

**Dewar College of Education and Human Services
Valdosta State University
Department of Kinesiology & Physical Education**

**KSPE 3420
EXERCISE PHYSIOLOGY
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Elements – Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

GA PSC Standards

Standard 1: Professional Knowledge

1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

1.01 The program shall prepare candidates who can describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

COURSE DESCRIPTION

Also offered as CHPE 3420. Prerequisite: KSPE 2999. An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include: Bioenergetics, Exercise Metabolism, Risk Factors and Inflammation: Links to Chronic Disease, Work Test to Evaluate Cardiorespiratory Fitness, Exercise Prescriptions for Health and Fitness, Exercise for Special Population, Body Composition and Nutrition for Health, Factors Affecting Performance, Laboratory Assessment of Human Performance, Training for Performance Training Principles, Training for the Female Athlete, Children, Special Population, and the Masters Athlete.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Scott K. Powers & Edward T. Howley. (2015). Exercise Physiology: Theory and Application to Fitness and Performance (9th ed). New York, NY: McGraw-Hill.

COURSE OBJECTIVES

At the completion of the course the student should be able to:

1. Understand the functions of various body systems, especially the following: circulatory, respiratory, nervous, and muscular. (InTASC S1, S4) (NASPE 1.1) (GA PSC 1, 1.1, 1.01)
***Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam, presentation.**
2. Describe the integrated action of the above mentioned systems as they are modified immediately and ultimately by physical performance. (InTASC S1, S4), (NASPE 1.1) (GA PSC 1, 1.1, 1.01)
***Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam, presentation.**
3. Determine how physical capacity and performance may be modified through systematic training programs. (InTASC S1, S4), (NASPE 1.1)
***Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam, presentation.**
4. Apply knowledge regarding the effects of exercise and activity through laboratory and simulated experiences (Example: heart rate monitors during exercise) and reflect upon these results. (InTASC S1, S4, S5), (NASPE 1.1) (AL_{1.3}, TL_{3.1})
***Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam, presentation.**
5. Demonstrate knowledge of the physiological principles of physical activity and fitness. (InTASC S4), (NASPE 1.1)
***Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam, presentation.**
6. Understand the physiological concepts and functions of the human body and human performance. (InTASC S1, S4), (NASPE 1.1) (CPL_{1.1})
***Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam, presentation.**
7. Understand the importance of the pursuit of a healthful lifestyle. (InTASC S4, S5) (NASPE 1.1)
***Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam, presentation.**

COURSE ACTIVITIES:

1. Classroom lecture and discussions

2. Large and small group discussions
3. Classroom participation
4. Laboratories
5. Quizzes
6. Comprehensive knowledge exam
7. Presentation

STUDENT REQUIREMENTS:

1. Quizzes (100 points each with a total of 4 quizzes)
2. Laboratories (# of points per lab determined by # of labs) (total 100 points)
3. Comprehensive knowledge exam (100 points total)
4. Presentation (quality of the designed PPT and presentation performance) (100 points total)

COURSE EVALUATION

1. Tests (4)	400 pts.
2. Laboratories	100pts.
3. Comprehensive exam	100 pts.
4. Presentation	100 pts
Total	700 pts. maximum

GRADE SCALE: % of maximum points

700 - 627 = A 100 - 90

626 - 557 = B 89 - 80

556 - 487 = C 79 - 70

486 - 417 = D 69 - 60

416 and below = F 59 and below

ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. **Lack of appropriate active participation and best effort during laboratories could result in a deduction of laboratory points.** Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 3 classes without any legitimate excuses will result in letter grade deduction for each following absence (e.g., 10 points deduction for 4 absences, 20 points deduction for 5 absences, 30 points deduction for 6 absences). Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Students are solely responsible for obtaining documented written verification of absence from authority giving reason for absence. Excused absences could be illness; university sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Students are expected to be **on time** for class and ready to participate in the classroom activities. Students should be prepared for class prior to entering the classroom. This would include, but not limited to having finished eating breakfast, drinking beverages, using the restrooms, and talking on cell phones. **Continuously leaving class is not appropriate.** There may be problems that arise to cause you to be late for class. **When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.**

CLOTHING FOR LABORATORIES

You should dress in your professional attire for laboratories. This would include any combination of the major's shorts and shirts sold in the bookstore. You cannot wear any substitutes i.e. shorts and shirts that are not VSU

Department of Kinesiology & Physical Education Majors (HPE, AT, EP) attire. University of Georgia apparel, FSU apparel, etc., are not acceptable attire for laboratories. This is because the class is a combination of moving and writing. Also, there may be other classes in the area designated for laboratories. You must be identifiable by wearing your professional attire. You must be prepared (**writing materials and proper dress**) to physically participate in laboratories.

QUIZZES

If you are late to class, you will not be allowed to enter the classroom once the quiz has begun and you should wait quietly in the hall until the last student has completed the quiz. When everyone has completed the quiz, you may enter the classroom. If you are absent on the day a quiz is administered, you will not be given the opportunity to make-up the quiz unless you have **documented written excuse** and you will be responsible to contact the professor in order to make up the quiz within 24 hours.

CELL PHONES

All cell phones must be turned off during class time. Cell phones must be turned off and out of sight during tests. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

PROFESSIONALISM

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

TITLE IX STATEMENT:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age,

sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

UNFORSEEN CIRCUMSTANCES

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students. Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations