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.

KINE 4367 is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks. Includes 150 minutes of asynchronous assignments, and also contains 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 and 2) examinations. These activities average at a minimum of 6 hours of work each week outside of classroom hours. James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

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 Fitness and Human Performance Program.

Program Learning Outcomes:
- The student will identify and analyze critical components of physical movements.
- 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.
- The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.
- The student will demonstrate an understanding of physiological principles of exercise.
- The student will be prepared to pass nationally accredited certifications.

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)

Professional Preparation 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 as a “Certified Exercise Physiologist” by the American College of Sports Medicine (i.e. The EP-C certification).

III. Course Assignments and Exams:
Cognitive evaluation will consist of two exams (multiple guess, short answer, essay) and a final exam. Questions will be taken from various sources (review and preparation text) listed in the textbook and resource materials section. In addition students will work in groups and complete clinical reports based on data collected in several areas of study (PLO 1,2,3). Clinical reports will consist of 2 pages typed, containing data that you collect from fellow students in the course. Clinical reports are designed to create proficiency in collection, assimilation, and dissemination of data. Past examples will be shared prior to our first report.

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scraps, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Make Up Assignments/Exams – Make up exams will not be given, prior arrangements must be made in critical cases. If a student is absence on exam day he/she will be earn a zero.

IV. Evaluation and Assessment
Grading/Evaluation Procedures
Clinical Reports 50 pt
Exam I 100 pt
Exam II 100 pt
Final Exam 100 pt

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Aug. 24 Introduction/Syllabi</td>
<td>Aug. 26 Chpt 1 HRPF terminology/ public health perspective</td>
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<tr>
<td>Aug. 31 Chpt 2 (3,4) Pre-participation health screening, informed consents</td>
<td>Sept. 2 Chpt. 2 (3,4) Contraindications to exercise, test environments, testing organization</td>
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<tr>
<td>Sept. 7 Chpt. 3 (4) Reliability vs. validity, standardization and implications</td>
<td>Sept. 9 Chpt. 3 (4) Cardio/Pulmonary testing procedures (Field techniques)</td>
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<td>Sept. 14 Chpt. 3 (4) CV Field Techniques</td>
<td>Sept. 16 Chpt 3 (4) Ergometer Testing (Astrand and YMCA bike proficiency testing</td>
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<tr>
<td>Sept. 21 Chpt 3 (4) Ergometer Testing continued</td>
<td>Sept. 23 Chpt 3 (4) Ergometer Testing continued</td>
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<tr>
<td>Sept. 28 Exam 1 Blood Pressure Proficiency Skills and Assessment (75 minutes asynchronous)</td>
<td>Sept. 30 Chpt. 5 (Supplemental Materials) ECG (historical review) What is ECG and how applies to us?</td>
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<tr>
<td>Oct. 5 Chpt. 5 (Supplemental Material) ECG (historical review)</td>
<td>Oct. 7 Chpt. 5 Anatomical positioning and individual lead representation</td>
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<td>Oct. 12</td>
<td>Chpt 3 (6) Contraindications to ECG testing</td>
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<td>Oct. 14</td>
<td>Chpt 8 (6) ECG proficiency field work</td>
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<tr>
<td>Oct. 19</td>
<td>Chpt 8 (6) ECG proficiency field work</td>
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<td>Oct. 26</td>
<td>Chpt 8 (6) Diagnostics (ie. normal vs. abnormal trace)</td>
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<td>Nov. 2</td>
<td>Exam II</td>
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<td>Nov. 4</td>
<td>Chpt 4 (4) Body Comp. historical review, relavence, and prudent use</td>
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<tr>
<td>Nov. 9</td>
<td>Chpt. 4 (4) Use of normative tables and basic anthropometrics</td>
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<td>Nov. 11</td>
<td>Chpt. 4 (4) BIA, skinfold, and anthropometric field testing</td>
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<tr>
<td>Nov. 16</td>
<td>Chpt. 4 (4) BIA, skinfold, and anthropometric field testing</td>
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<td>Nov. 18</td>
<td>Chpt. 5 (4) Muscular Testing (Health related benefits and risks) Low back pain associations with RT</td>
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<td>Nov. 23</td>
<td>Thanksgiving</td>
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<td>Nov. 25</td>
<td>Thanksgiving</td>
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<tr>
<td>Nov. 30</td>
<td>Chpt. 5 (4) Muscular assessment field testing (various strength and endurance tests)</td>
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<tr>
<td>Dec. 2</td>
<td>Chpt. 5 (4) Review of test for MS and Endurance Data Collection, Analysis, and Reporting (75 minutes asynchronous)</td>
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<tr>
<td>Final Exam</td>
<td>Dec. 7th 10:30-12:30</td>
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*Schedule is an approximation and could change*

VI. Readings:

Additional Resources


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:

Attendance: (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.

Attendance and participation are required at all times. **2 absences will be given to each student for the entire semester, use them wisely!** University travel and Legal obligations will be the only excused absences allowed (written documentation required). Each absence beyond 2 will result in a loss of one letter grade. Arriving late to class and early departure is unacceptable. 3 such occurrences will result in an absence and the attendance grade will be reduced accordingly. **No exceptions will be made for any of the above policies.**

**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/](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, 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

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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

Other Relevant Course Information

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s 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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
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