



EDKN 3426-900 Basic Physiology of Exercise
Department of Counseling, Health & Kinesiology
Health & Kinesiology

INSTRUCTOR INFORMATION

Instructor Name: Dr. Sukho Lee	A&M-San Antonio email: slee@tamusa.edu
Office Hours: Tuesday 14:00-17:00 Wednesday 9-10 & 12:00 to 14:00	Meeting Times: MW 10:00-11:40 Monday via online asynchronous class Wednesday at 10:00 a.m.(STEC 273)

Please do not hesitate to send an email to set up a convenient and agreed-upon appointment time for a phone call, virtual session, or meeting. Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to as Blackboard Support. I will update the grades each time a grading session has been complete—typically 10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOK: Required Textbooks: Kenney L., Wilmore, J., & Costil, D. (2020). Physiology of Sport and Exercise (7th. eBook). Human Kinetics: Champaign, IL. ISBN: 9781492572299 (hard copy), LCCN 2018041421 (ebook). Different editions (e.g., earlier or later versions) may be used for this class. However, it is your responsibility to stay current with the class material. Please note that these editions may differ in the order of chapters, figures, and tables.

COLLEGE OF EDUCATION AND PROGRAM POLICIES

COURSE DESCRIPTION

Physiology as applied to exercise and human performance. How the systems of the body respond to both acute and chronic exercise training. Includes required laboratory experiences.
Prerequisites: EDKN 3315.

PROGRAM STUDENT LEARNING OBJECTIVES:

This course emphasizes the acquisition of theoretical and practical knowledge for pre-service teachers and fitness/clinical professionals to assist them in better understanding how physiological responses to physical activity impact 1) the instructional process as it relates to physical education and 2) the management/delivery of services in fitness and rehab/clinical setting.

TEXAS PHYSICAL EDUCATION STANDARDS

Physical education standards may be found at [Texas Essential Knowledge and Skills for Physical Education 19 TAC Chapter 116](#).

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

Pedagogy and professional responsibilities (PPR) standards may be found at <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards> and at <https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf>

TEXAS COMMISSIONER TEACHER STANDARDS

Texas Commissioner Teacher Standard may be found at <http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html>

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

- The table below includes an alignment to standards relevant to the program.
- Teacher candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS). Teacher candidates in initial programs must demonstrate competence in teaching the TEKS appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS by visiting **Texas Essential Knowledge and Skills in Physical Education**:

<http://ritter.tea.state.tx.us/rules/tac/chapter116/index.html>

<https://tea.texas.gov/academics/curriculum-standards/teks-review/physical-education-teks-content-advisor-reviews>

- The table below includes an alignment to standards and competencies and an evaluation format relevant to the course. Locate this information following the link to **Approved Educator Standards > Supplemental Certificate Standards** (Scroll to bottom of page) at <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

Competency	Course Topic
Competency 004 (Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle.	Main chapter (s): Chapter 1: Structure and Function, Chapter 11: Adaptations to Aerobic and Anaerobic Training, Chapter 6: The Cardiovascular System and Its Control and Its System
Competency 005 (Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness.	Main chapter (s): Chapter 9: Principles of Exercise Training
Competency 006 (Health and Wellness): Demonstrate understanding of health and wellness concepts, including those related to nutrition, weight management, stress management, and personal well-being, and analyze ways in which personal behaviors influence health and wellness.	Main chapter (s): Chapter 15: Body Composition and Nutrition for Sport, Chapter 16: Ergogenic Aids and Sport
Competency 012 (Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.	Report and presentation

TECHNOLOGY REQUIREMENTS

COMPUTER HARDWARE:

To participate in this course, you should have easy access to a computer with high-speed internet connection via cable modem, LAN or DSL.

STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE:

Mozilla's Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe's Flash Player & Reader plug-in (latest version)
Apple's QuickTime plug-in (latest version)
Project Software – Optional

BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: *Visit the Blackboard Student Help Site

COURSE POLICIES

ATTENDANCE:

This course is offered through hybrid form. We will meet weekly for face-to-face class to enable students to personally experience several different types of online learning activities.

The student is expected to participate all class activities including exams and assignments. It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading; **Time spent on Blackboard (can be monitored by a professor).** A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

- 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.
- You will have **one unexcused absence without penalty.**
- You will have 2 points deducted for each absence if you do not attend class. You will receive **F on 4th absence (excused or unexcused except for school-sponsored events like athletic programs).**

STUDENT REQUIREMENTS:

1. Online participation:

- a. Students are expected to demonstrate active participation via online class discussions, assignments, and activities.

- b. Class participation is an expectation and include being on time and ready for active engagement in on-line discussions.

2. **Planning and Preparation:** Success in this course demands that reading assignments are completed before class begins to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity of concepts that will facilitate effective participation in classroom activities.

3. **Projects and Activities:** Active participation is expected in-class activities to organize, plan, develop, and present projects of high quality in class in collaboration with classmates.

4. **Professionalism and Respect:** Substantially, successfully, and equally contribute to the planning, organization, and completion of individual/group assignments and projects.

PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructors on campus and with students and teachers in school settings.

LATE WORK POLICY:

Any assignments not turned in by the date due will be designated late and will receive a **2-points** deduction per day (**only up to five days**). Late work will be accepted at the discretion of the professor and may receive partial credit.

ASSIGNMENT SUBMISSION:

All assignments must be neatly typed. **The content of tests and assignments will be evaluated based on the level of higher-order thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assignments must be submitted through Blackboard** unless otherwise specified by the instructor. **Please submit assignments in the following format:**

First and lastname_assignmentname.doc

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

Efficient email Communication

Be sure to let me know which class you are referring to, what assignment or test you are addressing, etc.; in other words be sure to be specific. You can put it in the subject line. If you are writing to me and are replying to an older correspondence, *be sure to change the subject line*

to reflect the new correspondence! I am teaching several classes, many at capacity, so the clearer you are the faster you will get an answer.

NETIQUETTE:

15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully, and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source:

<https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>

SCHOLASTIC INTEGRITY:

As a member of an academic community, students at Texas A&M University-San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed, and be able to manage their affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University-San Antonio Code of Conduct.

Texas A&M University-San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean, and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to

disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the [Texas A&M University- San Antonio Handbook](#) under Academic Policies: Violations of Academic Conduct.

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted on this course **must be your own**, completed in accordance with the University's academic regulations. AI tools, including ChatGPT and other AI composition software, can be used in this course for students who wish to use them. To adhere to our scholarly values, students **must cite any AI-generated material** that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content **without proper attribution qualifies as academic dishonesty**.

DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
 - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
 - b. Having another person other than oneself attempt to complete an assignment or exam.
 - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - d. Unauthorized collaboration on assignments and exams;
 - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
 - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonest. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. **Lying:** The deliberate falsification with the intent to deceive in a written or verbal form as it applies to an academic submission.

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

COURSE STRUCTURE:

The instructional methods for this course will include online lectures and live sessions.

Exams & ASSIGNMENTS:

Exams (Total 60 pts)	Description
In-class Quiz (10 points) 10:00 to 10:20 a.m. only on Sep 17 (Wed)	15 mins, around 10-15 questions The quiz covers Chapter 1 and Chapter 2
In-class Mid-term exam (20 points) 10:00-10:40 a.m. only on Oct 15 (Wed)	30 mins 12-15 questions The midterm covers questions from the quiz (Chapters 1 & 2) and new chapters (Chapters 3, 6, and 8)
Online Final exam (30 points) Anytime (45 mins) between noon and 11:59 p.m. on Dec 10 (Wed)	45 mins, around 20 questions The final covers questions of Quiz, Midterm, and new questions of the new chapters (Chapters 9, 10, 11, 14, 15, 16, 18, and 22). It also covers labs and other class contents including a class writing journal.
<u>Exam format</u>	The tests (exams and quiz) may consist of various forms of questions including multiple choices, true and false, fill in the blank, figure and tables, and short essay questions.
Assignments (Total 40 pts)	Description
Writing (Summary of Journal) (10 pts) due by Nov 5	You will write one single-page summary of peer-reviewed articles given through Blackboard.
Group report (10 pts) due by 10:00 a.m. on Nov 12	Double-space, follow the APA manual, Maximum 10 pages (no minimum pages) including title, a body of text, and references (at least 3 from a valid source like journal and textbook). Students can pick any topic closely related to this class (No approval from the instructor is required)

Group presentation (10 pts) on Nov 19 and Dec 3	Students (4-5) will present the study to the class (20 mins) and answer the questions using a PowerPoint presentation (5 mins).
Participation (10 pts)	You will be awarded up to 10 points based on your performance (attendance, discussion, inquiry, participation, etc)

GRADING POLICIES

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the following grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

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 round up your grade. If you earn an 89.5, then you earn an A.

No changes to your final grade will occur once a class has ended unless I have made a mistake. You are allowed 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.)

CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio Fall 2025 academic calendar can be found at <https://www.tamusa.edu/academics/academic-calendar/current-year/fall-2025.html>

August 25	Monday	First class day
September 1	Monday	Labor Day Holiday - No classes
September 2	Tuesday	Last day to register
September 10	Wednesday	Census Date
September 11	Thursday	Drop for non-payment
October 6-October 17	Monday-Friday	Midterm grading period
November 14	Friday	Last day to drop with an automatic grade of "W"
November 25	Tuesday	Last day to withdraw from the university
November 26	Wednesday	Study day - No classes
November 27-November 29	Thursday-Saturday	Thanksgiving Holiday - No classes
December 4	Thursday	Last day of scheduled classes for weekday classes
December 5	Friday	Study day - No classes
December 6-December 12	Saturday-Friday	Final examinations
December 12	Friday	End of term
December 16	Tuesday	Commencement
December 17	Wednesday	All grades due by noon
December 19	Friday	Grades available in JagWire
December 23-January 2	Tuesday-Friday	Winter Break

TEXAS A&M SAN ANTONIO POLICY STATEMENTS

STUDENTS WITH DISABILITIES:

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental

health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

PREGNANCY, PREGNANCY-RELATED, & PARENTING ACCOMMODATIONS:

For pregnant and parenting students: Under Title IX, a student's absences due to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these are excused for as long as the student's doctor deems the absences to be medically necessary. When the student returns to school, the student will return to the same academic and extracurricular status as before the medical leave began. New mothers are afforded reasonable break periods during programs or activities, including classes, to express milk or nurse as necessary. For private areas of expression, visit the Title IX website at: <http://bit.ly.tamusatitleix>

Pregnant or parenting students seeking academic interim measures must complete the online Pregnancy & Parenting Information Form. Once the form is completed, a staff member from the Dean of Students office will contact students regarding their request.

MANDATORY COURSE EVALUATION PERIOD

ATTENDANCE:

This course is offered through hybrid form. We will meet weekly for face-to-face class to enable students to personally experience several different types of online learning activities.

The student is expected to participate all class activities including exams and assignments. It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading; **Time spent on Blackboard (can be monitored by a professor).** A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

- 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.
- You will have **one unexcused absence without penalty.**
- You will have 2 points deducted for each absence if you do not attend class. You will receive **F on 4th absence (excused or unexcused except for school-sponsored events like athletic programs).**

SCHOLASTIC DISHONESTY:

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements,

and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of an 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 Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on a particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

A form of sex discrimination. Includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent or pervasive that expressly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work, educational, or campus living environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment may be quid pro quo ("this for that") or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence when based on sex.

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, **students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list)**. Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

- You can use free web-based software for a self-checkup.
<https://quillbot.com/ai-content-detector>

COURSE DROPS:

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

STUDENT SERVICES:

Student Success Center
Student.Success@tamusa.edu
(210) 784-1307

Academic Advising
<https://www.tamusa.edu/undergraduate-academic-advising/>
(210) 784.1307

University Library
<https://www.tamusa.edu/library/index.html>
(210)784-1500

Counseling & Wellness
<https://www.tamusa.edu/studentengagementsuccess/studentcounseling/index.html>
(210) 784-1331

Registrar
<https://www.tamusa.edu/registrar/index.html>
(210) 784-1300

Tutoring Services
<https://www.tamusa.edu/academic-affairs/student-academic-success-center/tutoringservices/index.html>
(210) 784-1332

Library Support for COEHD Programs & Courses

The [A&M-SA Library](#) provides access to thousands of research and learning materials for COEHD students, faculty, and staff. These resources are mainly provided in electronic format and are accessible 24/7/365 with Jaguar log-in credentials. They include, but are not limited to, scholarly academic journals, professional publications, newspapers, ebooks, streaming video, and curated web resources. Additionally, there is a smaller physical collection, study space, and computer access available in CAB 202. Two unique physical collections housed in CAB 202 are the curriculum materials (sample textbooks, teachers' guides, activity guides, manipulatives, models, classroom reading collections, educational games, etc.) and the children's literature collection. These materials are available for checkout and can be used by students in lesson planning and their clinical school placements.

[Education Librarian Kimberly Grotewold](#) is available to assist with finding, accessing, evaluating, and effectively using relevant library resources and other information. She has developed subject, topic, and course-specific research guides that are linked into Blackboard (under Campus Resources in the left menu) and is accessible through the [Library's website](#) under the Research Guides link. If you have questions, concerns, or need help, please contact her through email at kimberly.grotewold@tamusa.edu; via phone: (210) 784-1519; or request an appointment using her [online scheduling calendar](#).

Counseling Resources:

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides

brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM, Monday – Friday, to be seen by a clinician. For after-hours support, please call 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent. Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

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Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention,

consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900. Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to

communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.

4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.

2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and to comply with them, as well as federal, state, and local laws.

3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students 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.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct.

EDKN 3426			
Week	Themes & Activities	Readings & Assignments	PE & PPR Standards Alignment
Week 1 (Aug 25-29)	Introduction & Chapter 1: Structure and Function	Chapter 1: Structure and Function	Standard II.
Week 2 (Sep 1-5)	Chapter 2A: Fuel for Exercise: Bioenergetics and Muscle Metabolism Chapter 2B: Fuel for Exercise: Bioenergetics and Muscle Metabolism	Chapter 2: Structure and Function; Anaerobic glycolysis	Standard II.
Week 3 (Sep 8-12)	Chapter 2C: Fuel for Exercise: Bioenergetics and Muscle Metabolism	Chapter 2: Structure and Function; Oxidative system	Standard II.
Week 4 (Sep 15-19) Quiz on 20	Quiz at 10:00 to 10:20 a.m. only on Sep 17 (Wed) Class Evaluation & Kinesiology Lab Tour	The quiz covers Chapter 1 and Chapter 2 Evaluation & tour	Standard II.
Week 5 (Sep 22-26)	Chapter 3: Neural Control of Exercising Muscle	Chapter 3: Neural Control of Exercising Muscle	Standard II. PPR: Standard IV

Week 6 (Sep 29-Oct 3)	Chapter 6: The Cardiovascular System and Its Control and Its System	Chapter 6: The Cardiovascular System and Its Control and Its System	Standard II.
Week 7 (Oct 6-10)	Chapter 8: The Cardiorespiratory Responses to Acute Exercise	Chapter 8: The Cardiorespiratory Responses to Acute Exercise	Standard II.
Week 8 (Oct 13-17)	Midterm from 10:00 to 10:40 a.m. only on Oct 15 (Wed) Virtual Labs Practice (Blood Pressure, % Body fat measurement, Power, VO2 max Testing & Lactate Threshold)	Visit the class link to access video links and information	Standard II. Standard II.
Week 9 (Oct 20-24)	Chapter 9: Principles of Exercise Training Chapter 14. Training for Sports	Chapter 9: Principles of Exercise Training Chapter 14. Training for Sports	Standard II. PPR: Standard IV
Week 10 (Oct 27-31)	Chapter 10. Adaptations to Resistant Training Chapter 11: Adaptations to Aerobic and Anaerobic Training	Chapter 10. Adaptations to Resistant Training Chapter 11: Adaptations to Aerobic and Anaerobic Training	Standard II.
Week 11 (Nov 3-7)	Chapter 15: Body Composition and Nutrition for Sport Class writing is due by Nov 5	Chapter 15: Body Composition and Nutrition for Sport &	Standard II.

	Chapter 16: Ergogenic Aids and Sport	Chapter 16: Ergogenic Aids and Sport	
Week 12 (Nov 10-14)	Chapter 18: Aging in Sport and Exercise Chapter 22: Obesity, Diabetes, and Physical Activity Report (by Nov 12)	Chapter 18: Aging in Sport and Exercise Chapter 22: Obesity, Diabetes, and Physical Activity	Standard II.
Week 13 (Nov 17-21)	Students Presentation on Nov 19	Student presentation	Standard II. PPR: Standard II
Week 14 (Nov 24-28)	Thanksgiving Holidays (27-29) No Class Day on Nov 27	Student presentation	Standard II.
Week 15 (Dec 2-4)	Students Presentation on Dec 3	Student presentation	Standard II.
Week 16 Online Final Anytime (45 mins) between noon and 11:59 p.m. on Dec 10 (Wed)	The final covers questions of Quiz, Midterm, and new questions of the new chapters. It also covers labs, journals, student presentations, and other class contents.		PPR: Standard IV

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Standard II. The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (PPR) STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.