I. Course Description:

- This course examines the specific testing procedures used to assess fitness levels and physiological responses during bouts of exercise. Emphasis will be given to clinical experiences, data interpretation, and student proficiency in performing and monitoring various assessments.

- This course includes a $30.00 course fee that is dedicated to the maintenance of the laboratory equipment that is required as part of this course.

- KINE 467 is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks and also for a 2 hour final exam. Every week students are required to participate in laboratory activities/assignments that focus on teaching and improving the methodologies for assessing cardiovascular fitness, muscular fitness, body composition, and electrocardiogram (ECG) interpretation. The laboratories in this class are modeled after standard assessments that are used in both 1) consumer fitness settings and 2) medical diagnostic settings. For every laboratory activity, the students are expected to collect data and to make interpretations from the data. Successful completion of the laboratories will require the students to utilize the assigned textbook to review the specific protocols and mathematical calculations required for each lab. In addition to the laboratory activities, the student’s understanding of the methodologies will be evaluated through 1) written summaries of the lab, 2) quizzes, and 3) examinations. These activities average at a minimum of 6 hours of work each week outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with the KHS departmental standards for the Fitness and Human Performance Program.

Program Learning Outcomes:

1. 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.
2. The student will demonstrate knowledge of kinesiological principles and content.
3. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
• Students will demonstrate ability to design and implement test batteries appropriate for specific populations. (PLO 1,2,3)
• Students will be able to identify various exercise tests and demonstrate ability to implement such tests. (PLO 1,3)
• Students will demonstrate ability to identify both normal and abnormal physiological responses to exercise testing. (PLO 1,3)

**Fitness and Human Performance Program Standards**

• The student will demonstrate knowledge and abilities in exercise physiology and related exercise science. (PLO 1,2,3)
• The student will demonstrate knowledge and abilities associated with physiological risk factors. (PLO 1,3)
• The student will demonstrate knowledge and abilities in fitness and clinical exercise testing. (PLO 1,3)
• The student will demonstrate knowledge and abilities associated with exercise prescription and programming. (PLO 1,2,3)

* A primary guide for the course is information and skills required for certification through the American College of Sports Medicine as a “Certified Exercise Physiologist” (ACSM EP-C), formerly the “Health and Fitness Specialist” certification.

**III. Course Assignments and Activities:**

**Exams**
Cognitive evaluation will consist of two exams and a final exam. Exams will consist of multiple guess, short answer, essay, oral, and practical questions. In addition, students will be assessed based on lab data collection and lab evaluations. Questions will be taken from various sources (review and preparation text) listed in the textbook and resource materials section.

**Laboratory Evaluations**
Students will work both individually and in groups to complete 6 laboratory evaluations based on data collected in lab in several areas of study (PLO 1,2). The laboratory evaluations will include: 1.) a proper demonstration of data collection specific to the physiological variables of interest (i.e. lab methods), 2.) an explanation of the results collected from the data, and 3.) an evaluation (i.e. pop quiz) of the student’s interpretation and application of the results. Each individual will submit 1 laboratory evaluation for each lab assignment.

**Make Up Assignments/Exams** – Make up exams/labs will only be granted for EXCUSED absences (according to university policy); make up exams/reports will not be given for any other circumstances. Prior arrangements must be made in critical cases. If a student is absent (unexcused) on exam day or on a day labs are due he/she will earn a zero. Students must be present for lab data collection to receive credit for the

**IV. Evaluation and Assessment**

<table>
<thead>
<tr>
<th>Grading &amp; Evaluation</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Percent</td>
<td>Points</td>
</tr>
<tr>
<td>Laboratory Reports</td>
<td>90 – 100%</td>
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<tr>
<td>Quizzes</td>
<td>50 pts</td>
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<tr>
<td>Exam I</td>
<td>80 – 89%</td>
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<tr>
<td>Exam II</td>
<td>70 – 79%</td>
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<tr>
<td>Final Exam</td>
<td>60 – 69%</td>
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<td></td>
<td>&lt; 60%</td>
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</tbody>
</table>

**Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>M</td>
<td>Introduction/Syllabi</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Notes</td>
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<td>-------</td>
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</table>
| 8/28  | W   | Ch. 1: Health-Related and Physical Fitness Concepts  
Discuss terminology and concepts associated with evaluation of physical fitness.  
Risks and Benefits of Physical Activity |
| 2     | M   | LAB # 1- Ch. 3 (4) Cardio/Pulmonary  
Blood Pressure Responses (Rest vs. Exercise)  
Principles of Exercise Testing |
| 9/4   | W   | LAB # 1- Ch. 3 (4) Cardio/Pulmonary  
Blood Pressure Responses (Rest vs. Exercise) |
| 3     | M   | LAB # 1- Ch. 3 (4) Cardio/Pulmonary  
Blood Pressure Responses (Rest vs. Exercise) |
| 9/11  | W   | Ch. 3 (4) Principles of Cardiorespiratory Fitness Testing  
Review CV responses and the influence on VO2max  
LAB # 1 IS DUE!!! |
| 4     | M   | Ch. 3 (4) Principles of Cardiorespiratory Fitness Testing  
Predicting VO2max with submaximal testing; Discuss prediction protocols |
| 9/18  | W   | LAB # 2 – Submaximal Exercise Testing  
YMCA Protocol |
| 5     | M   | LAB # 2 – Submaximal Exercise Testing  
YMCA Protocol |
| 9/25  | W   | LAB # 2 – Submaximal Exercise Testing  
Treadmill Protocols |
| 6     | M   | LAB # 2 – Maximal Exercise Testing  
Predicting VO2max with Maximal testing |
| 10/2  | W   | Make-Up Day; Exam Review; LAB # 2 IS DUE!!!! |
| 7     | M   | EXAM # 1 |
| 10/9  | W   | Ch. 4 (4) Body Composition Assessment  
Discuss various body composition assessment methods - BMI, skinfold circumference, waist circumference, bio-electrical impedance.  
Discuss calculation of body fat%, lean mass, fat mass, ideal body weight. |
| 8     | M   | LAB # 3 – Body Composition Assessment |
| 10/16 | W   | LAB # 3 – Body Composition Assessment |
| 9     | M   | Lab # 4 Ch. 3 (4) Cardio/Pulmonary  
Principles of Pulmonary Function Testing; LAB # 3 IS DUE!!!! |
| 10/23 | W   | Ch.5 (4) Muscular Fitness Testing/Flexibility Evaluation  
Discuss strength vs. endurance; procedures for strength/endurance testing;  
Percentiles for ranking strength and endurance; LAB # 4 IS DUE!!!! |
| 10    | M   | Lab # 5 – Assessing Muscular Fitness/Flexibility (No lab is due). |
| 10/30 | W   | Make-Up Day; Exam Review |
| 11    | M   | EXAM # 2 |
| 11/6  | W   | Ch. 3 (5) Electrocardiogram (ECG)  
Defining the ECG components; the pathway of the heart contraction; the association of heart contraction with blood flow. |
| 11/11 | M   | Ch. 3 (5) Electrocardiogram (ECG)  
Review ECG basics and interpreting heart rhythm |
**Schedule is an approximation and could change**

### VI. Required Readings:
Access to Desire2Learn to download class lectures and handouts – bring lab handouts to class.

### 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the 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 Other Policy Information:
Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work.
Make-up work must be completed as soon as possible after returning from an absence. A student will be deducted 10% from his/her final grade for every unexcused absence (on a scheduled lab day). A student who accumulates 3 unexcused lab absences will automatically FAIL the course. Arriving late to lab and early departures from lab (without prior notice) is unacceptable. Two such occurrences will be counted as an unexcused lab absence. A student who is tardy to lab 6 times will automatically FAIL the course.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial,
academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

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.


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.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.
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 TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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 SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Insurance:
Physical activity by its very nature may put you at some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Cell phone/laptops:
Cell phone use is not permitted during class; this includes texting, recording and/or picture taking. Laptops may be used for NOTE TAKING ONLY.

Professionalism:
You are working towards a degree to be a professional, so you should look and speak that way. No sagging pants. No caps or hats in the classroom and building or unprofessional attire!!!

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period.

Exam Conduct:
- You may not wear sunglasses during an exam.
- You will be asked to remove your hat/jacket.
- You must place all class materials out of sight in a backpack at the front of the classroom.
- Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
- Students who leave the room for any reason will receive a “0” for the exam.
- No food or drinks will be allowed during exams - this includes water and gum – students will receive a “0”.
- Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
- All cell phones and electronic devices must be turned off and left at the front of the classroom.
- Students who do not bring electronic devices to class MUST still provide proof that he/she is not carrying a device (emptying pocking, etc.).
- Students who DO NOT turn in his/her electronic devices OR provide proof of no electronic device will NOT be permitted to take the exam and will receive a “0”.
- Use of such devices during examination may be construed as cheating and result in associated disciplinary action.
Technical Support:

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail. For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you'll find written instructions and video tu