Instructor: Eric Jones Ph.D.
Office: EDAN 103
Office Phone: 468-1864
Email: jonesej@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 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.

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, scrapes, 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>Jan. 23 Introduction/Syllabi</td>
<td>Jan. 25 Chpt 2 Pre-participation health screening, informed consent</td>
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<tr>
<td>Jan 30 Chpt, 2,3 Contraindications to exercise, test environments, testing organization</td>
<td>Feb 1 Chpt. Reliability vs. validity, standardization and implications</td>
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<tr>
<td>Feb 6 Lab: Resting and Exercise Blood Pressure</td>
<td>Feb 8 Lab: Resting and Exercise Blood Pressure</td>
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<td>Feb 13 Lab: Resting and Exercise Blood Pressure</td>
<td>Feb 15 Lab: Resting and Exercise Blood Pressure</td>
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<td>Feb 20 Blood Pressure Proficiency Skills and Assessment (75 minutes asynchronous) Lab 1 Due</td>
<td>Feb 22 TACSM Trip</td>
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<td>Feb 27 Lab: Chpt 3 Cardio/Pulmonary testing procedures (Field techniques)</td>
<td>Feb 29 Lab: Chpt 3 Ergometer Testing (Astrand and YMCA bike proficiency testing)</td>
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<td>Mar 5 Lab: Chpt 3 Ergometer Testing continued</td>
<td>Mar 7 Exam I/Lab I Due</td>
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<td>Date</td>
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<td>Mar 12</td>
<td>Spring Break</td>
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<td>Mar 19</td>
<td>Body Comp. historical review, relavence, and prudent use</td>
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<td>Mar 21</td>
<td>Lab: BIA, skinfold, and anthropometric field testing</td>
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<td>Mar 26</td>
<td>Muscular assessment field testing (various strength and endurance tests)</td>
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<td>Mar 28</td>
<td>Easter</td>
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<tr>
<td>Apr 2</td>
<td>Muscular Strength/Endurance field testing proficiency work</td>
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<tr>
<td>Apr 4</td>
<td>Flexibility field testing proficiency work</td>
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<tr>
<td>Apr 6</td>
<td>Appendix B (Supplemental Material) ECG (historical review) What is ECG and how applies to us</td>
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<tr>
<td>Apr 8</td>
<td>Anatomical positioning and individual lead representation</td>
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<tr>
<td>Apr 9</td>
<td>Review of test for MS and Endurance Data Collection, Analysis, and Reporting (75 minutes asynchronous)</td>
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<tr>
<td>Apr 11</td>
<td>Exam II/ Lab II Due</td>
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<td>Apr 16</td>
<td>Contraindications to ECG testing</td>
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<td>Apr 23</td>
<td>Diagnostics (ie. normal vs. abnormal trace)</td>
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<td>Apr 30</td>
<td>Diagnostics (ie. normal vs. abnormal trace) Recognition of common abnormalities</td>
</tr>
<tr>
<td>May 1</td>
<td>May 2 Diagnostics (ie. normal vs. abnormal trace) Recognition of common abnormalities</td>
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<tr>
<td>May 7th</td>
<td>Final Exam May 7th 10:30</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 Policy

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for
institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

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.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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/docs/hops/02-206.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.

**Other important course-related policies:**

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

The Dean of Students Office (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249
dos@sfasu.edu
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

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

XI: Other Relevant Course Information: