

Cardiocirculatory Physiology

KINE 5326

Department of Kinesiology, UTA

Spring 2011

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Textbook:

An Introduction to Cardiovascular Physiology, 4th Edition, (J.R. Levick) will be used as the primary reference text with selected readings to be assigned as needed.

Course meeting time:

Wednesday from 5:00pm to 9:50pm (lecture and laboratory subject to time and date changes)

Course description:

This course will address the structure and function of the cardiovascular system, as well as cardiac control, the cardiac cycle, cardiac output, hemodynamics, vascular resistance, oxygen delivery and consumption, heat production and thermal control during exercise. Topics will be addressed in lecture and laboratory sessions.

Grading:

Class participation:	10%
Mid-term exam:	32.5%
Final exam:	32.5%
Presentation:	20%
Laboratory:	5%

100-89.5%	A
89.49-79.5%	B
79.49-69.5%	C
69.49-59.5%	D
<59.49%	F

*Grading policy subject to change. All enrolled students will be formally notified upon changes made to the grading policy during the semester.

Americans with Disability Act:

If you require accommodation based on disability, I would like to meet with you in privacy the first week of the course to be sure you are appropriately accommodated.

Timeline for Grade Grievances:

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal academic channels are 1) Department Chair, 2) Academic Dean, and 3) the Provost.

Academic Dishonesty:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Scholastic includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

Bomb Threats:

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations, or tests, caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Changes in Course Content/Format:

As the instructor for this course, I reserve the right to make changes in course content (e.g. material, grading, course time, etc.) as deemed appropriate and necessary.

The University of Texas at Arlington College of Education**Mission, Core Values and Professional Dispositions**

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units’ collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.