



**EDKN 4417 902 Advanced Physiology of Exercise
Department of Counseling, Health & Kinesiology**

INSTRUCTOR INFORMATION

Instructor Name: Dr. Sukho lee	Texas A&M University-San Antonio email: slee@tamus.edu
Office Hours: Tue 10-12 & Wednesday 10:00-14:00, and by appointment	Meeting Times: 12:20 to 14:00 on Tuesday only (Face to Face) at STEC 105 Asynchronous online class on Thursday

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 24-48 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 completed—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.

Zoom appointment (office hour by appointment): Please send me an email request first.
<https://tamus.zoom.us/j/6754025462>

Meeting ID: 675 402 5462
One tap mobile: +13462487799,,6754025462# US (Houston)
+14086380968,,6754025462# US (San Jose) <https://tamus.zoom.us/j/6754025462>
Dial by your location: Find your local number: <https://tamus.zoom.us/u/ayotcYagZ>

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). <https://www.bkstr.com/texasamsanantoniostore/home>

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 3426 Basic Physiology of Exercise.

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-tek-content-advisor-reviews>

- The table below includes an alignment to standards and competencies and 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 4: Hormonal Control During Exercise, Chapter 7: The Respiratory System and Its Regulation
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, 17: Children and Adolescents in Sport and Exercise, Chapter 19: Sex Difference in Sports and Exercise
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): 12: Exercise in Hot and Cold Environment, Chapter 20: Prescription of Exercise for Health and Fitness, Chapter 21: Cardiovascular Disease and Physical Activity
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 or Contact IT helpdesk. The instructor has no control over the Blackboard setting or technical issue.

COURSE POLICIES

ATTENDANCE:

This course is offered through a Hybrid. We will meet weekly for a discussion to enable students to personally experience several different types of 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 which can be monitored by the 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.

- **The exams and assignments will *not* be made up.**
- You will have **one unexcused absence without penalty for the class.**
- You will have **2 points deducted** for each absence if you do not attend class. You will receive an **F** on **4th absences (excused or unexcused).**

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 the 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 instructor on campus and with students and teachers in school settings.

LATE WORK POLICY:

Any assignments not turned in by the due date will be designated late and will receive a **2-point deduction per day (only up to five days)**. **There will be no point after 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.

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 dishonesty. 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 face-to-face lectures and an online portion.

EXAMS & ASSIGNMENTS:

Exams (Total 60 pts)	Description

Quiz (10 points) on February 10 (Tuesday) 20 mins from 10:00 to 10:20 only	20 mins, around 8-12 questions The quiz covers all chapters from week 1 to 4 (1, 2, 3, 6, 8, 9, 10, 11, 14, 15, and 22)
Mid-term exam (20 points) March 3 (Tuesday) 40 mins from 10:00 to 10:40 only	40 mins, around 12-15 questions Midterm covers questions from the quiz and new chapters (Chapter 4, 5, and 7)
Final exam (30 points) May 7 (Thursday) It is not Tuesday 60 mins from 10:00 to 11:00 only	60 mins, around 20 questions Final covers questions of Quiz, Midterm, and the new chapters (Chapter 12, 13, 17, 19, 20, and 21). It also covers labs and other class contents including class writing journal and virtual lab.
<u>Exam format</u>	The tests (exams and quiz) may consist of various forms of questions including multiple choices, figure and tables, and short essay questions.
Assignments (Total 40 pts)	Description
Writing (Summary of Journal) (10 pts) due by February 24 (It will be available via Blackboard from Feb 10)	You will write one single page summary of peer-review article given through blackboard assignment.
Group report (10 pts) due by April 14 . You can use free web-based software for a self-checkup (Class writing and report). <u>https://quillbot.com/ai-content-detector</u>	Double-space, follow APA manual, Maximum 10 pages (no minimum pages) including title, a body of text, and references (at least 3 from the article or journal not from the internet resources). Students can pick any topic closely related to this class (No approval from the instructor is required).
Presentation (10 pts) on April 21 & 28 (Tuesday)	Students will present their report (20 mins) using Power point.
Participation (10 pts)	You will be awarded up to 10 points based on your performance (class attendance, online activity, inquiry, participation, engagement, etc).

	<p>So, you need to log onto the blackboard and go over the study materials every week based on the class schedule below. Ex) 2 points will be deducted if you do not log in to Blackboard weekly.</p>
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You can use free web-based software for a self-checkup (Class writing and report).

<https://quillbot.com/ai-content-detector>

- **I am only able to accept the assignment if the similarity report indicates less than 30% similarity.**

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	Below 60	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 (ex) 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.)

Additional points (extra point) will not be awarded for this class.

CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio Spring 2026 academic calendar can be found at

<https://www.tamusa.edu/academics/academic-calendar/current-year/spring-2026.html>

January 13	Tuesday	Tuition & fee payment deadline
January 16	Friday	Last day for students withdrawing to receive 100% refund (0% responsibility) for tuition
January 19	Monday	Martin Luther King, Jr. Day - No classes
January 20	Tuesday	First class day
January 27	Tuesday	Last day to register
February 4	Wednesday	Census Date
February 5	Thursday	Drop for non-payment
February 23-March 6	Monday-Friday	Midterm grading period
March 9-March 14	Monday-Saturday	Spring Break
April 3	Friday	Study day - No classes
April 17	Friday	Last day to drop with an automatic grade of "W"
May 1	Friday	Last day to withdraw from the university
May 4	Monday	Last day of scheduled classes for weekday classes
May 5	Tuesday	Study day - No classes
May 6-May 12	Wednesday-Tuesday	Final examinations
May 12	Tuesday	End of term
May 15	Friday	All grades due by noon
May 18	Monday	Grades available in JagWire
May 19	Tuesday	Commencement

TEXAS A&M SAN ANTONIO IMPORTANT POLICIES AND RESOURCES

ACADEMIC ACCOMODATIONS FOR PERSONS 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, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/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.

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.

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 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 Madla 120.

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 and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

FINANCIAL AID AND VERIFICATION OF ATTENDANCE:

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/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us>

[us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf](https://us.tamusa.edu/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf) Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

JAGUAR 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://bit.ly/WLDCCenter>.

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.

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.va@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 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, gender expression, or pregnancy/parenting status. 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@tamus.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in

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

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.

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.

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.

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

Students' Responsibilities

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

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.

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

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

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.

PREGNANCY, PREGNANCY-RELATED, & PARENTING ACCOMMODATIONS:

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program;

(4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamus.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

MANDATORY COURSE EVALUATION PERIOD

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for the observance of religious holy days; or military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

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.

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>

SEXUAL MISCONDUCT:

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 than 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.

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:

<p>Student.Success@tamusa.edu (210) 784-1307</p>	<p>https://www.tamusa.edu/undergraduate-academic-advising/ (210) 784.1307</p>	<p>https://www.tamusa.edu/library/index.html (210)784-1500</p>
<p>Counseling & Wellness https://www.tamusa.edu/studentengagementsuccess/studentcounseling/index.html (210) 784-1331</p>	<p>Registrar https://www.tamusa.edu/registrar/index.html (210) 784-1300</p>	<p>Tutoring Services https://www.tamusa.edu/academic-affairs/student-academic-success-center/tutoringservices/index.html (210) 784-1332</p>

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](#).

COVID-19 SYLLABUS ADDENDUM

Everyone is strongly encouraged to get vaccinated and get vaccine boosters! It is the best way to prevent serious illness or death.

While in the classroom everyone is strongly encouraged to wear a well-fitting mask!

N95 and KN95 (NIOSH approved) masks offer the best protection from

COVID-19 but even a surgical or cloth mask of at least three layers offer some protection. Wash and sanitize your hands regularly and always before attending class.

Students should use the Jaguar App Self Wellness Screen to conduct a self-assessment each day before coming to campus to determine if they are exhibiting any signs or symptoms of COVID-19 or have been exposed to COVID-19. Information on times and location of testing can be found here: <https://www.tamusa.edu/community-safety-together/testing-contact-tracing.html>

Do not come to class if you are having symptoms of COVID-19! Go get tested!

Students should visit the on-campus testing facility to receive a COVID-19 test if they are exhibiting symptoms or have been exposed.

If you have a positive COVID-19 test, symptoms, or a known exposure report it through the COVID-19 reporting portal (<https://www.tamusa.edu/community-safety-together/>).

After reporting through the portal the Dean of Students will contact your instructor and inform them that you will not be attending class. Your instructor may provide you with an accommodation (For example: prerecorded lecture, synchronous online link, extension of deadlines, or make up exams).

Accommodations are available for students with a documented illness or those with symptoms awaiting test results. Do not return to class until cleared by the Dean of Students.

Tentative Course Schedule & Calendar of Assignments EDKN 4417			
Week	Themes & Activities	Readings & Assignments	PE & PPR Standards Alignment
Week 1 (Jan 19-23)	Introduction & Chapter 1: Structure and Function, Chapter 2: Fuel for Exercise: Bioenergetics and Muscle Metabolism	Chapter 1& 2.	Standard II.

Week 2 (Jan 26-30)	Chapter 3: Neural Control of Exercising Muscle, Chapter 6: The Cardiovascular System and Its Control and Its System & Chapter, Chapter 8: The Cardiorespiratory Responses to Acute Exercise, Chapter 9: Principles of Exercise Training	Chapter 3, 6, 8, and 9	Standard II.
Week 3 (Feb 2-6)	Chapter 10: Adaptations to Resistance, Chapter 11: Adaptations to Aerobic and Anaerobic Training, Chapter 14: Training for Sports, Chapter 15: Body Composition and Nutrition for Sport, Chapter 22: Obesity, Diabetes, and Physical Activity	Chapter 10, 11, 14, 15, and 22.	Standard II.
Week 4 (Feb 9-13) Quiz only from 10:00 to 10:20	Class Evaluation & Quiz on Feb 10th. Chapter 4: Hormonal Control during Exercise	Class evaluation The quiz covers all materials from week 1-3 Chapter 4: Hormonal Control during Exercise	Standard II.
Week 5 (Feb 16-20)	Chapter 5: Energy Expenditure and Fatigue	Chapter 5: Energy Expenditure and Fatigue	Standard II. PPR: Standard IV
Week 6 (Feb 23-27)	Chapter 7: The Respiratory System and Its Regulation Writing Due by Feb 24	Chapter 7: The Respiratory System and Its Regulation	Standard II.
Week 7 (Mar 2-6) Midterm only from 10-10:40	Midterm on March 3rd. Virtual Labs Practice (Respiratory Function Test & Muscle Testing)	The midterm covers all materials from week 1-6 Visit the class link to access video links and information	Standard II.
Week 8 (March 9-13)	Spring Break		
Week 9 (March 16-20)	Chapter 12: Exercise in Hot and Cold Environment Virtual Labs Practice (Anaerobic Power Test: Wingate Cycle & Power Bike). Preparation of the group project	Chapter 12: Exercise in Hot and Cold Environment Visit the class link to access video links and information group project	Standard II.

Week 10 (March 23-27)	Chapter 13. Exercise at Altitude	Chapter 13. Exercise at Altitude	Standard II. PPR: Standard IV
Week 11 (Mar 30-Apr 3)	Chapter 17: Children and Adolescents in Sport and Exercise & Chapter 19: Sex Difference in Sports and Exercise	17: Children and Adolescents in Sport and Exercise Chapter 19: Sex Difference in Sports and Exercise	Standard II. PPR: Standard IV
Week 12 (April 6-10)	Chapter 20: Prescription of Exercise for Health and Fitness	Chapter 20: Prescription of Exercise for Health and Fitness	Standard II.
Week 13 (April 13-17)	Chapter 21: Cardiovascular Disease and Physical Activity Report due by April 14	Chapter 21: Cardiovascular Disease and Physical Activity	Standard II.
Week 14 (April 20-24)	Presentation on April 21		Standard II. PPR: Standard II
Week 15 (Apr 27-May 1)	Presentation on April 28		Standard II.
Reading Day (May 5)	Study for the final		
Final Exam Only from 10:00-11:00 on May 7 (Thursday)	Final covers questions of Quiz, Midterm, and new questions of the new chapters. It also covers labs, journals, student's presentations, and other class contents.	10:00 to 11:00 on on May 7 (Thursday).	PPR: Standard IV

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.