COURSE SYLLABUS

Course Number: PET 4351

Prerequisite(s):
BSC 1005 – Biological Science
PET 2320 – Applied Human Anatomy

Course Title: Physiology of Exercise

Course Credit: 3

College: Education
Department: Health, Physical Education and Recreation

Required Text(s): Sport Physiology for Coaches
Human Kinetics
Sharkey & Gaskill

Faculty Name: Dr. Brian M. Hickey

Term and Year: Fall 2010
Place and Time: T, Th LMPC 416

Office Location: LMPC 208

Telephone: 850-599-3135
e-mail: brian.hickey@famu.edu

Office Hours
Monday
11:00 AM to 2:30 PM
Tuesday
3:30 PM to 5 PM
Wednesday
11:00 AM to 2:30 PM
Thursday
3:30 PM to 5 PM
Friday
Saturday

Course Description
Physiological responses during exercise; physiology of exercise from the standpoint of the physical educator.

Course Purpose
The purpose of this course is to provide students with a working knowledge of the principles of exercise physiology so as to facilitate the process of becoming an exemplary physical educator. This course examines exercise physiology so it can be understood and applied in both teaching and coaching settings.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S) Skill (D)=Disposition

Approved/Revised 10/30/07
TECHNOLOGY

• CF 2
  • Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |

VALUES

• CF 3
  • Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |

CRITICAL THINKING

• CF 4
  • Through this focal area, the FAMU professional education candidate will:

| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5
  • Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |

Specific Behavioral Objectives

Upon successful completion of this course, students will demonstrate understanding and be able to apply concepts related to:

- The metabolic processes of anaerobic and aerobic respiration
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1

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- PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
- FTCE SAE: 10.2

- The five components of fitness
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1
  - PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
  - FTCE SAE: 6.1, 6.2, 6.3, 6.6, 10.2

- Key principles of training
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1
  - PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
  - FTCE SAE: 6.7, 6.9, 10.2

- Training theory
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1
  - PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
  - FTCE SAE: 6.7, 6.9, 10.2

- Periodization
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1
  - PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
  - FTCE SAE: 6.7, 6.9, 10.2

- Resistance training
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1
  - PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
  - FTCE SAE: 6.7, 6.9, 10.2

- Plyometric training
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1
  - PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
  - FTCE SAE: 6.7, 6.9, 10.2

- Speed development
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1
  - PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
  - FTCE SAE: 6.7, 10.2

- Aerobic training
  - INTASC: 1, 2, 4, 5, 6, 9
  - NCATE: 1.1, 4.1, 6.1, 6.2
  - FEAP: 2.1, 3.1, 4.1, 8.1, 12.1
  - PEU CF: 2.1, 3.1, 3.4, 4.3, 4.1
  - FTCE SAE: 6.7, 6.10, 6.11, 10.2

- Nutrition
  - INTASC: 1, 2, 4, 5, 6, 9

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National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Professional Organization/Learned Society Standards
National Association for Sport and Physical Education (NASPE)

Standard 1: Scientific & Theoretical Knowledge
1.1 Describe & apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness

Standard 4: Instructional Delivery and Management

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4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats

**Standard 6: Professionalism**

6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals

6.2 Participate in activities that enhance collaboration and lead to professional growth and development

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**Florida Educator Accomplished Practices (FEAPs)**

2. **COMMUNICATION**
   
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

3. **CONTINUOUS IMPROVEMENT**
   
   3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

4. **CRITICAL THINKING**
   
   4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

8. **KNOWLEDGE OF SUBJECT MATTER**
   
   8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

10. **PLANNING**
   
   10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

12. **TECHNOLOGY**
   
   12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

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**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

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6 Knowledge of health and wellness and its relationship to physical activity

1. Analyze health-related components of physical fitness.
2. Interpret data from physical fitness assessments for diagnosis and prescription.
3. Identify personal fitness programs that incorporate health-related components.
4. Identify components of nutrition.
5. Demonstrate knowledge of the relationship of nutrition and exercise in meeting the health needs of all students.
6. Identify health risks that can be reduced by physical activity.
7. Apply basic training principles and guidelines to improve physical fitness.
8. Identify exercises that benefit the major muscle groups of the body.
9. Identify how the structure and function of the human body adapt to physical activity.
10. Identify the physiological, psychological, and sociological benefits of physical activity.
11. Identify the contributions that physical education makes to lifelong physical activity and wellness.
12. Identify community resources that promote lifelong physical activity and wellness.

10 Knowledge of appropriate rules, strategies, and terminology

2. Identify terminology for various physical education activities.

11 Knowledge of professional development and advocacy strategies

1. Identify physical education professional organizations and activities that promote professional development.
2. Identify current professional literature, research, and other sources of information that enhance professional growth.
3. Identify ways to advocate the goals, objectives, and values of a comprehensive physical education program.

12 Knowledge of technology

2. Identify appropriate uses of technology in the instructional process.

Topical Outline

1. Metabolism

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2. The five components of fitness
3. Training principles
4. Training theory
5. Periodization
6. Resistance training
7. Plyometric training
8. Speed development
9. Aerobic training
10. Nutrition
11. Eating disorders

Teaching Methods
Lecture
Field experience
Laboratory experience

Course Evaluation
Four assignments will be worth 90% of the final grade. Papers will be evaluated based on completeness and quality of work. Scoring rubrics will be included in each assignment. No late work will be accepted. An overview of each assignment and associated standards addressed follows.
10% of the final grade is based on student disposition.

Fitness and Metabolism Assignment 1

Behavioral Objectives
Students will evidence learning of: 1) metabolism and 2) the five components of fitness via a written assignment worth 25% of the final grade. The problem set will address both basic understanding of the aforementioned concepts as well as practical application of theory. Papers are to be composed using word processing software and submitted electronically. Students are encouraged to collaborate. Also, students may have the professor review their work and make necessary changes well in advance of the due date.

INTASC Standards
1, 2, 4, 5, 6, 9, 10
NCATE Standards
1.1, 4.1, 6.1, 6.2
FEAP
2.1, 3.1, 4.1, 8.1, 12.1
FTCE SAE
6.1, 6.2, 6.3, 6.6, 10.2, 11.1, 11.2, 11.3, 12.2
PEU CF
2.1, 3.1, 3.4, 4.3, 4.5, 5.1

Training Theory and Application Assignment 2

Behavioral Objectives
Students will evidence learning of: 1) training principles, 2) training theory and 3) periodization via a written assignment worth 25% of the final grade. The problem set will address both basic understanding of the aforementioned concepts as well as practical application of theory. Papers are to be composed using word processing software and submitted electronically. Students are encouraged to collaborate. Also, students may have the professor review their work and make necessary changes well in advance of the due date.

INTASC Standards
1, 2, 4, 5, 6, 9, 10
NCATE Standards
1.1, 4.1, 6.1, 6.2
FEAP
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Training Design Assignment 3

Behavioral Objectives
Students will evidence learning of: 1) resistance training, 2) speed development and 3) plyometric training via a written assignment worth 25% of the final grade. The problem set will address both basic understanding of the aforementioned concepts as well as practical application of theory. Papers are to be composed using word processing software and submitted electronically. Students are encouraged to collaborate. Also, students may have the professor review their work and make necessary changes well in advance of the due date.

INTASC Standards
1, 2, 4, 5, 6, 9, 10
NCATE Standards
1.1, 4.1, 6.1, 6.2
FEAP
2.1, 3.1, 4.1, 8.1, 12.1
FTCE SAE
6.8, 10.2, 12.2
PEU CF
2.1, 3.1, 3.4, 4.3, 4.5, 5.1

Case Study
Behavioral Objectives
Students will evidence learning of: 1) aerobic training and 2) nutrition concepts including eating disorders via a capstone project within the context of completing an overarching summative assignment encompassing the application of all concepts elucidated and explored throughout the course of the semester. This case study project will be worth 25% of the final grade and will be presented using PowerPoint software. This assignment will address both basic understanding as well as practical application of theory. Students are encouraged to collaborate. Also, students may have the professor review their work and make necessary changes well in advance of the due date.

INTASC Standards
1, 2, 4, 5, 6, 9, 10
NCATE Standards
1.1, 4.1, 6.1, 6.2
FEAP
2.1, 3.1, 4.1, 8.1, 12.1
FTCE SAE
6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 10.2, 12.2
PEU CF
2.1, 3.1, 3.4, 4.3, 4.5, 5.1

Grading
Grades will be assigned based on a 100 point scale.
Letter grades will be assigned as follows:
A: 100-90, B: 89-80, C: 79-70, D: 69-60, F: 59 and below

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Course Policies

Dispositions  As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Advanced Level
Candidate’s Name: _______________  Student ID: ____________  Program Area: ____________

Criteria for rating  | Favorable | Acceptable | Marginal | Unacceptable |
---|---|---|---|---|
| 4 | 3 | 2 | 1 |

| The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %) | The candidate usually and extensively demonstrates indicators of performance. (89-80%) | The candidate sometimes and adequately demonstrates indicators of performance. (79-70%) | The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%) |

Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior (Please use a ✓ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

| Outcome | F (4) | A (3) | M (2) | U (1) |
---|---|---|---|---|

Criteria for rating  | Favorable | Acceptable | Marginal | Unacceptable |
---|---|---|---|---|
| 4 | 3 | 2 | 1 |

| The candidate consistently and thoroughly | The candidate usually and extensively | The candidate sometimes and adequately | The candidate rarely or never and inappropriately or |

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<th>Outcome</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>U</th>
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<tr>
<td>4: Favorable</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>3: Acceptable</td>
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<td>2: Marginal</td>
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<td>1: Unacceptable</td>
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**Effective Communication: The Other Professional Educator Candidate**

- Demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)

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<th>Criteria for rating</th>
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<th>Marginal</th>
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<tbody>
<tr>
<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance. (90–100 %)</td>
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<td>3</td>
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<tr>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance. (89-80%)</td>
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<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance. (79-70%)</td>
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<td>The candidate <strong>rarely or never and inappropriately or superficially</strong> demonstrates indicators of performance. (60-69%)</td>
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**Professional Practice: The Other Professional Educator Candidate**

- Demonstrates professional practice (Please use a ✓ to indicate level of performance.)

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<th>Criteria for rating</th>
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<th>Marginal</th>
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<tr>
<td>The candidate <strong>is curious, willing to experiment with new ideas and techniques, and is receptive to change.</strong></td>
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<td>The candidate <strong>analyzes and evaluates concepts and clinical practices.</strong></td>
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<td>The candidate <strong>experiments, evaluates, and initiates innovative practices.</strong></td>
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<td>The candidate <strong>demonstrates a willingness to review and analyze research and/or conduct research on his/her own.</strong></td>
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<td>The candidate <strong>recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.</strong></td>
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<tr>
<td>The candidate <strong>is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.</strong></td>
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<td>The candidate <strong>continually deepens knowledge of practice and student learning.</strong></td>
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<td>The candidate <strong>understands the roles of assessment, including the roles of standards and outcomes in assessment.</strong></td>
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(K) = Knowledge  
(S) = Skill  
(D) = Disposition  

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The candidate **consistently** and **thoroughly** demonstrates indicators of performance. (90–100 %)

The candidate **usually** and **extensively** demonstrates indicators of performance. (89-80%)

The candidate **sometimes** and **adequately** demonstrates indicators of performance. (79-70%)

The candidate **rarely** or never and **inappropriately** or **superficially** demonstrates indicators of performance. (60-69%)

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**Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking** (Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
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</table>

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.

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**Advanced Level Student Professional Dispositions**

**I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior**

a. Is punctual and regularly attends class

b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).

c. presents oneself in a professional manner both in demeanor and appearance.

d. handles feelings appropriately (emotional management)

e. maintains integrity and high professional standards.

f. works in a reliable, dependable manner, utilizing initiative.

g. seeks opportunities for professional development and actively participates in professional organizations.

h. demonstrates academic honesty.

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**Non-Discrimination Statement**

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

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**ADA Compliance**

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To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Academic Honor Policy**

1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

**Tentative Course Calendar**

Week 1 & 2: metabolism
Week 3 & 4: development of the five components of fitness
Assignment 1 (end of week 4)
Week 5 & 6: training principles
Week 6 & 8: training theory and periodization
Assignment 2 (end of week 8)
Week 9 & 10: resistance training
Week 10 & 11: plyometric training and speed development
Week 12 aerobic training
Assignment 3 (end of week 12)
Week 13 aerobic training
Week 14 & 15 nutritional factors including eating disorders
Assignment 4 (end of week 15)

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Approved/Revised 10/30/07
### Crosswalk
PET 4351
Physiology of Exercise

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>NASPE</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
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<tbody>
<tr>
<td>Fitness &amp; Metabolism</td>
<td>Communication</td>
<td>1.10,1.13,5.10, 5.11,5.12,5.20, 5.25,5.30,5.31, 6.10,6.13,6.14, 6.20,6.21,6.30, 6.32,6.35,9.20, 9.21,9.22,9.23, 9.30,9.32</td>
<td>1,4,6</td>
<td>2,3,4,8,10, 12</td>
<td>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 9.2, 10.2, 11.2, 12.2</td>
<td>2.1,3.1,3.4, 4.3,4.5,5.1</td>
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<td>Training Theory &amp; Application</td>
<td>Content Knowledge</td>
<td>1.10,1.13,5.10, 5.11,5.12,5.20, 5.25,5.30,5.31, 6.10,6.13,6.14, 6.20,6.21,6.30, 6.32,6.35,9.20, 9.21,9.22,9.23, 9.30,9.32</td>
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**PET 4351**  
**Physiology of Exercise**  
**Rubric**  
**Fitness and Metabolism Project**

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## Training Program Design Project

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**Taskstream**
Taskstream is a mandatory component of this class. All work must be submitted via taskstream. The taskstream access code for this class is: GM3925.

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