Stephen F. Austin State University  
Dept. of Kinesiology and Health Science  
KINE 4367-001 Exercise Testing Field/Clinical  
Summer I 2021

Instructor: James Rowe, Ph.D.  
Office: EDAN 107  
Office Hours: M-T-W (1 - 2PM)  
Office phone: 936-468-7098  
Other Contact Information: 936-468-3503  
Course Time: MTWTR 10am – 11:40am  
Course Location: EDAN 112  
Course Credits: 3  
Email: rowej@sfasu.edu

Prerequisites: KINE 3340, KINE 3353

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 hybrid course that will incorporate primarily face-to-face with some online instruction. Overall, the course will provide 400 minutes of classroom/online instruction per week for 6 weeks and will have a 2-hour final exam. Every week students will be 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 review the methodologies for data collection and to make interpretations from the data. Successful completion of the laboratories will require the students to use the assigned textbook, as well as, the online modules provided 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 quizzes, and 3) examinations. These activities average at a minimum of 6 hours of work each week outside of classroom hours.

   • The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalties, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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 4 exams. Exams will consist of multiple guess, short answer, essay, oral, and practical questions. Questions will be taken from various sources (review and preparation text) listed in the textbook and the resource materials provided online.

Laboratory Assignments
Students will work both individually and in groups to complete 5 laboratory activities/quizzes based on data collected in lab in several areas of study (PLO 1,2). The laboratory activities 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 of the student’s interpretation and application of the results. On the days that lab data is to be collected, students are expected to attend class in person. Arrangements will have to be made in advance for special circumstances where the students cannot attend in person.

Students who fail to attend lab days in person or who fail to adhere to the arrangements set by the instructor will have 25 points (5%) deducted from their final grade.

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 does not submit his/her exam or quiz by the assigned due date he/she will earn a zero.

IV. Evaluation and Assessment
Grading & Evaluation

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<tr>
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<th>Grading Scale</th>
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<tr>
<td></td>
<td>Percent</td>
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<tr>
<td>4 Exams (100 pts each)</td>
<td>90 – 100%</td>
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<td>5 lab assignments (20 points each)</td>
<td>80 – 89%</td>
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<td>70 – 79%</td>
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<td>60 – 69%</td>
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<td>&lt; 60%</td>
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Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td></td>
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<tr>
<td>M – May 17</td>
<td>• Course Introduction.</td>
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<td>• Discuss - Ch. 3 (4) Principles of Cardiorespiratory Fitness Testing</td>
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<tr>
<td>T – May 18</td>
<td>• Begin Vo2max Lab. (Data Collection)</td>
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<tr>
<td>W – May 19</td>
<td>• Continue Vo2max Lab (Data Collection)</td>
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<td>TH – May 20</td>
<td>• Conclude Vo2max Lab. (Data Collection)</td>
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<td><strong>WEEK 2</strong></td>
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<tr>
<td>M – May 24</td>
<td>• <em>Complete VO2 Lab write up and turn in.</em></td>
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<td>• Review for Exam 1</td>
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<tr>
<td>T – May 25</td>
<td>• <em>Exam 1 – available from 10 – 11:40am</em></td>
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<tr>
<td>W – May 26</td>
<td>• Discuss - Ch. 4 (4) Body Composition Assessment</td>
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<td>• Begin Body Comp. Lab (Data Collection)</td>
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<tr>
<td>TH – May 27</td>
<td>• Complete Body Comp. Lab (Data Collection)</td>
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<td><strong>WEEK 3</strong></td>
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<tr>
<td>M – May 31</td>
<td>• No Class – Memorial Day</td>
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<tr>
<td>T – June 1</td>
<td>• <em>Complete Body Comp. Lab Write Up and turn in.</em></td>
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<td>• Review for Exam 2</td>
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<tr>
<td>W – June 2</td>
<td>• <em>Exam 2 – available from 10 – 11:40am</em></td>
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<tr>
<td>TH – June 3</td>
<td>• Begin discussing Ch. 3 (5) Electrocardiogram (ECG)</td>
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<td><strong>WEEK 4</strong></td>
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<td>M – June 7</td>
<td>• Complete ECG Preparation Lab</td>
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<td>T – June 8</td>
<td>• Begin discussion of Axis Deviation</td>
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<td>W – June 9</td>
<td>• Continue Axis Deviation; Complete ECG lab # 1</td>
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<tr>
<td>TH – June 10</td>
<td>• Begin discussing Cardiac Arrhythmias</td>
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<td><strong>WEEK 5</strong></td>
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<tr>
<td>M – June 14</td>
<td>• Continue discussing Cardiac Arrhythmias; Complete ECG lab # 2</td>
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<td>T – June 15</td>
<td>• Conclude Cardiac Arrhythmias</td>
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<tr>
<td>W – June 16</td>
<td>• Review for Exam 3; Complete ECG Lab # 3</td>
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<tr>
<td>TH – June 17</td>
<td>• <em>Exam 3 – available from 10 – 11:40am</em></td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>M – June 21</td>
<td>• Ch. 1: Risks and Benefits of Physical Activity</td>
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<td>• Ch. 2: Pre-Participation Health Screening</td>
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<td>T – June 22</td>
<td>• Ch. 3: Pre-Exercise Evaluation</td>
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<tr>
<td>W – June 23</td>
<td>• Review for Exam 4</td>
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<tr>
<td>TH – June 24</td>
<td>• <em>Exam 4 – available from 10 – 12:00pm</em></td>
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*Schedule is an approximation and could change*
VI. Required Readings:
Access to **Desire2Learn** to download class lectures and handouts – bring lab handouts to class.

**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:
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.

**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/](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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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

**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 pockets, 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 tutorials.