistry, 4–5 cr</p> <p style="text-align: center;"><b>Kinesiology 337 Human Anatomy, 3 cr</b></p> <p style="text-align: center;"><b>Kines 235 Physiology, 4 cr</b></p> <p>116 First Aid and Basic Life Support, or First Aid certification and CPR/AED for Professional Rescuers and Health Providers certification, 0–2 cr</p> <p style="text-align: center;">119 Introduction to Kinesiology, 2</p> <p style="text-align: center;">314 Physiology of Exercise, 4 cr</p> <p style="text-align: center;">318 Biomechanics of Human Movement, 3 cr</p> <p style="text-align: center;">350 Introduction to Exercise Psychology, 3 cr</p> <p style="text-align: center;">361 Motor Learning and Performance, 3 cr</p>

### Rationale

The purpose of the Physical Education Teacher Education program is to prepare teachers with the skills and understandings necessary to meet the needs of all students in a variety of educational settings. This includes helping teachers to be prepared with a solid scientific background in the area of human science.

- For Fall 2017 the Anat 328 and 329 course numbers will change to Kinesiology 337 (Anatomy Lecture) and Kinesiology 338 (Anatomy Lab). The Department of Kinesiology is planning to offer Kines 337 (lecture) every fall, spring and summer semester, and Kines 338 (lab) every fall and spring semester. This change will make the course more accessible to our students in terms of scheduling while offering the same high level course content.
- The Kines 338 lab is designed for students who are planning to apply to one of the following health professions programs after graduation from UW-Madison: accelerated nursing, dental, occupational therapy, optometry, physical therapy, physician assistant. Because of the strong health-care focus, we believe that Physical Education students would not receive additional educational benefits by taking the lab.
- The new course, entitled Kines 235, *Human Physiology and Health* will teach basic concepts in human physiology, with a particular focus on how these concepts relate to human health and disease. This course provides a solid foundation for students in Physical Education, while also providing a strong pre-requisite to Kines 314, *Exercise Physiology*.

By making the suggested changes to the program students will receive the same high quality coursework for three fewer credits. This will help students move through the program in a timely manner.

**Responses of the Physical Education Sub-Committee of the Undergraduate Studies Committee (April, 2017):** In Response to the UW-Madison 10-Year Kinesiology Undergraduate Program Review - External Reviewers' Recommendations for the Physical Education Program (December, 2015)

This document contains responses to the recommendations (bold and italics) that specifically addressed the Physical Education Program.

***1). Recommendation: The review team recommends tenure-line faculty with research focusing on the study of physical activity be hired to develop a critical mass of faculty within the sub-disciplines in the Department of Kinesiology.***

*The department has relatively few faculty members with formal training in Kinesiology, although all perform research related to movement with animals and/or humans in one form or another. The American Kinesiology Association defines Kinesiology as "...the academic discipline which involves the study of physical activity and its impact on health, human performance, society, and quality of life". The reviewers feel strongly that faculty with formal training in Kinesiology be considered for employment as new tenure-lines become available. Such hires have the potential to strengthen ties to the Kinesiology professional organizations that will bring greater visibility to the department and help students with career opportunities.*

***The sub-disciplines that would benefit from additional tenure-level faculty are athletic training and physical education. Currently, Dr. David Bell is the only tenure-level faculty member affiliated with the athletic training degree. We feel he and the students would benefit professionally by having an additional research active faculty member in the program. The physical education degree has no tenure-level faculty affiliated with the degree. We also recommend hiring a tenure-level faculty member for the physical education degree as described below.***

***2). Recommendation: The review team recommends that as the Physical Education degree begins to grow, hiring one to two tenure-line faculty members to teach in the degree program is a strategic move.***

*Hiring additional tenure-track faculty will bring legitimacy to the program and reduce the program's currently marginalized status. Strategically hiring faculty with the strong potential for promotion, or at the associate professor level, will enable pedagogy to have a seat on the Department's Executive Committee where important department decisions are made. Physical Education faculty currently have no voice on this committee. Another benefit for the department is to hire pedagogy faculty who specialize in physical activity research. They have the potential to receive external funding and could collaborate on research projects with other faculty in the department.*

**Sub-Committee Response to Recommendations #1 & 2:** We agree that the Physical Education Program would benefit from a faculty hire but enrollment in the program needs to increase before we make a request for a faculty line in Physical Education (in light of low enrollment in the program and current budget constraints). The Physical Education Program is currently in the process of implementing strategies to market the program more widely, which should increase undergraduate enrollment (see # 3 below for specific marketing strategies). Also, the planned addition of a new Health Promotion and Equity major will potentially provide

the opportunity to hire a faculty member with a background in physical activity and health in children which would support the Physical Education Program.

**3). Recommendation: The review team recommends the department advertise and market the Physical Education degree program more visibly on the department and school websites and within the university community.**

*We are impressed with the potential of the recently established physical education teacher education degree program, and the review team supports the continued development of this program. Doing so will require the department to place resources into this area. Although there was some concern about limited enrollment, the program is young and has the capacity to increase in size. There are challenges facing teacher education programs in all disciplines throughout the country. These barriers are related to factors such as an increasing number of career options that are financially more lucrative, the increasing cost of undergraduate education and student debt that are difficult to offset on a teacher's salary, and the cost of State testing requirements for undergraduates who wish to pursue a degree in education.*

*Advertise the degree program by making the program more visible on the department and school websites. Currently, information about the degree is difficult to locate and several undergraduate students indicated they were not aware that the degree existed. Nor could students find webpage information. Further, market and advertise the program by using handouts and brochures; work with the advising team in the school to ensure that advisors make students aware of the existence of the program; advertise by sending a mass e-mail to students in the department each semester encouraging them to apply; and host a reception for students who are interested in becoming physical education teachers.*

**Sub-Committee Response:** The Physical Education Committee has worked hard to develop a comprehensive program designed to market the Physical Education Program more widely, both within as well as outside of the University of Wisconsin-Madison. In terms of internet presence, the Physical Education Program now has an active Facebook page, a Twitter account, and an Instagram account, all of which are linked to the Department of Kinesiology and School of Education webpages. The Physical Education Program is also now featured more prominently on the department webpage. Brochures have been developed and distributed to advisors in the School of Education, and virtual brochures have been sent electronically to high school guidance counselors across the state. In addition, letters about the Physical Education Program have been sent to UW-Madison undergraduate students who have not yet declared a major. Furthermore, the Physical Education Program has established connections with a number of programs such as the UW-Madison Office of Undergraduate Recruitment and Retention, the UW-Madison Athletic Department, and Madison College to promote the program.

**4). Recommendation: The review team recommends the faculty reduce the number of pedagogy degree requirements.**

*We believe there are an excessive number of required courses that make it difficult for students to graduate in four years unless they declare a major in physical education teacher education as entering freshmen. For example, there appear to be an excessive number of physical activity content courses required of students (e.g., three dance classes, plus dance and gymnastics). Content from other classes (e.g., Group Development and Behavior Management, Organization and Administration of Physical Education, Planning and Teaching Physical Education,*

*SocioCultural Aspects of Physical Activity*) could potentially be integrated into two methods classes that would focus on K-6 and 7-12 Physical Education.

**Sub-Committee Response:** The external reviewers' made specific recommendations about reducing the number of required physical education core courses. Currently, the curriculum requires 51 credits of coursework (in comparison, Exercise & Movement Science coursework = 36 credits; Athletic Training coursework = 33 credits; and the new Health Promotion & Equity major = 39 credits). In fact, the Physical Education Program requires the highest number of credits in comparison to other programs within the School of Education. Thus, the sub-committee has carefully considered this recommendation and makes several suggested changes to the curriculum:

**1). Make required physical activity courses elective courses:**

The reviewers noted that there appear to be an excessive number of physical activity content courses required of students (e.g., three dance classes, plus dance and gymnastics). The sub-committee recommends that *Dance 2: Ballroom Dance*; *Dance 205: Dance (for PE)*; *Kines 327: Outdoor Pursuits* and *Kines 104: Aquatics* be offered as elective courses for those students who need more experience with these specific topics.

**2). Combine content from current methods courses:**

The current methods series consists of five courses (*Kines 370*, *Kines 371*, *Kines 372*, *Kines 373*, and *Kines 375*) in which teaching skills are learned and practiced.

*Kines 370 & 371:* For a variety of reasons, it has proven difficult to find schools in which to teach *Kines 371: Methods of Teaching PK-12 Dance and Gymnastics*. Without the teaching element, this course loses its strength as a course in which teaching skills can be practiced. At the same time, teaching theory in *Kines 370: Planning, Teaching and Assessment in Physical Education* has been somewhat difficult to teach without the opportunity to put those theories into practice. The content of *Kines 371*, with its basis in fundamental movement patterns and concepts, would be ideal to pair with *Kines 370* in order to solve both issues. The sub-committee recommends using the methods experience from *Kines 371* as a lab for *Kines 370*.

*{Note: in addition, there have been discussions about expanding the Kines 370 course to include it as a core course for the new Health Promotion and Equity major. The name of the course would change to Planning, Teaching, and Assessment in Physical Education and Health and would include content geared for students majoring in either physical education or health promotion (e.g., assignments would be targeted to either physical education or health promotion. In addition, the physical education students would take Kines 371 as a lab in order to practice teaching skills).*

*Kines 375: Practicum in Physical Education:* A review of other Physical Education programs in the state shows a trend toward exchanging a general practicum experience with content-specific experiences such as the ones that were developed and are included within the current Physical Education methods courses. Thus, it appears students in the Physical Education program are getting teaching experience prior to the semester they student teach. Therefore, the sub-committee recommends that *Kines 375* become an option/elective for students who need more teaching practice prior to student teaching.

**3). Review courses for overlapping content/Integrate and/or combine content from existing courses:**

*Kines 360: Lifespan Motor Development* provides information on development throughout the lifetime, while physical education students need developmental information only related to ages 4-18 years. In addition, much of the content from *Kines 360* is included in *Kines 370* and other methods courses, thus, the sub-committee recommends removing *Kines 360* as a requirement. In addition, reviewers suggested that content from some classes, including *Kines 355: Socio-Cultural Aspects of Physical Activity* could be integrated into other courses. The sub-committee agrees and recommends consideration of other courses in the PE Program (e.g., *Kines 121: Foundations of Physical Education*) in which some content from *Kines 355* could be integrated. *Kines 355* would then become an elective course for physical education students.

In sum, the external reviewers' recommended reducing the number of pedagogy degree requirements. To address this recommendation, the sub-committee carefully reviewed the current curriculum and suggested several changes to the program. These changes would reduce the number of required physical education course credits from 51 to 38 credits putting the program in line with other majors in the department.

**5). *Recommendation: The review team recommends the faculty develop a biomechanics class that is unique for physical education and athletic training majors.***

*This recommendation is consistent with comments we heard from both students and faculty, and we strongly encourage the development of a biomechanics class that has practical applications for future physical education teachers and athletic trainers. This also was a recommendation made by the previous review team.*

**Sub-Committee Response:** There have numerous discussions about this recommendation. *Kines 318: Biomechanics of Human Movement* has been converted to a blended format and focuses on developing both the theoretical and practical understanding of the fundamentals of mechanics that are essential for understanding how humans move. Students are required to apply these fundamentals in numerous practical examples including open-ended laboratory-based evaluation of human interaction with exercise/therapy equipment. It appears, though, physical education students would benefit from further exposure to specific language and applications used in physical education practice. Thus, the sub-committee recommends exploring whether a separate lab or discussion section for physical education students would be practical in order to serve the needs of the physical education students.

**6). *Recommendation: The review team recommends the eventual implementation of a pedagogy graduate program if tenure-line faculty are hired to teach in the Physical Education degree.***

*There is strong existing need for research-focused universities like the University of Wisconsin to educate future teacher educators and to contribute to the research base. Currently, only a few doctoral degree programs exist at research intensive universities, yet there is a national need, as demonstrated by the job market, for teacher educators who receive their terminal degree from highly respected research-intensive universities to fill vacant teacher education positions throughout the country.*

**Sub-Committee Response:** Since this recommendation is a graduate program recommendation, it will be referred to the Graduate Studies Committee when enrollment in the Physical Education Program has grown and faculty have been hired.

**7). Recommendation:** *The review team recommends faculty consider moving physical education under Kinesiology as a major or concentration, not as a separate degree.*

*Although the review team acknowledges the efforts of those who developed the physical education degree, it is more limited than a Kinesiology degree which offers students a greater variety of career options. A degree in physical education conveys that a graduate of the program is only able to teach physical education, whereas a degree in Kinesiology with a concentration in physical education signifies that an individual is qualified to do more than teach.*

**Sub-Committee Response:** Physical Education moved from an “option” within Kinesiology to a degree program in 2013. The major impetus for this change was to provide visibility for a program that seemed to be hidden under the umbrella of Kinesiology. At this point, since marketing and advertising the Physical Education Program is underway, the sub-committee recommends leaving Physical Education as a degree program but enrollment trends should be followed over time to determine if the this recommendation needs to be re-considered in the future.

## Course Change Proposal

**Subject** Kinesiology (742)

**Status** Under Review by Subject Owner

**Proposer** Andrew P Winterstein

### Basic Information

**What is the primary divisional affiliation of the course?**

*Interdivisional*

**Current course number**

*227*

**Current course title**

*Introduction to Clinical Anatomy of Human Movement*

**Current published course description**

*Designed to provide students with a foundational knowledge in musculoskeletal anatomy and anatomical considerations related to human movement and physical activity.*

**Chief academic officer of this unit**

*Gary M Diffie*

**Designee of chief academic officer for approval authority**

*Zoe Elizabeth Hurley*

**Currently crosslisted with**

**When will this change go into effect?**

*Spring 2017-2018*

## Basic Changes

Will the subject change?

*No*

Current subject

*Kinesiology (742)*

Proposed subject

Will the course number change?

*No*

Current course number

*227*

Proposed course number

Is this an honors course?

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Will the title change?

*No*

Current title

*Introduction to Clinical Anatomy of Human Movement*

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

*No*

Current crosslistings

Proposed crosslistings

Will the "repeatability" of the course change?

*No*

Current repeatability



**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

*No*

**Current minimum credits**

*2*

**Current maximum credits**

*2*

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

*No*

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

*No*

**Current course description**

*Designed to provide students with a foundational knowledge in musculoskeletal anatomy and anatomical considerations related to human movement and physical activity.*

**Proposed course description**

**Will the prerequisites change?**

*Yes*

**Current prerequisites and other requirements**

*Kines 127, enrolled in Kines 127, or cons inst*

**Proposed prerequisites and other requirements**

*None*

## Designation Changes

Will the graduate course attribute status change?

No

Should this course have the graduate course attribute?

If yes, this course:

Will the Liberal Arts and Sciences (LAS) undergraduate designation change?

Yes

What change is needed?

SEEK\_LAS\_DESIG

What is the rationale for seeking LAS credit?

*This course requires students to "to draw flexibly upon and apply the modes of thought of the major areas of knowledge." This is achieved principally, though not exclusively, through learning activities and course assignments that require students to move beyond basic knowledge of the musculoskeletal system and into the realm of critical appraisal, scholarly inquiry, and application of knowledge. Problem based activities and group inquiry are used to enhance their depth of understanding of anatomy and movement. In addition to the basics of the musculoskeletal system and human movement patterns, emphasis on the relationship between structure and function, evolutionary influences on the musculoskeletal system, and identifying anatomical consequences of inactivity and injury allow for further integration of general biological science concepts.*

Will the level of the course change for L&S attributes?

Yes

Current level:

Proposed level:

Elementary

Will the L&S breadth requirement change?

No

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

No

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*The course remains a requirement for students pursuing the Athletic Training degree. Adjusting the pre-req requirements will improve course access for all students. LAS designation is being requested with this change.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

*None*

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*This course focuses on the musculoskeletal system and human movement. While there is a small overlap with Kines 337, this syllabus has been reviewed by the instructor and we are confident that these courses compliment each other and enhance our offerings in this subject area.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*The change in pre-reqs will allow for greater access to the course for students across the campus community.*

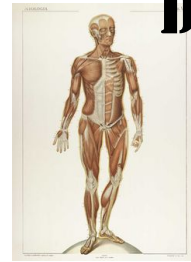
### Additional comments (optional)

*Seeking LAS designation and breadth requirement is consistent with other course offerings that provide valuable content and serve the biological science needs of students beyond the Dept. of Kinesiology and School of Education.*

### Attach a syllabus

*Kines227\_Spring\_2017\_Syllabus 2.pdf*

**Additional attachments (optional)(please read "help" text before uploading an attachment)**



### What is this Course About?

This course is designed to provide students with foundational knowledge in musculoskeletal anatomy and an understanding of anatomical considerations related to movement and physical activity.

### What Can I Expect to Learn?

The presentations, learning activities, assignments, and examinations that make up this course are designed to meet the objectives listed below.

*Upon completion of this course students will be able to:*

- Demonstrate basic knowledge of the musculoskeletal systems (bones, muscles, connective tissues, and various articulations)
- Interpret evolutionary influences on our musculoskeletal system
- Illustrate the relationships between anatomical structure and function
- Explain how anatomy serves as a cornerstone of knowledge for future study in Kinesiology
- Identify the anatomical consequences of injury and inactivity
- Summarize key historical events in the study of human anatomy

### Readings/Textbooks

*Required Text:* Trail Guide to the Body 5<sup>th</sup> Edition by Andrew Biel

Additional readings and online resources will be made available on the Learn@UW/Canvas site.

*Recommended:* One packet of 3 x 5 or 5 x 7 index cards for use in class activities

### Course Instructor

Andrew P. Winterstein PhD, ATC  
Clinical Professor  
Athletic Training Program Director  
Room 1037 Nat  
[andrew.winterstein@wisc.edu](mailto:andrew.winterstein@wisc.edu)



### How will I be Assessed?

Student learning will be assessed based on the following:

- Three written examinations (65%)
  - Two Mid Term Examinations
  - Final Examination
- Five “check-in” quizzes (10%)
  - (students may drop lowest quiz grade)
- Written Assignments (25%)
  - Homework Assignments (3)
    - Due one week after distributed
- Written Assignment (1) (Topic TBA)

### Course Philosophy

This course takes an active learning student-centered approach that combines problem based activities, group inquiry, online presentations, reading, and discussion to develop an understanding of basic anatomy as it applies to human movement. This approach requires students to prepare for class, keep up with the assigned reading, complete required online units, and to participate in class activities.

### How is the Course Structured?

The course is presented in a blended format that combines both in-class and on-line student centered learning techniques. Students should refer to the course schedule for lecture, discussion, and online schedule.

***Because of the decreased face to face time attendance is critical.***

### What is Expected of the Students?

Students are **expected to attend all class periods** and **complete all assignments**. Unexcused absences are not acceptable. Refer to the Learn@UW/Canvas site for class preparation, weekly goals, and assignments. Please be an **active learner**, questions and discussions will only enhance the classroom environment.

### What is the Grading Scale?

Grades are earned based on your percentage of points available using the following scale:

A	93% and above
AB	89% - 92%
B	83% - 88%
BC	79% - 82%
C	70% - 78%
D	60% - 69%
F	59% and below

### Course and Campus Policies:

#### Statement on Academic Honesty

The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and the UW. Thus, the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. All students have an obligation to conduct their academic work according to University standards. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

#### Cellular Phones and Electronic Devices

Students are expected to be attentive and engaged in the material during the class period. Students must not abuse the use of cell phones in class. Ringtones should be turned off in class and, if on, cell phones must be in vibrate mode. If a personal situation dictates that you need to check for and/or receive a call or text (family matter, sick child, et. cetera) please inform the instructor **in advance** that you may need to step out to take an important call. Students **must not** engage in text messaging in the classroom

#### Laptop computers

Using laptop computers in the classroom to take notes and for any other use authorized by the course instructor is encouraged. However, the instructor calls upon the academic integrity of the students to make sure laptops are not being used for other purposes during class time (e.g. instant messaging, game playing, and Internet surfing).

#### University Policy on Final Exam Conflicts

Students should attempt to avoid having more than two final exams within 24 hours. If a student has more than two final exams within 24 hours the instructor may, within guidelines adopted by the college faculty, schedule a make-up final exam to avoid hardships. Rescheduled final exams shall be of the same general nature and quality as the original exam. If you have more than two final exams in a 24 hour period please contact the instructor well in advance.  
[http://registrar.wisc.edu/documents/exam\\_policy.pdf](http://registrar.wisc.edu/documents/exam_policy.pdf)

SPRING 2017	Tuesday	Thursday	Reading / Homework
Week 1	January 17 No Class Meeting	January 19 Course Introduction Using a regional anatomical approach / planes of movement	Beil Ch. 1
Week 2	<b>Topics for the week: online</b> The Shoulder Complex (bones and joints) Shoulder and Arm <b>Attend discussion section</b> <b>January 24 (T) or January 26 (TH)</b>		Biel Ch. 2
Week 3	January 31 Shoulder and Arm	February 2 Elbow Wrist and Hand (bones and joints)	Biel Ch. 3  Distribute Homework #1
Week 4	<b>Topics for the week: online only</b> <b>No in class meeting or discussion February 7 and February 9</b> Forearm and Hand <b>Complete and turn in online assignments</b>		Biel Ch. 3
Week 5	February 14 <i>Anatomy and Injury:</i> <i>(Charlie Brown and Tommy John)</i>	February 16: <i>online only</i> Spine and Thorax (bones and joints)	Biel Ch. 4
Week 6	February 21 <b>Celebration of Knowledge</b> <b>(Exam 1)</b>	February 23: <i>online only</i> Spine and Thorax	Exam Study Guide Biel Ch. 4
Week 7	<b>Topics for the week: online</b> Spine and Thorax Bones of the skull <b>Attend discussion section</b> <b>February 28 (T) or March 2 (TH)</b>		Biel Ch. 4 Biel Ch. 5 Distribute Homework #2
Week 8	<b>Topics for the week: online</b> Head Neck and Face <b>Attend discussion section</b> <b>March 7 (T) or March 9 (TH)</b>		Biel Ch. 5
Week 9	March 14 <i>Anatomy and Injury:</i> <i>Evolutionary Adaptations:</i> <i>Upright Walkers</i>	March 16: <i>online only</i> Pelvis, Hip, and Thigh (bones and joints)	Biel Ch. 6
Week 10	March 21 <b>SPRING RECESS – Please stay safe</b>	March 23 <b>SPRING RECESS – Please stay safe</b>	
Week 11	<b>Topics for the week: online</b> Pelvis, Hip, and Thigh <b>Attend discussion section</b> <b>March 28 (T) or March 30 (TH)</b>		Biel Ch. 6
Week 12	April 4 <b>Celebration of Knowledge</b> <b>(Exam 2)</b>	April 6: <i>online only</i> Knee and Patellofemoral Joint	Study Guide Distribute Homework #3 and Written Assignment
Week 13	April 11: <i>online only</i> Knee and Patellofemoral Joint	April 13 <i>Anatomy and Injury:</i> <i>The ACL Will Break Your Heart</i>	Biel ppgs 392-397

<b>Week 14</b>	<b>Topics for the week: <i>online</i></b> Lower Leg <b><i>Attend discussion section</i></b> <b>April 18 (T) or April 20 (TH)</b>		Biel ppgs 392-397 Biel Ch. 7
<b>Week 15</b>	<b>Topics for the week: <i>online</i></b> Ankle and Foot <b><i>Attend discussion section</i></b> <b>April 25 (T) or April 27 (TH)</b>		Biel Ch. 7
<b>Week 16</b>	<b>May 2</b> <i>Human Movement: Gait Analysis</i>	<b>May 4</b> Final Exam Review	Reading TBA

The final unit exam will be held during the final exam week on Thursday May 11<sup>th</sup> at 2:45pm

#### Key to schedule of classes:

Blue dates are “lecture” and all students should attend class.

Gold dates require students to complete online materials and attend their discussion

Purple dates require students to complete online materials with no face-face meeting that week.

#### Accommodation Statement

I will try to ensure that all students are fully included in the course activities. Please let me know if you are in need of any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. I will make every effort to maintain the confidentiality of the information you share. Students with questions about accommodations or assessment for learning issue can contact the McBurney Resource Center. <http://mcburney.wisc.edu/services/>

#### Educational Competencies (For Students Who Advance to the AT Program):

This course is designed to meet a portion of the required athletic training educational competencies outlined in the 5<sup>th</sup> edition of the National Athletic Trainers Association Education Competencies. A master copy of the Athletic Training Educational Competencies showing the course distribution for the UW-Madison AT Program is available on the program Learn@UW website and in the AT Program office.