

## SCI-935: How We Move (Great Courses Series)

### Independent Study Online Course Syllabus

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#### Course Description

Our bodies are incredible, supporting and moving us effortlessly every day. They allow us to walk, run, sit, and stand with little thought—yet they are also vulnerable to injury, aging, and disease. This intricate system of bones, muscles, and tendons varies from person to person, making it a fascinating subject of study. Understanding its structure enhances both medical knowledge and personal well-being. In *How We Move*, you will be guided through the human body's major regions using graphics, videos, and a digital autopsy table.

#### The Vocabulary of Anatomy

Anatomy, like any field, has its own terminology. We will introduce the roots of anatomical terms and key directional words, making complex vocabulary more approachable. Rather than memorizing names, you'll see how their logic makes them intuitive. For example, the *extensor digitorum* extends the fingers and wrist. As you connect words to their functions, even intimidating terms will feel familiar.

You know you have bones, but do you know how many? The answer isn't as simple as looking it up—human anatomy varies widely. In fact, only about 70% of people match the standard anatomical pattern. This doesn't mean 30% are "abnormal" because variations are completely normal. This course explores common anatomical variations, including: *Palmaris Longus*, *Plantaris*, and *Pectineus*.

#### Anatomy Reveals the Wonders of the Human Body

Anatomy reveals both the wonders of the human body and its vulnerabilities to injury and disease. In this course, you will become a medical detective that includes exploring real-world clinical cases. As you explore the muscles, bones, and nerves of each region, you'll analyze conditions like: *Dowager's Hump*, *Spinal Cord Injuries*, and *Broken Hips*. Beyond diagnosing cases, this course deepens your understanding of the human body—helping you prevent injuries and maintain lifelong health. Assignments address the National Board for Professional Teaching Standards (NBPTS) for Science Standards

**Note:** Course guidebook is included with the cost of the course.

## Required Texts and Course Materials

**Course Guidebook:** Murray, E. A. (2022). How We Move: The Gross Anatomy of Motion. The Teaching Company.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

**Next Generation Science Standards (NGSS)** (<https://www.nextgenscience.org/>)

The Next Generation Science Standards (NGSS) are K–12 science content standards developed by states to improve science education, focusing on deep understanding and real-world application. Released in 2013, they shift from rote memorization to inquiry-based learning, where students act as investigators and engineers. The framework integrates three dimensions: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. These standards prepare students for college, careers, and citizenship by building knowledge sequentially.

**National Board for Professional Teaching Standards (NBPTS): Science Standards**  
(<http://www.nbpts.org/wp-content/uploads/EAYA-SCIENCE.pdf>)

The National Board for Professional Teaching Standards (NBPTS) has organized the standards for accomplished teachers of science subjects into the following nine standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in science.

### NBPTS Science Standards

- **Standard I:** Understanding Students: Accomplished science teachers continuously seek to understand their students, and they use this knowledge to enhance student learning.
- **Standard II:** Knowledge of Science: Accomplished science teachers have comprehensive understandings of the nature of science, inquiry, and natural phenomena.
- **Standard III:** Curriculum and Instruction: Accomplished science teachers thoughtfully and deliberately implement a standards-based curriculum using a variety of high-quality instructional strategies and resources to enhance student learning.
- **Standard IV:** Assessment: Accomplished science teachers purposefully assess their students in order to set learning goals, differentiate instruction, and encourage student learning.

- **Standard V:** Learning Environment: Accomplished science teachers create and maintain a safe and engaging learning environment to promote and support science learning for all students.
- **Standard VI:** Family and Community Partnerships: Accomplished science teachers establish productive interactions and successful partnerships with families and communities to enhance student learning.
- **Standard VII:** Advancing Professionalism: Accomplished science teachers advance their professionalism by pursuing leadership roles, collaborating with colleagues, and undertaking high-quality professional learning opportunities.
- **Standard VIII:** Diversity, Fairness, Equity and Ethics: Accomplished science teachers understand and value diversity, and they engage all students in high-quality science learning through fair, equitable, and ethical teaching practices.
- **Standard IX:** Reflection: Accomplished science teachers continually reflect on their teaching practice in order to maximize their own professional growth and improve the quality of their students' learning experiences

### **National Science Education Standards**

([http://www.nap.edu/openbook.php?record\\_id=4962&page=1](http://www.nap.edu/openbook.php?record_id=4962&page=1))

Students will apply grade level standards applicable to their state or local district standards.

- Unifying concepts and processes in science.
- Science as inquiry.
- Physical science.
- Life science.
- Earth and space science.
- Science and technology.
- Science in personal and social perspectives.
- History and nature of science.

### **National Board for Professional Teaching Standards (NBPTS)**

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [What Teachers Should Know and Be Able to Do](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### **Common Core State Standards (CCSS)** ([www.corestandards.org](http://www.corestandards.org))

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

## Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## Course Student Learning Outcomes (C-SLO)

<b>Student Learning Outcomes for This Course</b> By the end of this course the student will be able to:		<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
C-SLO 1	Describe the structure and function of the human musculoskeletal system, including bones, muscles, and tendons, as they relate to movement.	Science Standards II, III, IV	CE 1, 2, 6
C-SLO 2	Explain key anatomical terminology, including directional terms, functional names, and historical origins of specific anatomical structures.	Science Standards II, III, IV	CE 1, 2, 3
C-SLO 3	Analyze common anatomical variations in the human body and discuss their implications for function and medical study.	Science Standards II, III, IV	CE 1, 3, 6
C-SLO 4	Utilize digital cadaver technology to explore gross anatomy and understand the spatial relationships between anatomical structures.	Science Standards II, III, IV	CE 2, 4, 6
C-SLO 5	Evaluate clinical case studies related to movement disorders, injuries, and degenerative conditions, applying knowledge of anatomy to assess potential diagnoses.	Science Standards II, III, IV	CE 1, 2, 6
C-SLO 6	Identify and describe key muscles involved in movement, including their origins, insertions, and actions.	Science Standards II, III, IV	CE 2, 4, 5

C-SLO 7	Discuss the impact of aging and disease on the musculoskeletal system and identify strategies for maintaining mobility and preventing injury.	Science Standards II, III, IV	CE 1, 2, 5
C-SLO 8	Assess real-world movement patterns and postural variations, recognizing their anatomical and functional significance.	Science Standards II, III, IV	CE 1, 2, 5
C-SLO 9	Demonstrate an understanding of the nervous system's role in movement, including the major nerves involved in motor control.	Science Standards II, III, IV	CE 1, 3, 4
C-SLO 10	Apply anatomical knowledge to personal health and fitness, making informed decisions about movement, injury prevention, and rehabilitation.	Science Standards II, III, IV	CE 2, 4, 6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

## Topics, Assignments, and Activities

The participant's grade will be determined by the number and quality of modules they choose to complete. Outlined below are the module requirements for each type of unit and grade options.

If working towards the "A letter grade" option:

- Eight modules - Complete all 8 content modules.
- Complete the Knowledge Check for each module.
- Complete the Reflective Forum for each module.
- Complete one (1) Application Choice Assignment for each module.
- All coursework with must receive "A-grade" quality or better.

If working towards the "B letter grade" option:

- Six modules - Complete 6 of the 8 content modules (any 6 of your choice).
- Complete the Knowledge Check for each module.
- Complete the Reflective Forum for each module.
- Complete one (1) Application Choice Assignment for each module.
- All coursework with must receive "B-grade" quality or better.

Module Title	Module Assignments and Activities	Assignment Credit
<b>Home Page</b>	<ul style="list-style-type: none"> <li>• Welcome Video</li> <li>• Course Syllabus</li> <li>• Policies and Procedures</li> <li>• Introduce Yourself Forum</li> </ul>	
<b>Module 1 – Bones and Joints</b>	<ul style="list-style-type: none"> <li>• Watch Videos 1, 2, 3</li> <li>• Read Guidebook Lectures 1, 2, 3</li> <li>• 1.1 Knowledge Check: Bones and Joints</li> <li>• 1.2 Reflective Forum: Bones and Joints</li> <li>• 1.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment
<b>Module 2 – Muscles and the Nervous System</b>	<ul style="list-style-type: none"> <li>• Watch Videos 4, 5, 6</li> <li>• Read Guidebook Lectures 4, 5, 6</li> <li>• 2.1 Knowledge Check: Muscles and Nervous System</li> <li>• 2.2 Reflective Forum: Muscles and Nervous System</li> <li>• 2.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of "Complete" is required for each Assignment
<b>Module 3 – Spine, Head/Torso</b>	<ul style="list-style-type: none"> <li>• Watch Videos 7, 8, 9</li> <li>• Read Guidebook Lectures 7, 8, 9</li> </ul>	A mark of "Complete"

<b>Module Title</b>	<b>Module Assignments and Activities</b>	<b>Assignment Credit</b>
Skeleton, and Head/Neck	<ul style="list-style-type: none"> <li>3.1 Knowledge Check: Spine, Head/Torso Skeleton, and Head/Neck</li> <li>3.2 Reflective Forum: Spine, Head/Torso Skeleton, and Head/Neck</li> <li>3.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	is required for each Assignment
<b>Module 4 – Back/Torso Muscles and Digital Cadaver (Upper Body)</b>	<ul style="list-style-type: none"> <li>Watch Videos 10, 11, 12</li> <li>Read Guidebook Lectures 10, 11, 12</li> <li>4.1 Knowledge Check: Back/Torso Muscles and Digital Cadaver (Upper Body)</li> <li>4.2 Reflective Forum: Back/Torso Muscles and Digital Cadaver (Upper Body)</li> <li>4.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 5 – Shoulder to Elbow</b>	<ul style="list-style-type: none"> <li>Watch Videos 13, 14, 15</li> <li>Read Guidebook Lectures 13, 14, 15</li> <li>5.1 Knowledge Check: Shoulder to Elbow</li> <li>5.2 Reflective Forum: Shoulder to Elbow</li> <li>5.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 6 – Forearm, Wrist, Hand, and Digital Cadaver (Upper Limb)</b>	<ul style="list-style-type: none"> <li>Watch Videos 16, 17, 18</li> <li>Read Guidebook Lectures 16, 17, 18</li> <li>6.1 Knowledge Check: Forearm, Wrist, Hand, and Digital Cadaver (Upper Limb)</li> <li>6.2 Reflective Forum: Forearm, Wrist, Hand, and Digital Cadaver (Upper Limb)</li> <li>6.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 7 – Lower Limb, Pelvis, Hip, and Thigh</b>	<ul style="list-style-type: none"> <li>Watch Videos 19, 20, 21</li> <li>Read Guidebook Lectures 19, 20, 21</li> <li>7.1 Knowledge Check: Lower Limb, Pelvis, Hip, and Thigh</li> <li>7.2 Reflective Forum: Lower Limb, Pelvis, Hip, and Thigh</li> <li>7.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Module 8 – Leg, Feet, and Digital Cadaver (Lower Limb)</b>	<ul style="list-style-type: none"> <li>Watch Videos 22, 23, 24</li> <li>Read Guidebook Lectures 22, 23, 24</li> <li>8.1 Knowledge Check: Leg, Feet, and Digital Cadaver (Lower Limb)</li> <li>8.2 Reflective Forum: Leg, Feet, and Digital Cadaver (Lower Limb)</li> <li>8.3 Application: Presentation, Lesson Plan, or Choice</li> </ul>	A mark of “Complete” is required for each Assignment
<b>Course Wrap-up – Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on

the quality of work submitted (see course rubrics).

- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are

encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.