Instructor: James Rowe, Ph.D.  
Office: EDAN 104  
Office Hours: MW: 1 – 2:30pm; TR: 11:15am – 12:15pm  
Office phone: 936-468-7098  
Other Contact Information: 936-468-2283  
Course Time: TR 9:30 – 10:45am  
Course Location: EDAN 112  
Course Credits: 3  
Email: rowej@sfasu.edu  

Prerequisites: 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 (3 credits) is a face-to-face course that has 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.

PCOE Diversity Statement:
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, exceptionalities, 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 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 the KHS departmental standards for the Exercise Science Program.

Exercise Science Program Learning Outcomes:
1. *Physiological Principles of Exercise* - The student will demonstrate an understanding of the physiological principles of exercise.

2. *National Certification* – The student will be prepared to pass nationally accredited certifications.

3. *Exercise Testing* - The student will demonstrate an understanding of the 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.
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 1,2,3)
- Students will demonstrate ability to identify both normal and abnormal physiological responses to exercise testing. (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 3 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 Activities
Students will work both individually and in groups to complete 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.

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 on lab days. Students who fail to attend lab for “unexcused” reasons will have 5% deducted from their final grade. Four unexcused absences will result in an automatic “F” for the class.

IV. Evaluation and Assessment
Grading & Evaluation

| Laboratory Activities/Quizzes (Avg.) | 200 pts | 90 – 100% | A |
| Exam I | 100 pts | 80 – 89% | B |
| Exam II | 100 pts | 70 – 79% | C |
| Exam III | 100 pts | 60 – 69% | D |
| Final Exam | 100 pts | < 60% | F |

Grading Scale

Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>T</td>
<td>Introduction to the course and review of the syllabus.</td>
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</tbody>
</table>
|      | 8/31 | R   | Ch. 1: Risks and Benefits of Physical Activity  
Discuss terminology and concepts associated with evaluation of physical fitness.  
Discuss the risks and benefits of physical activity. |
| 2    | 9/5  | T   | Ch. 2: Pre-Participation Health Screening  
Discuss how to identify risk factors for CVD prior to exercise testing? |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>9/7</td>
<td>R</td>
<td>Ch. 3: Pre-Exercise Evaluation</td>
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<tr>
<td></td>
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<td>Discuss the procedures utilized to confirm the safety of the participant prior to exercise. Complete lab # 1.</td>
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<tr>
<td>3</td>
<td>9/12</td>
<td>Review for Exam # 1</td>
</tr>
<tr>
<td>9/14</td>
<td>R</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>Ch. 3 (4) Principles of Cardiorespiratory Fitness Testing</td>
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<tr>
<td></td>
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<td>Discuss the cardiovascular responses that occur when transitioning from rest to exercise. Discuss the ability to predict VO2max without doing maximal effort exercise.</td>
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<tr>
<td>9/21</td>
<td>R</td>
<td>Maximal &amp; Submaximal Exercise Testing – McArdle Step Test &amp; Bruce Test</td>
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<tr>
<td>5</td>
<td>9/26</td>
<td>Submaximal Exercise Testing - YMCA Bike Test</td>
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<tr>
<td>9/28</td>
<td>R</td>
<td>Submaximal Exercise Testing – Conclude YMCA Bike Test</td>
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<tr>
<td>6</td>
<td>10/3</td>
<td>Complete data collection for Lab # 2</td>
</tr>
<tr>
<td>10/5</td>
<td>R</td>
<td>Turn in Lab # 2</td>
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<tr>
<td>7</td>
<td>10/10</td>
<td>Review for Exam # 2</td>
</tr>
<tr>
<td>10/12</td>
<td>R</td>
<td>EXAM 2</td>
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<tr>
<td>8</td>
<td>10/17</td>
<td>Body Composition Assessment: BMI, skinfold circumference, waist circumference, bio-electrical impedance, and hydrostatic weighing.</td>
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<tr>
<td>10/19</td>
<td>R</td>
<td>Conclude Body Composition Assessment</td>
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<tr>
<td>9</td>
<td>10/24</td>
<td>Muscular Fitness and Flexibility Assessment: 1-RM Testing; Core strength; Lower &amp; Upper Flexibility</td>
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<tr>
<td>10/26</td>
<td>R</td>
<td>Turn in lab # 3 (Body Composition &amp; Muscular Fitness)</td>
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<tr>
<td>10</td>
<td>10/31</td>
<td>Review for Exam # 3</td>
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<tr>
<td>11/2</td>
<td>R</td>
<td>EXAM 3</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>Electrocardiogram (ECG) Introduction</td>
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<td>Discuss the ECG components; the pathway of the heart contraction; the association of heart contraction with blood flow. Discuss how to properly prepare an individual for an ECG.</td>
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<td>11/9</td>
<td>R</td>
<td>Electrocardiogram (ECG) Interpretation</td>
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<td>Discuss how determine heart rate and heart rhythm from an ECG evaluation.</td>
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<tr>
<td>12</td>
<td>11/14</td>
<td>Electrocardiogram (ECG) Interpretation</td>
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<td>Discuss how interpret axis deviation from an ECG evaluation.</td>
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<tr>
<td>11/16</td>
<td>R</td>
<td>Electrocardiogram (ECG) Interpretation</td>
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<td>Begin discussing cardiac arrythmias; how to distinguish between the different arrythmias. Complete Lab # 4</td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>No Class – Thanksgiving Break</td>
</tr>
<tr>
<td>11/23</td>
<td>R</td>
<td>No Class – Thanksgiving Break</td>
</tr>
<tr>
<td>14</td>
<td>11/28</td>
<td>Electrocardiogram (ECG) Interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conclude discussing cardiac arrythmias.</td>
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<tr>
<td>11/30</td>
<td>R</td>
<td>Conclude Electrocardiogram (ECG) Interpretation</td>
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<td></td>
<td></td>
<td>Complete Lab # 5</td>
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<tr>
<td>15</td>
<td>12/5</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>12/7</td>
<td>R</td>
<td>Review for Final Exam</td>
</tr>
</tbody>
</table>
*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 summarized data 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)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/ethehub
936.468.4008  thehub@sfasu.edu
Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• 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.