



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
KAREN STYLIANIDES	kjs36	Health and Human Development (HH)	Not Available
AMIE YENSER	alv10	University College (UC)	Not Available

Academic Home: University College (UC)

Type of Proposal: Add Change Drop

Course Designation

(BIOL 160N) Fitness with Exercise Physiology

Course Information

Cross-Listed Courses:

KINES 160N(HH)

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Biology of Exercis
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	YES
Maximum Total Credits:	3
Department with Curricular Responsibility:	UC Health and Human Development (UC_UCHHD)
Effective Semester:	Upon Approval
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

Biology of Exercise is an integrative exercise physiology course that combines physical activity with the biological principles behind the benefits, changes, and processes of exercise. The following information will be included:

- Overview of biological principles including homeostasis and an intro to exercise physiology
- Intro to Fitness including the importance of warm ups, goal setting, and tracking progress
- Musculoskeletal structures, functions, sliding filament theory, changes that occur with exercise
- Strength Training and Flexibility
- Heart and lung function and their responses to exercise, Fick's principle
- Cardiovascular Training
- Intro to nutrition, caloric balance equation
- Body composition assessment
- Lifelong significance of exercise including why it is important, benefits related to organ systems, and disease prevention
- Strategies to make fitness a part of one's entire life, training programs and methods to modify

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Lecture Topics: (Comprising ~ 50% of class time)

- Introduction to Biology of Exercise & homeostasis (1 class period)
- Body composition and nutrition balance (1 class period)
- Cardiovascular system (4 class periods)
- Respiratory system (3 class periods)
- Skeletal system (2 class periods)
- Muscular system (4 class periods)
- Neuromuscular connections (1 class period)
- Exercise as a lifelong habit (1 class period)

Health Related Components of Fitness: (Activity sessions comprising ~ 50% of class time)

- Body Composition – 1 day activity lab
- Cardiovascular Fitness– 2 days activity lab, ~6 class sessions activity for improvement*
- Muscular Endurance– 1 day activity lab, ~6 class sessions activity for improvement*
- Muscular Strength– 1 day activity lab, ~6 class sessions activity for improvement*
- Flexibility– 1 day activity lab, ~1 class session activity for improvement*
- Power– 1 day activity lab, ~6 class sessions activity for improvement*

*There is some overlap in improving more than one health related component of fitness within a single class session, therefore the total class sessions will add up to more than actual class meetings

Course Description:

Biology of Exercise is an integrative exercise physiology course that combines performing physical activity (Kinesiology) and applying biological principles (Biology). This course will explain the benefits, changes, and processes the body exhibits while exercising. Students will gain knowledge and comprehension through both a lecture (or online) setting (approximately half of the class meetings) as well as an activity component (approximately half of the class meetings) in which students will demonstrate their health related components of fitness. This includes, but is not limited to, muscular strength, muscular endurance, flexibility, power, cardiorespiratory endurance, and body composition. In the lecture component, students will describe biological principles including homeostasis, nutrition, the structure and function of musculoskeletal, cardiovascular, and respiratory systems.

At the completion of this course, students will be able to argue for the lifelong significance of exercise including why it is important, benefits related to organ systems, and disease prevention.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: AMIE YENSER (alv10)

Title: Assistant Teaching Professor of Biology, Science

Phone: 570-450-3063

Address: Kostos 121

Campus: HN

City: Hazleton

Fax:

| Name: KAREN STYLIANIDES (kjs36)

Title: Lecturer in Kinesiology, Health and Human Development

Phone: 570-450-3076

Address: PE 102

Campus: HN

City: Hazleton

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon completion of this course, students will be able to:

- a. Describe the health related components of fitness and relate these to the maintenance of homeostasis
- b. Explain the function of the neuromuscular system including the sliding filament theory and apply it to strength training exercises
- c. Explain cardiovascular and respiratory function as it relates to cardiovascular fitness
- d. Summarize the relationship between nutrition, body composition, and physical activity
- e. Evaluate the benefits and importance of designing and implementing outcomes for lifelong fitness
- f. Design and implement a personal fitness workout routine including but not limited to the health related components of fitness

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Several evaluation methods will be included within this course:

In class quizzes and lecture exams will be administered on lecture topics (objectives a, b, c, d): 40% of overall grade

Lifestyle questions assignment in Canvas (objective e)

Reflection journals will be submitted and evaluated with a rubric (objectives d, e, f): 15% of overall grade

Pre and Post Fitness Assessments (objectives d, e): 10% of overall grade

Activity Lab Participation (objectives d, e, f) 10% of overall grade

Development of fitness program as it relates to the health related components of fitness (objectives a, c, d, f): 5% of overall grade

Group project "Infomercial" will be evaluated using a rubric integrates all objectives): 20% of overall grade

While there will be a lot of overlap in topics between both the lecture and physical activity components within the course, there is also an equal split in the grading scheme for assignments related to the GN component (lecture aspect) = 40%, and the GHW component (physical activity portion) = 40% of the overall grade. The final group project also integrates both components to comprise the last 20% of the student's grade.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

Biol/Kines 160N is an introductory level course appropriate for all student levels. It will include Exercise Physiology topics at a level appropriate for non-science majors, as well as provide a basis of physical activity that can be individually tailored for each students' current level of fitness. Students will gain the skills necessary to not only maintain a lifetime of general health and wellness, but will also understand the biological principles behind the importance of physical activity.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course will be a new Integrative General Education option to fulfill new degree requirements taking effect Fall 18, integrating GHW and GN categories. This course may influence students to pursue a major or minor in Kinesiology or Biology.

A description of any special facilities:

Approximately 50% of this course takes place in a regular classroom setting. The other 50% of the course is held in a laboratory setting which may incorporate weight room facilities, cardio room, and pool for some class periods. The specific physical activities included in the course may be varied based up the facilities available at each particular campus. A multipurpose room facility would

suffice.

Frequency of Offering and Enrollment:

This course would be offered each fall semester at the Hazleton campus with an enrollment up to 30 students. Depending on student population and need, the offering frequency and enrollment numbers may be increased or decreased as needed at other campus locations. In order for this class be held in a safe environment, the size of the fitness room, weight room and gymnasium need to be taken into consideration.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Key Literacies: Students will interpret data collected during physical activity and create goals along with a plan to achieve these goals. They will also gain scientific knowledge related to their health and fitness; specifically how various organ systems change in a beneficial manner as a result of physical activity. Students will practice communicating their knowledge through written journal responses and an oral "infomercial" where they encourage others to "buy in" to physical fitness.

Integrative Thinking: Students will connect knowledge learned in the biology lecture aspect of the course with the activities performed and results achieved in the exercise portion of the course. Correlations between lecture material and various physical activities will be presented throughout the course to assist students in developing these linkages.

Critical and Analytical Thinking: Students will use critical thinking skills to apply the knowledge learned in lectures to the physical outcomes they experience within the activity portion of the course. They will be encouraged to explain these connections in their self progress reports in which students analyze their physical progress using a "What?, Why?, and How?" type of explanation.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Key Literacies:

Students will participate in a variety of Lab activities as they relate to the Health Related Components of Fitness.

Students will use the strategies and lessons taught in class as well as the experiences obtained through lab activities to create a 5 week Individual Fitness Workout that will become a part of their everyday healthy lifestyle.

Students will recall information about skeletal, muscular, cardiovascular and respiratory systems and demonstrate their knowledge during in-class quizzes and exams.

Through journal reflections students will summarize their experience as it related to their achievement and goals in implementing a Physical Fitness workout.

Using pre-test activities, students will record their baseline fitness accomplishments as they relate to cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.

Using post-test activities, students will compare and contrast their fitness accomplishments as they relate to cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.

Integrative Thinking:

A final journal reflection will be submitted in which students will evaluate their overall progress throughout the course. Students will be asked to compare their pre- and post-test activity results and interpret their findings. Students will need to integrate the information on various organ systems and physical fitness training adaptations in order to draw conclusions based on their data.

Using Key Literacies, Integrative Thinking, Critical and Analytical Thinking students will create a final group project (an "Infomercial") that integrates the knowledge from lectures with physical activity results in order to explain the benefits to their audience. In this project, they will focus on one aspect of fitness where students integrate the function and changes of organ systems related to exercise with the fitness area they are describing.

Critical and Analytical Thinking:

The Beep test will be administered as both a pre-test and a post-test to measure student's cardiovascular endurance.

The Coopers 12 min Walk/Run will be administered as both a pre-test and a post-test as a second measurement of student's cardiovascular endurance.

Anthropometric measurements will be taken both as a pre-test and a post-test to measure student's body composition.

Maximum muscular output will be measured by taking both a pre-test and a post-test to measure student's muscular strength and endurance.

Using an evaluation rubric, students will create a 5-week individual fitness workout plan.

Using an evaluation rubric, students will be responsible for monitoring and recording a weekly journal that reflects their progress in implementing their individual fitness workout plan.

Using an evaluation rubric, students will write a summary of their 5-week individual fitness workout plan that will include both the knowledge acquired in lectures and physical results accomplished.

General Education Domain Criteria

General Education Designation: Inter-Domain

GHA Criteria

- Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas
- Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)
- Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
- Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness
- Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span

What components of the course will help students achieve the domain criteria selected above?

The components that will be addressed in this class will include several aspects of fitness literacy. Students will learn how to assess their fitness levels in the various Health Related Components of Fitness. The assessments administered will include cardiovascular endurance, muscular strength and endurance. The assessments administered in class will allow for the students to measure their improvement levels. By monitoring their heart rates, students gauge their fitness level to determine the appropriate intensity and may increase or decrease their fitness workouts as needed. As a part of fitness literacy, students will learn how to exercise safely in various environments as well as within safe heart rate zones.

Students will gain knowledge of how to create, monitor and improve their health and fitness by focusing on the Health Related Components of Fitness. Success in the course will allow students to gain knowledge, understanding, safety guidelines and well-being as a lifetime learner of health, prevention of disease, and longevity.

GN Criteria

- Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
- Construct evidence-based explanations of natural phenomena
- Demonstrate informed understandings of scientific claims and their applications
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems

What components of the course will help students achieve the domain criteria selected above?

In this course, students will use an inquiry-based approach to applying course content as they integrate physiological principles with physical assessment results. They will interpret their lab activity outcomes as it relates to physiological adaptations. Students will experience firsthand scientific concepts related to cardiovascular fitness such as lower resting heart rate and systolic pressure. They will be able to explain the physiological cause(s) of such adaptations over the course of the semester. The same is true for improvements in muscular strength; students will be able to explain the physiological changes that occur while building muscle mass. Most importantly, students will link the positive results in their own physical health as a way to combat increasing societal problems related to a general lack of physical fitness common in the current American lifestyle. Throughout the course, physical activity will be stressed as a vital component to general health and wellness. The lecture component of the course will provide evidence and theories to support fitness literacy.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The health and wellness domain and natural science domain intertwine perfectly together in this course as it includes a lecture description of the physical adaptations students experience as a result of the physical activity component students are practicing. Biology includes learning the organ systems and changes experienced as a result of exercise. While kinesiology includes movement, application, and practicum in which students will connect and apply the knowledge learned in lecture. The combination of these disciplines will allow students to analyze individual data, and ultimately disseminate (with their group infomercial) a possible solution to such societal issues as the obesity epidemic in the US, health issues, and disease prevention.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Lecture Topics: (Comprising ~ 50% of class time)

- Introduction to Biology of Exercise & homeostasis (1 class period)
- Body composition and nutrition balance (1 class period)
- Cardiovascular system (4 class periods)
- Respiratory system (3 class periods)
- Skeletal system (2 class periods)
- Muscular system (4 class periods)
- Neuromuscular connections (1 class period)
- Exercise as a lifelong habit (1 class period)

Health Related Components of Fitness: (Activity sessions comprising ~ 50% of class time)

- Body Composition – 1 day activity lab
- Cardiovascular Fitness– 2 days activity lab, ~6 class sessions activity for improvement*
- Muscular Endurance– 1 day activity lab, ~6 class sessions activity for improvement*
- Muscular Strength– 1 day activity lab, ~6 class sessions activity for improvement*
- Flexibility– 1 day activity lab, ~1 class session activity for improvement*
- Power– 1 day activity lab, ~6 class sessions activity for improvement*

*There is some overlap in improving more than one health related component of fitness within a single class session, therefore the total class sessions will add up to more than actual class meetings

As stated previously in the assessment description, the lecture and physical activity components each comprise 40% of the grade. The final 20% is determined by the students' completion of an integrative group project that encapsulates both domains of the course.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

This course will be co-taught by one Biology faculty member and one Kinesiology faculty member.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Reflective journals will be submitted in which students will evaluate their overall progress throughout the course integrating the information on various organ systems and physical fitness training adaptations in order to draw conclusions based on their data. Students will be asked to compare their pre- and post-test activity results and interpret their findings. Students will also take periodic quizzes and 2 in-class exams that will test their fitness literacy.

Finally, students will create a group project (an "Infomercial") that integrates the knowledge from lectures with physical activity results in order to disseminate knowledge and explain to their audience ways individuals can achieve and maintain health and wellness. In this project, they will focus on one aspect of fitness where students integrate the function and changes of organ systems related to exercise with the fitness area they are describing.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

BA: GHW

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Fitness with Exercise Physiology
Biol 160N / Kines 160N
Course Syllabus, Fall 2018
MWF



enser
K 121

Phone: 570-450-3063

E-mail: kjs36@psu.edu

E-mail: alv10@psu.edu

Office hours: M/W/F 8-9am; M 12:15-1:15

Office hours: W/F 9-10 & Tues 1:30-3:30

Or by appointment

Other times by appointment

Course Description:

Biology of Exercise is an integrative exercise physiology course that combines performing physical activity (Kinesiology) and applying biological principles (Biology). This course will explain the benefits, changes, and processes the body exhibits while exercising. Students will gain knowledge and comprehension through both a lecture (or online) setting (approximately half of the class meetings) as well as an activity component (approximately half of the class meetings) in which students will demonstrate their health related components of fitness. This includes, but is not limited to, muscular strength, muscular endurance, flexibility, power, cardiorespiratory endurance, and body composition. In the lecture component, students will describe biological principles including homeostasis, nutrition, the structure and function of musculoskeletal, cardiovascular, and respiratory systems.

At the completion of this course, students will be able to argue for the lifelong significance of exercise including why exercise is important, benefits related to organ systems, and disease prevention.

Course Objectives:

Upon completion of this course, students will be able to:

- a. Describe the health related components of fitness and relate these to the maintenance of homeostasis
- b. Explain the function of the neuromuscular system including the sliding filament theory and apply it to strength training exercises
- c. Explain cardiovascular and respiratory function as it relates to cardiovascular fitness
- d. Summarize the relationship between nutrition, body composition, and physical activity
- e. Evaluate the benefits and importance of designing and implementing outcomes for lifelong fitness
- f. Design and implement a personal fitness workout routine including but not limited to the health related components of fitness

General Education Objectives:

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge

and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Texts and Materials:

Supplemental Reading:

Concepts of Fitness and Wellness, A Comprehensive Lifestyle Approach; C. Corbin, G Welk, W. Corbin, K. Welk; McGraw Hill Education

Course Policies:

- Dress Requirements: **YOU MUST WEAR A GOOD ATHLETIC SHOE WHEN EXERCISING!** This course involves physical activity. Students are expected to dress appropriately, including but not limited to sneakers/tennis shoes/ shoes specifically designed for exercise and appropriate activity clothing (Workout i.e. shorts, wind/sweat pants, t-shirts, sweatshirts) that is not restrictive when moving. If restrictive attire is worn (street shoes like: UGG boots, boat shoes and flip-flops, or tight attire like skinny jeans) that prohibits full participation, student will NOT be allowed to participate. It is the students' responsibility to come prepared for class, wear safe and non-restrictive clothing that will not cause harm or injury while participating in physical activity.
- Attendance Policy: (Senate Policy 42-27)
Students are responsible for attending classes for which they are registered and are responsible for work covered. At the discretion of the instructor, the student's grade may be lowered because of class absence.

Students are expected to attend class, be on time, participate in class discussion, and be responsible for any missed work. Failure to address any issue(s) in a timely manner will not be considered. It is extremely important that you attend this class; punctuality is also expected. It is disruptive to arrive late for class. Tardiness will be reflected on the loss of reflection points. If you will be absent for any reason, please contact the instructors. Any make-up work must be approved by the instructor and made-up within a one week period or by the last drop date of the semester.

- Canvas: It is the students' responsibility to monitor and check class progress on Canvas. All point distribution from assignments will be posted in a timely manor. It is the responsibility of the student to contact the university if at any time you experience problems with Canvas.

- Professionalism: Students are expected to show ethical behavior which includes but is not limited to coming to class prepared, being alert, being respectful of others, being actively involved in class discussions/activities, listen when others are presenting, and refraining from the use of electronic devices within class time. Professionalism and ethical behavior are expected and noted when participating and working with peers. In the event of inappropriate behavior, the student(s) will be asked to leave class and will not receive credit for attendance/ participation. Cell phones are NOT to be out during class time. Please be respectful and leave them in your dorm or backpack.
- Injuries: This class involves physical activity. This course is taken with the understanding that accidents can happen and students are responsible for their behavior. If at any time you are injured during class, please notify the instructor as soon as possible. If you are unable to participate because of an injury, you are still expected to come to class and make-up missed work at the discretion of the instructor.

- Absence on assessment days:
An unexcused absence results in a zero grade for that assessment. If you must miss class due to emergency, you must contact the instructor by voicemail or e-mail BEFORE the start of the exam to be eligible for a make up (lecture only). If you miss a lecture exam and have a valid excuse, you may be given a make up exam (essay format).

Missed quizzes may be made up only if you *contact me before the start of the quiz*, and it must be taken *before* they are returned in class. (Be sure you schedule to take the quiz before the next class period.)

- Late assignments:
Any work turned in late will suffer a 10% grade deduction for Every Day that it's late.
- Disability Services:
"Penn State welcomes students with disabilities into the University's educational programs. The contact for Student Disability Resources (SDR) at the Penn State Hazleton campus is Ms. Tammy Spevak, whose office is located in 203E Butler Building, within the Teaching and Learning Resource Center. For further information, please visit Student Disability Resources Web site: <http://equity.psu.edu/sdr>. In order to receive consideration for reasonable accommodations, you must contact the disability services office at the campus where you are officially enrolled and provide documentation: <http://equity.psu.edu/sdr/guidelines>. You must follow this process for every semester that you request accommodations."
- Academic Misconduct: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and

help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Any kind of cheating or plagiarism will NOT be tolerated. The penalty for cheating or plagiarism includes failing the assignment and/or misconduct report to be placed in academic folder, and/or filing misconduct report with the university. Depending on the severity of misconduct, the instructor reserves the right to issue a failing grade for the course. In addition, all instances of academic misconduct will be submitted to the Office of Academic Misconduct following the procedures, which guide faculty. *Consult the Student Handbook for the parameters and consequences of academic dishonesty.* The University's statement on academic integrity, from which the above statement is drawn from and available at:

<http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>

- SRTE: The Student Rating of Teaching Effectiveness is an important student-educator tool students can use to provide feedback regarding their instructor's performance and course content. In addition, it is used by faculty and administrators to improve and evaluate the quality of instruction. The SRTEs are completely voluntary and anonymous and are made available for students to take towards the end of the semester. Although voluntary, the faculty of Penn State Hazleton strongly recommends students complete the SRTEs in order to enhance the academic experience on campus.
- Counseling And Psychological Services: Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at Penn State Hazleton](#): 570-450-3027 or 570-450-3160 or stop by 105 Butler Teaching and Learning Resource Center to schedule an appointment. Confidentiality in individual and group therapy is strictly respected.

At times where a student feels they need crisis services after office hours or on weekends, students are encouraged to call Northeast Counseling at 570-455-6385 or the Help Line at 800-432-8002 or 911.

[Counseling and Psychological Services at University Park \(CAPS\)](#): 814-863-0395
Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

- Educational Equity Link: Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the [University's Report Bias webpage](#).
The Office of the Vice Provost for Educational Equity serves as a catalyst and advocate for Penn State's diversity and inclusion initiatives. Educational Equity's vision is a Penn State community that is an inclusive and welcoming environment for all.
- Academic Calendar link: http://www.registrar.psu.edu/academic_calendar/calendar_index.cfm
- Weather: In the event that the weather is not good please go to Penn State Hazleton's main website page as well as Canvas email for more information.

Grading:

Several evaluation methods will be included within this course:

- In class quizzes (~5 points each) and 2 lecture exams (50 points each) will be administered on lecture topics (objectives a, b, c, d): 40% of overall grade
 - Lifestyle questions assignment in Canvas (will count as a quiz) (objective e)
- 6 Reflection journals (10 points each) will be submitted and evaluated with a rubric (objectives d, e, f): 15% of overall grade
- 8 Pre and Post Fitness Assessments (5 points each) (objectives d, e): 10% of overall grade
- 8 Activity Lab Participation (5 points each) (objectives d, e, f) 10% of overall grade
- Development of fitness program as it relates to the health related components of fitness (25 points total) (objectives a, c, d, f): 5% of overall grade
- Group project "Infomercial" will be evaluated using a rubric (100 points total) (integrates all objectives): 20% of overall grade

While there will be a lot of overlap in topics between both the lecture and physical activity components within the course, there is also an equal split in the grading scheme for assignments related to the GN component (lecture aspect) = 40%, and the GHW component (physical activity portion) = 40% of the overall grade. The final group project also integrates both components to comprise the last 20% of the student's grade.

** Grades are based only on those items listed above. No individual extra credit opportunities are offered. Occasional bonus points may be offered to the entire class.

Your grade will be calculated using the following formula:

$$\frac{\text{Total \# points you scored}}{\text{Total \# of points possible}} \times 100 = \%$$

Grades will be assigned as follows:

<u>GRADE</u>	<u>%</u>
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A	93% or more
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	70-76.9%
D	60-69.9%
F	59.9% or less

Tentative Schedule

(Any changes to this schedule will be announced in class)

The exact exam dates will be announced at least one week prior to the exam.

	Date	Day	Topic	Assignment/Assessment
Week 1	Aug 20	Mon	Introduction/Syllabus	
	Aug 22	Wed	Lecture – Homeostasis & Intro to Exercise Physiology	
	Aug 24	Fri	Activity – Pre-test Body Composition Assessment	Assessment 1 – Body Composition (Classroom)
Week 2	Aug 27	Mon	Lecture – Nutrition Balance & Body Composition	
	Aug 29	Wed	Activity – Pre-test Health Related Component of Cardiovascular Endurance	Assessment 2 – Lab Beep Test (Gym)
	Aug 31	Fri	Activity – Pre-test Health Related Component of Cardiovascular Endurance	Assessment 3 – Coppers 12 min Run/Walk Test (Gym) Fitness Center
Week 3	Sept 3	Mon	No Classes Labor Day	
	Sept 5	Wed	Lecture – Cardiovascular System Intro	
	Sept 7	Fri	Activity – Pre-test Health Related Component of Muscular Strength & Introduction to Weight Room	Assessment 4 – Muscular Strength
Week 4	Sept 10	Mon	Lecture – Cardiovascular Response to exercise	
	Sept 12	Wed	Activity – Health Related Component of Muscular Strength	Lab –Muscular Strength
	Sept 14	Fri	Lecture – Cardiovascular Training Principles and Adaptations	

Week 5	Sept 17	Mon	Activity – Health Related Component of Muscular Strength & Cardiovascular Fitness	Lab – Combining Cardiovascular Fitness and Muscular Strength - Station Workout
	Sept 19	Wed	Lecture – Cardiovascular Disease Risk factors and physical activity	
	Sept 21	Fri	Activity – Health Related Component of Flexibility (Gym)	Lab – Yoga/Stretching
Week 6	Sept 24	Mon	Lecture – Respiratory System Intro	
	Sept 26	Wed	Activity – Health Related Components of Fitness as it relates to the water	Lab – Aquatic Exercise
	Sept 28	Fri	Lecture – Respiratory system: Measurement of lung volumes	
Week 7	Oct 1	Mon	Activity – Health Related Components of Fitness as it relates to the water	Lab – Aquatic Exercise
	Oct 3	Wed	Lecture- Independent Fitness Workout expectations	
	Oct 5	Fri	Activity – Health Related Component of Power (Gym)	Lab
Week 8	Oct 8	Mon	Activity – Outdoor workouts	Lab
	Oct 10	Wed	Lecture – Respiratory exercise responses and training adaptations	Individual fitness workout plan due
	Oct 12	Fri	Activity – Indoor video workouts	Lab Assignment – Canvas Submission Midnight
Week 9	Oct 15	Mon	Lecture- Exam 1	Fitness Workout Begins
	Oct 17	Wed	Activity - Independent Fitness Workout	
	Oct 19	Fri	Lecture- Skeletal System Overview	
	Oct 21	Sun	Weekly Fitness Workout Progression	Week 1 Reflection Journal due by midnight
Week 10	Oct 22	Mon	Activity - Independent Fitness Workout	
	Oct 24	Wed	Lecture- Skeletal System adaptations to exercise training	
	Oct 26	Fri	Activity - Independent Fitness Workout	
	Oct 28	Sun	Weekly Fitness Workout Progression	Week 2 Reflection Journal due by midnight
Week 11	Oct 29	Mon	Lecture- Muscular System: Macroscopic and Microscopic Anatomy	
	Oct 31	Wed	Activity - Independent Fitness Workout	

	Nov 2	Fri	Lecture- Muscular contraction and Movement	
	Nov 4	Sun	Weekly Fitness Workout Progression	Week 3 Reflection Journal due by midnight
Week 12	Nov 5	Mon	Activity - Independent Fitness Workout	
	Nov 7	Wed	Lecture- Influence of age and gender on muscle function	
	Nov 9	Fri	Activity – Independent Fitness Workout *Late Drop Deadline*	
	Nov 11	Sun	Weekly Fitness Workout Progression	Week 4 Reflection Journal due by midnight
Week 13	Nov 12	Mon	Lecture- Muscular Training Adaptations	
	Nov 14	Wed	Activity – Post Testing	Assessment 4 & 5
	Nov 16	Fri	Activity – Post Testing	Assessment 6 & 7
	Nov 18	Sun	Weekly Fitness Workout Progression	Week 5 Reflection Journal due by midnight
	Nov 18-25		Thanksgiving Break No Classes	
Week 14	Nov 26	Mon	Lecture -Neuromuscular Aspects of Movement	Final Written Reflection due by Midnight
	Nov 28	Wed	One Button Studio	
	Nov 30	Fri	Lecture- Exam 2	
Week 15	Dec 3	Mon	One Button Studio	
	Dec 5	Wed	Lecture- Final Thoughts: Exercise for Life	
	Dec 7	Fri	One Button Studio	LAST DAY OF CLASS
	Dec 10-14		Finals Week	Infomercial

HOW TO SUCCEED IN THIS COURSE:

1. Come to class EVERY day.
2. Print the power point slides from Canvas before class and take good notes.
3. Study every day in small amounts. (15-30 minutes of review each day)
We learn by repetition- **that's** why study aids like flash cards are so useful. You need to go over this material again and again to commit it to memory. Read it from the books, hear it in class, touch it in lab, study it with flash cards, label diagrams, draw concept maps, teach it to your friends (or even your dog).
4. Come see your instructor for help! If you **aren't** sure how to study for this course, **don't** hesitate to **ask**.....you **don't** want to fail an exam because you do not know how to prepare!
5. Drawing flow charts to examine the relationships between structures, concepts, etc. can be a very useful tool to help you organize the information in your own mind.

Persistence is a refusal to quit.
It is looking into the face of adversity
and saying "I like my odds."
It is an unwillingness to move aside.
It is believing in a cause and
being distracted by nothing.



DISCIPLINE
IS JUST CHOOSING BETWEEN
WHAT YOU WANT
NOW
AND
WHAT YOU WANT
MOST.

NOTE: The instructor reserves the right to revisions, additions and/or deletions of the syllabus during the semester. The student will be held responsible for any changes whether they are present or absent from class when changes are made.