I. **Course Description**

This is the required laboratory course with KINE 4312. Demonstration and hands-on learning will introduce students to the scientific basis, techniques, and methods used in exercise physiology. Lab activities will compliment lecture materials from KINE 4312.

II. **Rationale**

The goal of this lab is to familiarize the student with the skills involved in obtaining muscular, cardiovascular, body composition, and performance data collection and their analysis. Emphasis will be placed on the interrelationships of these factors.

III. **State Adopted Proficiencies for Teachers and/or Administrators/Counselors**

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. **TEExES Competencies**

A. TEExES COMPETENCIES
Competency 002 - Physical education teacher applies principles and concepts of fitness and fitness development/maintenance to evaluate, select, and adapt activities that help learners achieve and maintain appropriate fitness levels.

Competency 003 - The teacher appreciates human diversity, recognizes how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Competency 004 - Fitness-related health, nutrition, and safety. The physical education teacher knows health, nutrition, and safety principles and practices related to fitness/performance and encourages learners to apply these principles and practices.

Competency 011 - Legal, ethical, medical, and safety issues. The physical education teacher understands legal, ethical, medical, and safety issues relating to physical education programs and applies this understanding in a variety of contexts.

B. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

Risk Management Proficiencies Taught
- RM-P1: Instruct the patient how to properly perform fitness tests to assess his or her physical status and readiness for physical activity. Interpret the results of these tests according to requirements established by appropriate governing agencies and/or a physician. These tests should assess:
  - RM-P1.4: Muscular Endurance

V. Course Objectives/Student Learning Outcomes
This course is designed to enable students to:
A. Demonstrate knowledge of the structure and function of the body as it relates to physical activity.

B. Understand and be able to apply the basic concepts and terminology associated with exercise physiology.

C. Demonstrate knowledge of the integrative nature of the physiological systems under the stress of exercise.

D. State representative values of the various body systems at rest, submaximal exercise, and maximal exertion.

E. Identify functional changes in response to a session of exercise.
F. Identify laboratory procedures with respect to exercise physiology.

G. Identify the scientific body of knowledge in exercise physiology.

VI. Course Topics

The major topics to be considered are:

Testing and analyzing relationships between various physical characteristics such as: muscular strength, muscular endurance, muscular power, and muscle cross-sectional area.

B. The responses of heart rate, systolic and diastolic blood pressure, partial pressure, mean arterial pressure, body composition, isometric exercise, dynamic exercise, aerobic exercise, aerobic power, Valsalva maneuvers.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional lecture via power point, classroom discussion, independent learning, and online instruction/readings.

B. Hands-on collection, analysis, and interpretation of exercise physiology lab data.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Requirements and point values.

1. Four labs@ 80 pts each 320 total points*

*Points values may be altered to reflect the needs of the course.

Lab reports consist of you the student;

- collecting physically derived data,
- putting it into a data bank along with other classmates,
- analyzing it statistically,
- interpreting the data,
- answering questions and presenting rationale for findings based on scientific or otherwise authoritative resources
- completion of all lab reports in a college-level writing style
Labs turned in late will not be accepted. How this is handled is completely at the discretion of your instructor.

Here's the deal on your labs. Regardless of what you have been doing in your other classes, you will be required to utilize the full extent of your education to produce your lab reports. Half-done lab labs, obviously hurried labs designed to feign some kind of completion, and labs that blatantly did not follow instructions will be given a zero. It’s both done and done well or it will be met with significant reductions or worse. "A" and "B" grades will only be given to truly excellent labs. Average and just meeting all basic requirements will receive a "C" at best.

B. Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
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</tbody>
</table>

NOTE REGARDING YOUR GRADES: At the end of the semester, I will not even consider rounding up your grade or passing you on a close grade unless you have done the following: a) seen me (in person) for help on a regular basis, b) completed all point opportunities, and c) bothered to ask questions regularly in class.

IX. Course Schedule and Policies

Note: Topics and schedule may be altered without notice.

A. If you forgotten the professors name, office, phone, class meeting place and office hours, they are located at the beginning of the syllabus.

Week 1-3

Lab 1: Upper and lower body muscular strength in relation to muscular cross-sectional area and body composition.

Week 4-6

Lab 2: Relationships between muscular strength, endurance, and power to multi-modal muscular performance.
Week 7-9

Lab 3: Cardiovascular responses to multi-modal forms of exercise.

Week 10-12

Lab 4: Comparisons of maximal and sub-maximal aerobic testing.

B. Class Policies

*Attendance/tardiness*

*Attendance in class is absolutely required.* Since each student contributes to the data to be disseminated for analysis, it is considered vital that you contribute. Failure to contribute to the data pool will result in your assignment link being closed without a submitted lab report. Missing just one of the four lab reports will put your grade in almost unrecoverable grade jeopardy, likely leading to a non-passing grade.

Furthermore, should you choose to come to lab, but not participate as necessary, it will be considered the same as an absence. Please, only attend your registered lab section. Do not attend other labs without your instructor's permission.

The highest level of professional decorum is expected in the lab. The equipment in the lab is VERY EXPENSIVE and was not designed for any other purpose than its proper use. Please don't use it as a place to lean, sit, store stuff, or mess around. Please conduct yourself accordingly.

Please turn off your cell phones in class unless you are using it for a legitimate lab function like looking up something, using a calculator, or using a metronome. Any violation of this policy will be considered disruption and will be reported.

While most people know smoking is not allowed in class, too many haven’t figured out that smokeless tobacco is not allowed either, as per university policies. No smokeless tobacco in lab. While not currently addressed by university policy, I do not allow the use of mechanical cigarettes in class, even if they only emit water vapor.

Any liquids in the lab must be kept in the classroom portion of the class (in the projector and screen area). These liquids must also be contained in a sealable container.
**Late work and Make-up Exams**

**NOTE REGARDING QUALITY OF YOUR WORK:** If any work done on behalf of this class is not performed at a standard expected of a junior or senior in college, it either will not be graded or it will be severely penalized. I will not give partial credit for a partially completed assignment, a sloppy assignment, an assignment that was obviously completed in a big hurry to beat a deadline, or because you didn’t read the instructions. You will simply receive a zero. These assignments will not be allowed to be made up once the grade is assigned. You can avoid this problem by simply doing a quality job the first time. I do realize this is a 1 credit course, but it is also a 4000 level course. You should be showing your best work at this point.

**NOTE REGARDING SUBMISSION OF YOUR ASSIGNMENTS:** All work I in this class is to be submitted as an attached word document unless otherwise specified. It is your burden to work with the instructor during the first assignment to get your format correct and then use it consistently throughout the semester.

**Please only have one copy of your assignment!** Unfortunately, too many of you are claiming to send in the “wrong copy” of your assignment upon submission time. It works like this usually; it is NEVER a complete copy of your assignment and it is never sent in ahead of time. I am sure a small number of these occurrences are legit, but this technique is used so often that people are likely using it as a way to get more time on a late assignment. This practice will not be allowed and will be met with severe point penalties. There is no reason to have more than one copy of your assignment.

**Extra Credit**
There is no extra credit for this class.

**Cell Phone/Electronic Device Usage**
Please turn off your cell phones in class unless you are using it for a legitimate lab function like looking up something, using a calculator, or using a metronome. Any violation of this policy will be considered disruption and will be reported.

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the
gravity of any case of academic dishonesty, and with giving sanction to any student involved.
Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of 'F' to work in question;
6. Assigning grade of 'F' for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.
See the University Catalog for more information.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 10, 2015** is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
APA 6th edition

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous.
to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. Required or Recommended Readings

Textbook:
There is no text book for this lab. All materials are provided online through the Physiology of Exercise Blackboard account. The book designated for the lecture portion
of this class is a valuable source of information for this lab.

**Recommended or Supplemental Reading:** N/A

**Website:** N/A

XI. **Bibliography**


XII. **List of Supplies:** N/A