



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

College of Education & Human Development  
Department of Counseling, Health, & Kinesiology

**EDKN 4401 Exercise Testing & Prescription**  
FA 2024

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Class Time: TR 10:00-11:40am

Class Location: STEM 279, labs, or Pavilion

Required Text: Howley, E. T. and Franks, D. B. (2016). [Fitness Professional's Handbook with web resource](#) (7th ed. eBook). Human Kinetics: Champaign, IL. ISBN-13: 9781492523376

American College of Sports Medicine. (2017). [ACSM's Guidelines for Exercise Testing and Prescription](#) (10<sup>th</sup> ed.). Lippincott Williams & Wilkins: ISBN-13: 9781496339065

Click to purchase the book: [A&M-SA Campus Bookstore](#) (EDKN 4401)

Supplies: Calculator

Catalog Description: Design and implementation of exercise programs for healthy and special populations based upon appropriate screening and evaluation procedures. Includes required laboratory experiences. Prerequisites: EDKN 3426.

Course Objective: To provide the student with a thorough understanding of prescription of exercise and the role that fitness testing plays in the development of that prescription. The course will concentrate on prescription for the apparently healthy adult, but will also address younger participants and special populations. The understanding of the scientific principles of exercise testing and prescription is necessary in corporate and clinical exercise settings, in personal training, and in some aspects of athletic conditioning.

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Student Learner Outcomes: Upon completion of this course, each student will be able to:

1. explain the purposes and principles of exercise testing for flexibility, cardio-respiratory endurance, muscular strength/endurance, and body composition;
2. demonstrate proper administration of a variety of tests for flexibility, cardio-respiratory endurance, muscular strength/endurance, and body composition.
3. prescribe developmental fitness programs for healthy adults, healthy adolescents, and selected special populations.
4. understand how exercise affects specific populations (older individuals, diseased individuals, etc.)
5. demonstrate the ability to safely stratify and prescribe exercise to individuals by successfully completing case scenarios
6. administer a variety of exercise test batteries after participating and administering the tests during class.

Outcomes are also based on the expected Knowledge, Skills, and Abilities (KSA's) for exercise science majors from the American College of Sports Medicine. Upon completion of this course, each student will be able to demonstrate the following competencies required for EP-C exam:

- 1.1.13 Knowledge of how heart rate, blood pressure, and oxygen consumption responses change with adaptations to chronic exercise training
- 1.1.14 Knowledge of physiological adaptations associated with strength training
- 1.1.17 Knowledge of the physiological adaptations that occur at rest and during submaximal and maximal exercise following chronic aerobic and anaerobic exercise training
- 1.1.23 Knowledge of the physiological principles involved in promoting gains in muscular strength and endurance
- 1.1.24 Knowledge of muscle fatigue as it relates to mode, intensity, duration, and the accumulative effects of exercise
- 1.1.27 Knowledge of blood pressure responses associated with acute exercise, including change in body position
- 1.1.28 Knowledge of and ability to describe the implications of the ventilatory threshold (anaerobic threshold) as it relates to exercise training and cardiorespiratory assessment
- 1.1.29 Knowledge of and ability to describe the physiological adaptations of the respiratory system that occur at rest and during submaximal and maximal exercise following chronic aerobic and anaerobic training
- 1.1.31 Knowledge of how the principle of specificity relates to the components of fitness
- 1.1.32 Knowledge of the concept of detraining or reversibility of conditioning and its implications in fitness programs

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- 1.1.36 Knowledge of the following terms: progressive resistance, isotonic/isometric, concentric, eccentric, atrophy, hypertrophy, sets, repetitions, plyometrics, Valsalva maneuver
- 1.2.2 Knowledge of cardiovascular, respiratory, metabolic, and musculoskeletal risk factors that may require further evaluation by a medical or allied health professional before participation in physical activity
- 1.2.4 Knowledge to define the following terms: total cholesterol (TC), high-density lipoprotein cholesterol (HDL-C), TC/HDL-C ratio, low-density lipoprotein cholesterol (LDL-C), triglycerides, hypertension, and atherosclerosis
- 1.2.5 Knowledge of plasma cholesterol levels for adults as recommended by the National Cholesterol Education Program
- 1.2.6 Knowledge of the risk factor concept of CAD and the influence of heredity and lifestyle on the development of CAD
- 1.2.7 Knowledge of the atherosclerotic process, the factors involved in its genesis and progression, and the potential role of exercise in treatment
- 1.2.8 Knowledge of how lifestyle factors, including nutrition, physical activity, and heredity, influence lipid and lipoprotein profiles
- 1.3.2 Knowledge of the importance of a health/medical history
- 1.3.3 Knowledge of the value of a medical clearance prior to exercise participation
- 1.3.4 Knowledge of the categories of participants who should receive medical clearance prior to administration of an exercise test or participation in an exercise program
- 1.3.6 Knowledge of the limitations of informed consent and medical clearance prior to exercise testing
- 1.3.11 Ability to locate the brachial artery and correctly place the cuff and stethoscope in position for blood pressure measurement
- 1.3.12 Ability to locate common sites for measurement of skinfold thicknesses and circumferences (for determination of body composition and waist-hip ratio)
- 1.3.13 Ability to obtain a health history and risk appraisal that includes past and current medical history, family history of cardiac disease, orthopedic limitations, prescribed medications, activity patterns, nutritional habits, stress and anxiety levels, and smoking and alcohol use
- 1.3.14 Ability to obtain informed consent
- 1.3.15 Ability to explain the purpose and procedures for monitoring clients prior to, during, and after cardiorespiratory fitness
- 1.3.16 Ability to instruct participants in the use of equipment and test procedures
- 1.3.17 Ability to describe the purpose of testing, determine the appropriate submaximal or maximal protocol, and perform and assessment of cardiovascular fitness on the cycle ergometer or the treadmill

- 1.3.18 Ability to describe the purpose of testing, determine the appropriate protocols, and perform and assessment of muscular strength, muscular endurance, and flexibility
- 1.3.19 Ability to perform various techniques of assessing body composition, including the use of skinfold calipers
- 1.3.20 Ability to analyze and interpret information obtained from the cardiorespiratory fitness test and the muscular strength and endurance, flexibility, and body composition assessments for apparently healthy individuals and those with stable disease
- 1.3.21 Ability to identify appropriate criteria for terminating a fitness evaluation and demonstrate proper procedures to be followed after discontinuing such a test
- 1.3.22 Ability to modify protocols and procedures for cardiorespiratory fitness tests in children, adolescents, and older adults
- 1.3.23 Ability to identify individuals for whom physician supervision is recommended during maximal and submaximal exercise testing
- 1.4.1 Knowledge how each of the following differs from the normal condition: premature atrial contractions and premature ventricular contractions
- 1.5.1 Knowledge of common drugs from each of the following classes of medications and describe the principle action and the effects of exercise testing and prescription: antianginals, antihypertensives, antiarrhythmics, bronchodilators, hypoglycemics, psychotropics, and vasodilators
- 1.5.2 Knowledge of the effects of the following substances on exercise response: antihistamines, tranquilizers, alcohol, diet pills, cold tablets, caffeine, and nicotine
- 1.7.1 Knowledge of the relationship between the number of repetitions, intensity, number of sets, and rest with regard to strength training
- 1.7.5 Knowledge of how to modify cardiovascular and resistance exercises based on age and physical condition
- 1.7.6 Knowledge of the differences in the development of an exercise prescription for children, adolescents, and older adults
- 1.7.7 Knowledge of and ability to describe the unique adaptations to exercise training in children, adolescents, and older adults with regard to strength, functional capacity, and motor skills
- 1.7.8 Knowledge of common orthopedic and cardiovascular considerations for older participants and the ability to describe modifications in exercise prescriptions that are indicated
- 1.7.9 Knowledge of selecting appropriate testing and training modalities according to the age and functional capacity of the individual
- 1.7.10 Knowledge of the recommended intensity, duration, frequency, and type of physical activity necessary for the development of cardiorespiratory fitness in an apparently healthy population

- 1.7.11 Knowledge of and the ability to describe exercises designed to enhance muscular strength and/or endurance of specific major muscle groups
- 1.7.12 Knowledge of the principles of overload, specificity, and progression and how they relate to exercise programming
- 1.7.13 Knowledge of the various types of interval, continuous, and circuit training programs
- 1.7.14 Knowledge of the approximate METs for various sport, recreational, and work tasks
- 1.7.15 Knowledge of the components incorporated into an exercise session and the proper sequence (i.e., pre-exercise evaluation, warm-up, aerobic stimulus phase, cool-down, muscular strength and/or endurance, and flexibility)
- 1.7.17 Knowledge of the importance of recording exercise sessions and performing periodic evaluations to assess change in fitness status
- 1.7.18 Knowledge of advantages and disadvantages of implementation of interval, continuous, and circuit training programs
- 1.7.20 Knowledge of the concepts of "Activities of Daily Living" (ADLs) and its importance in the overall health of the individual
- 1.7.21 Skill to teach and demonstrate the components of an exercise session (i.e., warm-up, aerobic stimulus phase, cool-down, muscular strength/endurance, flexibility).
- 1.7.23 Skill to teach and demonstrate appropriate exercises for improving range of motion of all major joints
- 1.7.24 Skill in the use of various methods for establishing and monitoring levels of exercise intensity, including heart rate, RPE, and METs
- 1.7.25 Ability to identify and apply methods used to monitor exercise intensity, including heart rate and rating of perceived exertion
- 1.7.26 Ability to describe modifications in exercise prescriptions for individuals with functional disabilities and musculoskeletal injuries
- 1.7.27 Ability to differentiate between the amount of physical activity required for health benefits and the amount of exercise required for fitness development
- 1.7.28 Ability to determine training heart rates using two methods: percentage of age-predicted maximum heart rate and heart rate reserve (Karvonen)
- 1.7.31 Ability to teach a progression of exercises for all major muscle groups to improve muscular strength and endurance
- 1.7.33 Ability to design, implement, and evaluate individualized and group exercise programs based on health history and physical fitness assessments
- 1.7.34 Ability to modify exercises based on age and physical conditioning
- 1.7.35 Knowledge and ability to determine energy costs,  $VO_2$ , METs, and target heart rates and apply the information to an exercise prescription

- 1.7.36 Ability to convert weights from pounds (lbs) to kilograms (kg) and speed from miles per hour (mph) to meters per minute (m/min-1)
- 1.7.37 Ability to convert METs to VO<sub>2</sub> expressed as mL/kg-1/min, L/min, and/or mLkg FFW-1/min-1
- 1.7.38 Ability to determine the energy cost in METs and kilocalories for given exercise intensities in stepping exercise, cycle ergometry, and during horizontal and graded walking and running
- 1.7.39 Ability to prescribe exercise intensity based on VO<sub>2</sub> data for different modes of exercise, included graded and horizontal walking and running, cycling, and stepping exercise
- 1.7.40 Ability to explain and implement exercise prescription guidelines for apparently healthy clients, increased risk clients, and clients with controlled disease
- 1.7.42 Ability to design resistive exercise programs to increase or maintain muscular strength and/or endurance
- 1.7.43 Ability to evaluate flexibility and prescribe appropriate flexibility exercises for all major muscle groups
- 1.7.44 Ability to design training programs using interval, continuous, and circuit training programs
- 1.7.45 Ability to describe the advantages and disadvantages of various commercial exercise equipment in developing cardiorespiratory fitness, muscular strength and muscular endurance
- 1.7.46 Ability to modify exercise programs based on age, physical conditioning and current health status
- 1.8.2 Knowledge to define the following terms: obesity, overweight, percent fat, lean body mass, anorexia nervosa, bulimia, and body fat distribution
- 1.8.3 Knowledge of the relationship between body composition and health
- 1.8.4 Knowledge of the effects of diet plus exercise, diet alone, and exercise alone as methods for modifying body composition
- 1.8.17 Ability to describe the health implications of variation in body fat distribution patterns and the significance of the waist to hip ratio
- 1.10.5 Knowledge of the physical and physiological signs and symptoms of overtraining
- 1.10.8 Knowledge of the hypothetical concerns and potential risks that may be associated with the use of exercises such as straight leg sit-ups, double leg raises, full squats, hurdlers stretch, yoga plough, forceful back hyperextension, and standing bent-over toe touch
- 1.10.15 Skill to demonstrate exercises used for people with low back pain
- 1.11.2 Knowledge of and the ability to use the documentation required when a client shows signs or symptoms during an exercise session and should be referred to a physician

- 2.2.1 Knowledge of cardiovascular risk factors or conditions that may require consultation with medical personnel before testing or training, including inappropriate changes of resting or exercise heart rate or blood pressure, new onset of discomfort in chest, neck, shoulder, or arm, changes in the pattern of discomfort during rest or exercise, fainting or dizzy spells, and claudication
- 2.2.2 Knowledge of the causes of myocardial ischemia and infarction
- 3.2.1 Knowledge of respiratory risk factors or conditions that may require consultation with medical personnel before testing or training, including asthma, exercise-induced bronchospasm, extreme breathlessness at rest or during exercise, bronchitis, and emphysema
- 4.2.1 Knowledge of metabolic risk factors or conditions that may require consultation with medical personnel before testing or training, including body weight more than 20% above optimal, BMI>30, thyroid disease, diabetes or glucose intolerance, and hypoglycemia
- 5.2.1 Knowledge of musculoskeletal risk factors or conditions that may require consultation with medical personnel before testing or training, including acute or chronic back pain, osteoarthritis, rheumatoid arthritis, osteoporosis, tendonitis, and low back pain

#### Undergraduate Class Policies:

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor. See the [Student Handbook](#).

#### Student Rights and Responsibilities:

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the [Student Handbook](#).



### Academic Dishonesty

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Dishonesty Policy which may be found in the Texas A&M University-San Antonio [Student Handbook](#).

#### **Forms of academic dishonesty:**

- a. Cheating - A student can be accused of academic dishonesty if he/she uses, or attempts to use, unauthorized assistance (e.g., asking someone else for an answer during a test, copying answers from another person's paper during a test, etc.), uses unauthorized study aids in examinations or other academic work (i.e., "cheat sheets" or textbooks/notes when that use has been disallowed by the faculty), or submits the work of another as his/her own.
- b. Plagiarism - A student can be accused of academic dishonesty if he/she uses the ideas, data or language of another without specific or proper acknowledgment.
- c. Fabrication - A student can be accused of academic dishonesty if he/she submits, or attempts to submit material that is contrived or altered (e.g., making up data for an experiment, misrepresenting data, citing nonexistent articles, contriving sources, falsifying design and/or troubleshooting data, or padding estimates with intent to defraud customers, etc.).
- d. Multiple submission - A student can be accused of academic dishonesty if he/she submits, without prior permission, any work previously submitted to fulfill another academic requirement (e.g., the unauthorized submission of a pre-existing paper or project).
- e. Lying - Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- f. Bribery - Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
- g. Threat - An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.
- h. Misrepresentation of academic records - A student may be accused of academic dishonesty if he/she misrepresents, tampers with or attempts to tamper with any portion of a student's transcripts or academic record (e.g., changing one's grade, altering computer records, falsifying academic information on one's resume, etc.).

- i. Facilitating Academic Dishonesty - A student may be accused of academic dishonesty if he/she knowingly helps or attempts to help another violate the principles of academic integrity (e.g., working together on a take-home exam without instructor permission, providing another student with a pre-written paper or test, unauthorized collaboration of any kind, including online testing, giving answers to lab projects with the intent to help students take practical exams, etc.).
- j. Artificial Intelligence- During our class we may explore ChatGPT however AI tools are not permitted to be used for any assignments that are submitted in this course. All work submitted must be your own and completed in accordance with TAMUSA policy

Use of electronic equipment during exams will result in a score of 0% for the test and may result in further discipline

Plagiarism:

The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source or it may consist of presenting oral or written course work prepared by another as one's own.

Unless an assignment is designated as a group project, assignments should be completed by the student. I encourage group learning and problem solving with assignments, but when you write up the assignment, it should be in your words. I need to know what YOU know, not what the group knows. *Do not share work with other students and do not use other student's work.*

Normally a student who plagiarizes shall receive a grade of "F" in the course in which the act occurs. Students are expected to follow TAMU-SA's policies as defined in the Academic Catalog. Anyone caught cheating (including plagiarizing) will receive an automatic failure in the course. The instructor may decide to reduce this penalty to an F for the assignment or other appropriate consequence. If you have any questions about the meaning of plagiarizing, how to properly cite material from a source, or about any of the other forms of cheating listed above, do not hesitate to see Dr. Smith.

Any student caught using the work of another student and/or giving work to another student, or caught cheating in any of the forms listed above, will be reported to student affairs for academic sanctions.

Information on plagiarism is available at the following websites: [University of Indiana](#) [Plagiarism.org](#)

Unless otherwise specified, the use of Automated Writing Tools, including chatGPT and similar artificial intelligence (AI) tools, is strictly prohibited in this course, even when properly attributed. The use of automated writing tools is considered plagiarism and will be handled in accordance with

existing policy.

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All students who have enrolled for audit are expected to complete all course requirements. These requirements include: regular class attendance and participation; completion of all assignments and other class work; quizzes and exams are optional at the discretion of the instructor.

Non-Academic Misconduct: ([Student Handbook](#)).

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated under nonacademic procedures by the Dean of Students. This includes but is not limited to:

1. Sleeping in class: Students sleeping in class are a distraction to the professor and to the students in class who have a sincere desire to learn. Therefore, this behavior is deemed to be a form of nonacademic misconduct and will not be tolerated
2. Side Conversation: Students engaging in side conversations during class are a distraction to the professor and to the students in class who have a sincere desire to learn. Therefore, this behavior is deemed to be a form of nonacademic misconduct and will not be tolerated.
3. Cellular phones and other electronic devices: Cellular phones are to be turned off during class. A student's cellular phone ringing is a distraction to the professor and to the students in class who have a sincere desire to learn. Therefore, failing to comply with this policy is deemed to be a form of nonacademic misconduct and will not be tolerated.

Sexual Misconduct: (See the [Student Handbook](#)). Sexual harassment of students and employers at Texas A&M University-San Antonio is unacceptable and will not be tolerated. Any member of the University community violating this policy will be subject to disciplinary action.

Class Attendance:

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

- Quizzes and assignments related to weekly topics will be completed inside and/or outside of class. In-class quizzes and assignments missed because of absence will *not* be made up.
- Absence during any lab activity will result in a **20 point** deduction, which will take place on the written assignment for that lab unless you have a valid excuse (see below). If there is no

written assignment associated with that lab, then **10** points will be deducted from a different written assignment. [Home](#)

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1. The general policy outlined by the University will be followed as stated in the [Student Handbook](#).
2. The instructor's policy for this course includes:
  - a. Your presence is expected in class daily except for emergencies. Students assume responsibility for any material missed in class. Arrange to pick up handouts as soon as possible. It is YOUR responsibility to make up missed work.
  - b. Requests to be absent from class for official University business (athletics, field trips, student government, etc.) shall be made prior to the anticipated absence. Arrangements for missed work will be made at that time.
  - c. If you miss an exam or quiz or do not show up on the day of a presentation or when an assignment is due without **prior arrangement** with the instructor, no make-up will be allowed unless there is a *documented* emergency.
    - i. If there is an emergency (hospital, funeral, etc) please contact me the day of the problem or the day you missed class.
    - ii. If you cannot participate in a lab you must have documentation (hurt ankle, sick, etc.), otherwise you will receive half credit for being there but not participating.
      1. This includes not participating in one or more assessments for that lab.
    - iii. If you completely miss a lab and have no documentation, no credit will be provided.
  - d. Excused absences: *In the event that you need to be away for a given period of time (e.g. funerals, hospital stays, family emergencies, military duty, etc.), you should contact [Student Counseling Center](#) (210-784-1331 (or 1329); [StuCounseling@tamusa.edu](mailto:StuCounseling@tamusa.edu) or [StuWellness@tamusa.edu](mailto:StuWellness@tamusa.edu)).* If you will be missing more than a week of classes (whether continuous or not), inform them of the situation and they can send a notice to all your instructors rather than you having to explain to each of them your circumstances.
  - e. Do not make doctor's appointments on the days of class, tests, labs, or presentations.

Absences for Religious Holidays: The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

Research on Human Subjects: Research that involves human subjects must be approved by the

Institutional Review Board for the Protection of Human Subjects.

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Americans with Disabilities Act: 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 disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the [Disability Support Services webpage](#).

Message for pregnant and parenting students: Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues visit the [Title IX homepage](#).

Incompletes: The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1) 70% of the class has been completed and student is passing with a "C" or better, 2) The circumstance for which the "I" is requested is supported with documentation, and 3) Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course: A course may be dropped by a student without approval from his/her academic advisor or other university official. Students who have been readmitted on academic/scholastic probation must also consult with their advisors prior to dropping or withdrawing. It is highly recommended that a student consult his/her academic advisor because of the impact on financial aid, graduation, veteran benefits, etc. After the online registration system is closed, all drops must be processed by the Office of the Registrar. A student who, by dropping a course, becomes registered for less than a normal load will be reclassified as a part-time student. Freshmen students who intend to drop a course must first visit their Academic Success Coach. If dropping a course after the last date for an automatic "W," the drop will be assigned either a passing (P) or failing (F). See [Dates of](#)

[Interest](#) for drop dates.

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**Administrative Drops for Non-Attendance:** A faculty member may drop an undergraduate student for non-attendance at any time prior to the mid-point of a long semester. A drop processed by a faculty member for non-attendance will be treated as a non-punitive grade unless the undergraduate student is subject to the requirements of Senate Bill 1231. The Office of the Registrar will treat all drops processed by a faculty member in accordance with the requirements of Senate Bill 1231 and may change a grade of W to a grade of WS or an F, depending on the student's status.

**Grading Policy & Course Requirements:** To achieve the course objectives, the class will involve:

Lecture

Individual assignments

Partner assignments and discussion

Class discussion & Small group discussions

Laboratory assignments

**Course Evaluation:**

Exams	25%
Assignments & Quizzes	35%
Case Study	20%
Video	20%
Total	100%

**Criteria:**

90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
0 - 59.99	F

Absent deductions for overall grade will be applied as explained in the [Class Attendance](#) section.

In-class tests will use a green rectangular scantron (882E) and a #2 pencil, available at the bookstore (N/A for this semester).

On-line tests will be taken on Blackboard and these are also intended for you to work INDIVIDUALLY. If you are caught collaborating with others during on-line testing, you will be [reprimanded](#). Use of electronic equipment during exams will result in a score of 0% for the test and may result in further discipline.

A grade of “**C**” or better must be earned in this course to satisfy Kinesiology requirements. Majors who do not earn a grade of “C” or better will be required to repeat the course. I do not round up or round down your grade. If you earn an 89.9, then you earn a B. If you earn an 80.0, then you earn a B, not a C.

No changes to your final grade will occur once class has ended unless I have made a mistake. You are given the opportunity to follow your grade throughout the semester thus you should not be surprised with the grade you earn. There are no exceptions (eligibility, financial aid, etc.)

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Late Penalties: All class work is due on the date and time assigned. There is no grace period. Work not submitted by the due date will result in a zero.

- *I do not offer extra credit.*
- *I do not offer Independent Studies if an acceptable grade is not earned*

Blackboard: All assignments will be turned in and all notes, announcements, etc, will be posted on [Blackboard](#) (except for those that require signatures). Please check that your account is working, otherwise you will fall behind. If you have problems accessing Blackboard, contact the [Help Desk](#). Blackboard will be used to turn in electronic assignments..

To access Blackboard, go to the [A&M-SA homepage](#).

If you need to pull up an assignment, notes, etc., my suggestion is to save it to your computer or disk, THEN open it.

If you have a question, comment, etc. about an assignment or any other matter, please contact me through **email**, [msantos@tamusa.edu](mailto:msantos@tamusa.edu) then work phone (voicemail 210-784-5523), but NOT Messaging.

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Dates of interest:

<https://www.tamusa.edu/academics/documents/ay-2025-calendar-09-19-2023.pdf>

**Fall 2024 Regular 16-Week Session**

August 26, 2024	Monday	First class day
September 2, 2024	Monday	Labor Day Holiday - No classes
September 11, 2024	Wednesday	Census Date
November 27, 2024	Wednesday	Study day - No classes
November 28-November 30, 2024	Thursday-Saturday	Thanksgiving Holiday - No classes
December 5, 2024	Thursday	Last day of scheduled classes for weekday classes
December 6, 2024	Friday	Study day - No classes
December 7-December 13, 2024	Saturday-Friday	Final examinations
December 17, 2024	Tuesday	Commencement
December 24-January 1, 2025	Tuesday-Wednesday	Winter Break



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## EDKN 4401 Exercise Testing & Prescription FA 2024

Tentative Schedule: This is a tentative schedule. The course schedule will change as the demands of the students dictate. See Blackboard for due dates.

Month	Day	Topic
Aug	27	Class introduction/expectations; CH 02 Health Appraisal
	29	Heart Rate Palpation and Blood Pressure Lab Practice
	30	<a href="#">DUE: Heart Rate Palpation and Blood Pressure Video Lab (in CH 02 folder)</a>
Sep	03	CH 06 Energy Cost of Physical Activity <a href="#">Instructional video group assignments</a>
	05	CH 06 Metabolic Equations Lab Practice
	06	<a href="#">DUE: CH 06 Metabolic Equations Lab</a>
	10	CH 07 Assessment of Cardiorespiratory Fitness
	12	CH 07 Metabolic Equations Lab Practice
	13	<a href="#">DUE: CH 07 Metabolic Equations Lab</a> ; <a href="#">DUE: Bruce Submax Video Lab (in CH 07 folder)</a>
	17	CH 08 Assessment of Body Composition; <a href="#">Chapter Presentation Group Assignments</a>
	19	Submax Lab Practice (Bruce Treadmill, YMCA Cycle, Step Test) Wear exercise clothes!
	20	<a href="#">DUE: YMCA Cycle Video Lab (in CH 07 folder)</a>
	22	<a href="#">DUE: Exam # 1 (CH 2, 6-8) (ONLINE)</a>
Oct	24	Submax Lab Practice (Bruce Treadmill, YMCA Cycle, Step Test) Wear exercise clothes!
	26	Submax Lab Practice (Bruce Treadmill, YMCA Cycle, Step Test) Wear exercise clothes!
	27	<a href="#">DUE: 1RM Bench Press Video Lab (in CH 09 folder)</a>
	01	CH 09 Assessment of Muscular Fitness; <a href="#">Case Study Assignments Part 1</a>
	03	Muscular Fitness Lab Practice, Wear exercise clothes!
	04	<a href="#">DUE: YMCA Bench Press Video Lab (in CH 09 folder)</a>
	08	CH 10 Flexibility and Low Back Function
	10	Flexibility Assessment Practice; Vital Capacity Lab Practice, Wear exercise clothes! <a href="#">Case Study Part 2 due</a>
	11	<a href="#">DUE: Vital Capacity Video Lab</a> ; <a href="#">Instructional Video</a>
	15	CH 11 Exercise Prescription for Cardiorespiratory Fitness
Nov	17	CH 11 Aerobic Equations Lab Practice
	18	<a href="#">DUE: Aerobic Equations Lab</a>
	22	CH 12 Exercise Prescription for Weight Management
	24	Body Composition Lab Practice, Wear exercise clothes!
	25	<a href="#">DUE: Skinfold Video Lab (in CH 08 folder)</a>
	29	CH 13 Exercise Prescription for Muscular Fitness
	31	CH 19 Exercise and Heart Disease <a href="#">Case Study Part 2</a>
	03	<a href="#">DUE: Exam # 2 (CH 9-13) (ONLINE)</a>
	05	CH 20 Exercise and Obesity
	07	CH 16 Exercise and Children & Youth ( <a href="#">Student Presentation</a> ); CH 17 Exercise and Older Adults ( <a href="#">Student Presentation</a> )

	12	CH 05 Nutrition (Student Presentation); Case Study Part 2 due
	14	CH 18 Exercise and Women's Health (Student Presentation)
	17	DUE: Exam # 3 (CH 5, 16-20) (ONLINE)
	19	Tim Ingram, Heavy Metal Fitness guest speaker (Internship) Case Study Part 3
	21	CH 21 Exercise and Diabetes (Student Presentation);
	26	CH 22 Exercise, Asthma, and Pulmonary Disease (Student Presentation)
Dec	03	CH 24 Exercise Related to ECG and Medications (Student Presentation)
	05	CH 25 Injury Prevention and Treatment (Student Presentation)
	05	DUE: Case Study All Together due
	10	Due: CH 21, 22, 24, 25 Exam Open Dec 07, due Dec 10, Midnight.

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### Assignments:

- 1) Students will create a video on how to conduct specific assessments such as A) The Queens College step test, B) The Trunk Rotation Test, C) The 8-ft Up & Go, D) Senior Arm Curl Test, E) 6-minute senior walk test, F) FITNESSGRAM Push-Up test, G) Rockport One Mile Walk test, H) Curl-Up test, I) Senior Chair Sit-and-Reach test, J) Senior 30-Second Chair Stand Test. K) Skinfolds (3-site, circumferences), K) 10RM for bench, chest press (machine), squat, and leg press
- 2) An 8-wk case study will be created for a client
- 3) Various written labs (assignments) will be turned in, see tentative schedule.