Department of Kinesiology and Health Science  
KINE 3153.021 Physiology of Exercise Lab  
Fall 2021

Instructor: Katie Jankevicius
Course Time & Location: Wednesday 2:30-3:45 EDAN 112
Office Hours: EDAN 108  Monday/Wednesday 11:00-12:30, Thursday 1:00-2:00
Credits: 1
Email: denenal@jacks.sfasu.edu

Prerequisites: KINE 1200, KINE 3330, KINE 3340

I. Course Justification: This course examines the body’s physiological response to exercise and basic movements. Physiology of Exercise is a 1 credit course that meets for 75 minutes once a week for 15 weeks and is separate from lecture grade. Students will have weekly reading assignments and quizzes and be able to complete lab activities along with analyze results and report on it. To be prepared for lab, an average of 2 hours of work each week to prepare for lab. James I. Perkins College of Education is committed to a diverse learning environment and the Diversity Statement can be found at http://coe.sfasu.edu/about-us/.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): This course links parts of the SFA initiative and COE’s Goals and Initiatives that support and learner-centered environment and allows for additional opportunities that allow for engaging experiences. This course also helps to prepare educators and industry professionals for possible future experiences.

Program Learning Outcomes:
1. The student will identify and analyze critical components of physical movements
2. The student will demonstrate an understanding of the basic concepts of physical fitness and the ability to use available technology to assess fitness levels, performance and physiological effects during various levels of physical stress
3. The student will apply knowledge of principles and stages of motor development
4. The student will demonstrate knowledge of principles and concepts as it relates to kinesiology

Program Learning Outcomes: Physical Education Teacher Education (modified, 2021)

Undergraduate Kinesiology – Physical Education Teacher Education
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.
3. The Physical education candidate will apply content and foundational knowledge to plan and 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.
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:

• Student will demonstrate understanding of the biochemical cost of using and producing energy (ATP) with respect to rest and various intensities of exercise and metabolic adaptations to various forms of training. (PLO 3)

• Student will be able to explain the physiology and function of muscle, adaptations to various forms of training and practical field tests to evaluate individual status. (PLO 1&2)

• Student will be able to identify major components of cardiorespiratory system (i.e. heart) and explain its adaptations to various forms of training and practical field tests to evaluate individual status. (PLO 4)

• Student will be able to explain how body composition is estimated, its relationship to performance and be able to perform practical field tests to evaluate individual's status and training methods (PLO 2)

III. Labs: Evaluation of knowledge will consist of 13 laboratory assignments and 11 quizzes (120 points total). Some labs require physical activity and appropriate clothing is necessary (i.e. athletic clothing and tennis shoes). All students are expected to participate. Labs will be due at the start of class on lab sheets and they will NOT be accepted on notebook paper. Labs will be available to print off D2L prior to lab.

Quizzes: At the beginning of lab, 1-5 question quizzes will be given over the lab that will be done that day to ensure that students have prepared for the lab that day. Quizzes will take approximately 5 minutes and students will be expected to have prepared the information ahead of the start of lab. If a student comes in late after quiz has been completed and picked up, they will receive a 0 for the quiz for that day.

Make Up Labs/Quizzes: If a student has to miss a lab, prior arrangements must be made in critical cases like health, family emergencies and school related events to receive full credit. If a student is absent on lab day, he/she will earn a zero on the quiz, unless they have an excused absence and have contacted the instructor before the lab. Students with excused absences have 2 weeks to make up coursework. Labs can still be completed if the student has an unexcused absence but the student is responsible for getting the information from their classmates or the instructor.

IV. Evaluation and Assessments (Grading): Each lab is worth a total of 5 points and quizzes are worth 5 points each. With 13 lab assignments and 11 quizzes, the total points will form to be 120 points. An average score will be calculated from the 120 available points. Participation is REQUIRED and is part of the lab grade each week. Failure to participate actively may cause a loss of points. Late labs from students who attended lab will receive the maximum late grade of 70% within the first week late and 40% the second week. Anything 2 weeks past the due date will be a zero.

Grades:

Total points =120
Labs: 13 Labs worth 5 points each = 65 Points
Quizzes: 11 Quizzes worth 5 points each = 55 Points
A= 120-108 points
B= 107-96 points
C= 95-84 points
D= 83-72 points
F= 71-0 points

V. Tentative Course Outline/Calendar:

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>NO LAB</td>
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<tr>
<td>2</td>
<td>9/1</td>
<td>Syllabus/Lab 1: Conversions, Quiz 1: Intro Quiz</td>
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<td>3</td>
<td>9/8</td>
<td>Lab 2: Muscular Strength/Endurance, Quiz 2</td>
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<td>4</td>
<td>9/15</td>
<td>Lab 3: Wingate, Quiz 3</td>
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<td>5</td>
<td>9/22</td>
<td>Lab 4 &amp; 5: RER/EPOC, Quiz 4</td>
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<td>6</td>
<td>9/29</td>
<td>Lab 6: RMR, Quiz 5</td>
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<td>7</td>
<td>10/6</td>
<td>Lab 7: Heart Rate Response, Quiz 6</td>
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<td>10/13</td>
<td>Lab 8: Heart Dissection, Quiz 7</td>
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<td>9</td>
<td>10/20</td>
<td>Lab 9 &amp; 10: VO2 Max/Lactate, Quiz 8</td>
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<td>10</td>
<td>10/27</td>
<td>Lab 11: Blood Pressure, Quiz 9</td>
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<td>11/3</td>
<td>Lab 12: ECG, Quiz 10</td>
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<tr>
<td>12</td>
<td>11/10</td>
<td>Lab 13: Body Comp, Quiz 11</td>
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<tr>
<td>13</td>
<td>11/17</td>
<td>Tentative Lab Make Up Day</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):
Students will be required to prepare for the lab with the labs posted in d2L prior to the beginning of lab, however no text is required but is strongly recommended to use lecture texts to aid in preparing for lab.

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 http://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.

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, 936-468-3004 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/

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, resubmission 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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

Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

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_EvaluationFAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_EvaluationFAQs/).

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](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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

SFASU values students’ mental health and the role it plays in academic and overall student success. 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.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
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

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741