This class focuses on the physiological responses and adaptations of the human body during exercise. In-depth analysis of the responses of the respiratory, circulatory, and muscular systems will be a major focus. Pre-participation health screening, biometric and fitness assessment, and participant goals will be considered to design individualized training programs. Laboratory activities include data collection and analysis, exercise programming case studies, and exercise demonstration and instruction practice.

Requisites
Prerequisites:
(BIOL 2021 and BIOL 2022) or (PHED 2603 and PHED 2604) or PHED 2605
Corequisites:

Contact Information

Lecturer: Chrissy Knoll M.S.
Email: cknoll@westga.edu
Office: Coliseum 2039

Office Hours
In-person
Coliseum 2039
Tuesdays 2:00-3:00 p.m.
Wednesdays 12:00-3:00 p.m.
Virtual/Online
By appointment via Google Meet
Mondays and Wednesdays 10:00 a.m. - 1:00 p.m.

Meeting Times

Face-to-Face Meetings
Tuesdays 11:00 a.m. - 12:15 p.m.
Coliseum 3008
Will occasionally meet in Coliseum 2121 (Weight Room) or Coliseum 2105 (Wolf Wellness Lab) for activity. Check Course Den Announcements for any location changes.

Materials
Outcomes

Students will:

1. list the nutrients, describe their relationship to human performance, and demonstrate an understanding of the sources and mechanisms of energy production, measurement, and expenditure;

   (McArdle, Katch, & Katch, 2007; Plowman & Smith, 2008; Powers & Howley, 2007) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society)
   (Standards: National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education, 1)

2. explain the structure and function of the pulmonary, circulatory, skeletal, neural, and endocrine systems and their relationships to human performance; demonstrate an understanding of aerobic and anaerobic energy systems and develop training routines for each;

   (McArdle, Katch, & Katch, 2007; Plowman & Smith, 2008; Powers & Howley, 2007) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society)
   (Standards: National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education, 1)

3. explain work performance under environmental stress (i.e., high altitude, thermal stress, etc.) (McArdle, Katch, & Katch, 2007; Plowman & Smith, 2008; Powers & Howley, 2007) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society)
4. explain methods and concepts for body composition assessment; measure body composition and explain the causes of obesity, and methods of weight control;
(McArdle, Katch, & Katch, 2007; Plowman & Smith, 2008; Powers & Howley, 2007) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society)
(Standards: National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education, 1)

5. demonstrate an understanding of the role of physical activity in health and aging, as well as other chronic disease conditions.
(McArdle, Katch, & Katch, 2007; Plowman & Smith, 2008; Powers & Howley, 2007) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society)
(Standards: National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education, 1)

✔ Evaluation

Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>13 @ 10 each = 120 points (drop lowest)</td>
<td>Course Objectives 1-5</td>
</tr>
<tr>
<td>Lab Activities/Homework</td>
<td>14 @ 10 points each = 130 points (drop lowest)</td>
<td>Course Objectives 1-5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 @ 50 points</td>
<td>Course Objectives 1-5</td>
</tr>
<tr>
<td>Total</td>
<td>300 points</td>
<td>There are a total of 300 points to be achieved in this class and letter grade assignment follows the standard guideline of:</td>
</tr>
</tbody>
</table>

- 89.5% or above = A
- 79.5-89.4% = B
- 69.5-79.4% = C
- 59.5-69.4% = D
- 59.4% or below = F

*CMWL majors must achieve a grade of C or better

Assignments

Quizzes, Lab Activities, Homeworks, and Projects

Students will complete quizzes to test comprehension of the subject matter and complete assignments to apply concepts to practical settings, case studies, and current issues.

Final Exam

Students will take one cumulative final exam over assigned readings, teacher and student presentations, and class discussion. Students may choose to take the teacher-prepared final exam, or to sit for the national certification exam with the goal of becoming certified as a personal trainer. If a student chooses to take both exams, the higher grade will be used for the final average in the course.
Schedule

Schedule is subject to change. Any updates will be communicated through Course Den.

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meeting (Required for Roster Verification) August 12th Virtual/Online via Google Meet</td>
<td>Orientation and Scope of Practice</td>
<td></td>
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<tr>
<td>Aug 12-16</td>
<td>ACE IFT Model</td>
<td>Class Meeting: August 17</td>
</tr>
<tr>
<td>Aug 17-23</td>
<td>Legal Guidelines and Business Considerations</td>
<td>Class Meeting: August 24</td>
</tr>
<tr>
<td>Aug 24-30</td>
<td>Pre-participation Screening</td>
<td>Class Meeting: August 31</td>
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<tr>
<td>Aug 31-Sept 6</td>
<td>Resting Assessments</td>
<td>Class Meeting: September 7</td>
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<tr>
<td>Sept 7-13</td>
<td>Physiology of Cardio Training</td>
<td>Class Meeting: September 14</td>
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<tr>
<td>Sept 14-20</td>
<td>Cardio Training Assessments</td>
<td>Class Meeting: September 21</td>
</tr>
<tr>
<td>Sept 21-27</td>
<td>Cardio Training Programming</td>
<td>Class Meeting: September 28</td>
</tr>
<tr>
<td>Sept 28-Oct 4</td>
<td>A&amp;P of Functional/Muscular Training</td>
<td>Class Meeting: No Class October 5 (Fall Break)</td>
</tr>
<tr>
<td>Oct 5-11</td>
<td>A&amp;P of Functional/Muscular Training (cont.)</td>
<td>Class Meeting: October 12</td>
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<tr>
<td>*October 6: Last day to withdraw</td>
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<tr>
<td>Oct 12-18</td>
<td>Functional Training Assessments</td>
<td>Class Meeting: October 19</td>
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<tr>
<td>Oct 19-25</td>
<td>Muscular Training Assessments</td>
<td>Class Meeting: October 26</td>
</tr>
<tr>
<td>Oct 26 - Nov 1</td>
<td>Muscular Training Programming</td>
<td>Class Meeting: No class November 2 (Virtual Assignment)</td>
</tr>
<tr>
<td>Nov 2-8</td>
<td>Muscular Training Progressions</td>
<td>Class Meeting: November 9</td>
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<tr>
<td>Nov 9-15</td>
<td>Teaching and Coaching Techniques</td>
<td>Class Meeting: November 16</td>
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<tr>
<td>Nov 16-29</td>
<td>Special Populations</td>
<td>Thanksgiving Break: November 22-26</td>
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<tr>
<td></td>
<td></td>
<td>Class Meeting: November 30</td>
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<tr>
<td>Nov 30 - Dec 3</td>
<td>Final Exam</td>
<td>Due: December 3</td>
</tr>
</tbody>
</table>

Course Policies and Resources

*Attendance*

In-person attendance expectations
Due to the nature of the class, athletic apparel suitable for activity may be required on certain class days, which will be announced via Course Den.

1. Attendance is expected at every class meeting. Students should come to class on time, prepared, and ready to participate. If a student must miss a class, they are expected to communicate with the instructor via email prior to the class meeting time.
2. The number of class meetings per week would dictate the number of allowable absences. For example, a class that meets 2 days per week would have 2 allowable absences; whereas a hybrid class that meets 1 day per week would have 1 allowable absence.
3. Students are expected to review material and complete a quiz prior to attending class. If the quiz is not completed, the student may not participate in the lab activity for that day, therefore taking a zero for the lab activity.
4. If a student misses a graded assignment on the day of an absence, the assignment cannot be made up, unless the absence was excused and pre-approved.
5. Exceptions for increased allowable absences or makeup of in-class activity grades include absences for a student-athlete to participate in a University-sponsored athletic event, if Student Advocacy Services or Health Services has requested the absence, if the student has a medically-related excuse, for the student to participate in a scheduled experiential learning opportunity related to a course (For example: PHED students working Carroll County Special Olympics or presenting at GAHPERD), or for military service/leave.
   1. Students must communicate with the instructor prior to the absence and verifiable documentation must be provided.
   2. For COVID-related absences (i.e. testing positive, quarantine due to known exposure, feeling symptoms), the proper protocols must be followed and documentation provided for the absence to be excused. COVID Decision Tree
   3. Routine medical appointments (such as yearly well checks or dental cleanings) do NOT qualify for an excused absence. These appointments should be rescheduled for outside of class time.
   4. For excused absences, students may make up missed assignments for full or partial credit within a time frame determined by the instructor.
6. Unapproved late arrivals (more than 5 minutes) to class or early departures to class will be considered an absence and held to the standards listed above. Approvals for late arrivals or early departures must be requested by the student at least 12 hours prior to class start time. Approval is up to the discretion of the instructor but should fall in line with guidelines of unexpected and/or unavoidable events. Supporting documentation should be provided by the student when requesting approval or upon return to class. Justification for upholding these standards can be found in the UWG Student Code of Conduct, Section 3.0.

Other circumstances
Extended absences, special circumstances, or unusual/emergency situations may be (but are not guaranteed) to be excused and should be discussed with the instructor. The instructor reserves the right to ask for documentation.

Roster Verification
Roster Verification is required by the instructor and the University Registrar’s Office. Students must attend the first day of class or notify the instructor via email prior to the first day with a documented reason for not attending. Failure to do so will result in the student being dropped from the course.

Late Work
Quizzes/exams cannot be made-up after the close date or retaken unless otherwise noted on Course Den.

Late submissions of homework assignments will be accepted with a 10% deduction for each day late, up to 3 days after the due date. Submissions turned in more than 3 days late will be an automatic zero.

Technology Requirements
As a student in a class that will utilize online methods to deliver content and for assignment submission, it is your responsibility to have a reliable computer and internet connection to access and submit course material and assignments. Computer issues do not justify extension of deadlines or makeups of assignments. Contact UWG Online (not the instructor) for assistance with
computer settings or Course Den accessibility issues.

D2L UWG Online Help (8 AM – 5 PM) Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

24/7/365 D2L Help Center Call 1-855-772-0423

UWG offers several computer labs on campus for students to use free of charge. CourseDen and any other distance education supplemental software that a specific instructor may wish to use is provided freely to all students at the UWG SITS center on front campus drive.

All assignments in this course will be submitted in an approved format (.doc, .xls, .pdf, .jpeg, .png) that is compatible with CourseDen. CourseDen does not support Apple word processing programs including Pages, Keynote, and Numbers. Any assignments submitted in an unsupported format will earn 0 points.

The University of West Georgia, in coordination with Microsoft, is now offering Office 365 to all Faculty, Staff, and currently enrolled full-time students.

You can find more information at Information Technology Services (https://www.westga.edu/its/sits/index.php).

Guidelines for Professional Communication via Written Correspondence

Emails should be constructed in the following way. Failure to include all of the suggested information below will delay the response you receive back from the instructor and/or the efficiency of communication.

1. Include a greeting and the instructor’s/person’s name. Always use the correct title of the person you are contacting. Research beforehand if necessary. For example,
   - Hello, Mrs. Knoll
   - Good morning, Dr. Biber
   - Dear, Dean X
2. Include a subject that reflects the reason for the email in 5 words or less. For example,
   - Final project guidelines
   - Midterm exam
   - Internship opportunities in CMWL
3. State the name of the course that you are currently taking. For example,
   - CMWL 4000-Special Populations
   - PHED 4603-Personal Training
4. If referencing an assignment, include the specific name of the assignment. For example,
   - Assignment #1-F.I.T.T. Principle
   - Syllabus quiz
5. Include an appropriate closing and signature. For example,
   - Sincerely, First name Last name, 917
   - Thank you, First name Last name, 917

Professional Conduct

Students are expected to conduct themselves in a professional manner. Professionalism includes, but is not limited to, the following:

- Articulate self through written, verbal, and non-verbal communication. Use appropriate grammar and language. Communicate proactively with the instructor.
- Respectful and sensitive towards others, non-judgmental, open to new ideas and collaboration.
- Seek to gather feedback and constructive criticism. Have a strong desire to improve and adjust performance accordingly.
- Participate in class, positively impact the class environment.
- Turning in assignments and completing course work (quizzes, exams, discussion boards) on time.
- Completing all course modules.
- Seek multiple opportunities for professional growth.

Expected Response Times
Students can expect a response from the instructor within 24 hours if emails are sent Monday through Friday from 8:00 a.m. – 5:00 p.m. If a student emails after 5:00 p.m. on a Friday, a response may not be received until Monday morning.

Assignments will be graded and feedback posted in a timely manner, usually during the week following the due date. However, depending on the extent of feedback necessary for more detailed assignments, this timeline may need to be extended.

Students are expected to review posted feedback to enhance learning and to take advantage of opportunities to edit or revise assignment submissions. Students are also expected to respond to instructor emails in a timely manner (within 48 hours).

College/School Policies

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Innovation in Teaching, Leadership, and Wellness with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

Institutional Policies

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards site.

Academic Support
Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The [Center for Academic Success](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students’ privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](http://www.westga.edu/UWGCares/) site. [Online counseling](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: [http://www.usg.edu/hb280/additional_information#](http://www.usg.edu/hb280/additional_information#)

You may also visit our website for help with USG Guidance: [https://www.westga.edu/police/campus-carry.php](https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](http://www.westga.edu/student-services/counseling/index.php). Students who have experienced sexual or domestic violence may receive confidential medical and
advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

ELL Resources

If you are a student having difficulty with English language skills, and/or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

The health and safety of our students, faculty, and staff remain the University of West Georgia’s top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- Georgia Department of Public Health (https://dph.georgia.gov/)