KINE_1132

Cardio Fitness

Spring 2026

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Office: GPC 102

Office Hours: M-Thu 8-12

Purpose of the Course: The purpose of Cardio Fitness is to develop students' cardiovascular endurance while teaching the scientific principles behind aerobic exercise. The aim for this course is to improve cardiorespiratory fitness, exercise physiology concepts, help students design, perform, and evaluate aerobic workouts, promote lifelong physical activity habits, and build skills in monitoring intensity.

Course Description: This course focuses on improving cardiovascular fitness through structured aerobic exercise while applying fundamental kinesiology and exercise physiology concepts related to cardiovascular health and performance.

Learning Objectives

By the end of this course, students will be able to:

1. **Explain** the physiological and cardiovascular responses to aerobic exercise, including heart rate, oxygen consumption, and energy system contributions.
2. **Demonstrate** proper technique and safety principles across a variety of cardiovascular exercise modalities (e.g., treadmill, cycling, group cardio formats).
3. **Monitor and regulate** exercise intensity using heart rate, Rate of Perceived Exertion (RPE), and workload measures.
4. **Design** an individualized cardiovascular training program based on fitness assessments, goals, and kinesiology principles.
5. **Evaluate** cardiorespiratory fitness using basic field or laboratory-based assessment methods.
6. **Apply** principles of overload, progression, and specificity to improve cardiovascular endurance.
7. **Identify** common cardiovascular risk factors and **describe** how regular aerobic exercise contributes to health and disease prevention.

8. **Demonstrate** professionalism, consistency, and effort during structured physical activity sessions.

Grading

Grading will be solely participation and attendance. Both are worth 100pts. There may be some extra credit opportunities to make up missing grades throughout the semester.

Attendance Policy

If you are going to be absent you need to let me know 24 hours in advanced for it to be counted as an excused absent.

Tentative Schedule

Week 1 – Course Introduction & Baseline • Course orientation, safety rules, expectations • Introduction to cardiovascular fitness and energy systems • Light cardio sessions (walking, cycling, elliptical) • Instruction on warm-up, cool-down, and stretching • Baseline fitness assessments (HR, RPE familiarization)	**Week 2 – Heart Rate & Intensity Monitoring** • Lecture: Heart rate zones, RPE scale • Practice using heart rate monitors or manual pulse checks • Steady-state moderate-intensity cardio sessions • Emphasis on proper pacing and self-regulation
Week 3 – Aerobic Endurance Training • Continuous aerobic workouts (20–40 minutes) • Modalities: treadmill, bike, rower, stair climber • Focus on maintaining target heart rate zones • Reflection on endurance and perceived effort	**Week 4 – Interval Training** • Lecture: Interval vs. steady-state training • Moderate-intensity interval workouts • Work-to-rest ratios and recovery strategies • Monitoring HR recovery

Week 5 – Cardio Modalities & Cross-Training • Rotation through multiple cardio stations • Benefits of cross-training for injury prevention • Variable-intensity workouts • Technique coaching and movement efficiency	**Week 6 – HIIT Fundamentals** • Lecture: High-Intensity Interval Training principles • Low-impact and high-impact HIIT sessions • Emphasis on safety, form, and recovery • Discussion of anaerobic vs. aerobic contribution
Week 7 – Group Cardio Formats • Instructor-led group cardio classes ○ Examples: circuit cardio, step, cardio dance, bootcamp • Team-based motivation and pacing strategies • Peer feedback and engagement	**Week 8 – Midterm Assessment & Review** • Midterm cardiorespiratory fitness assessment • Review of heart rate data and progress • Light recovery-focused cardio sessions • Midterm reflection or short written assignment
Week 9 – Cardio & Energy Systems • Applied lessons on aerobic vs. anaerobic energy systems • Mixed-intensity workouts • Emphasis on performance during different intensities • RPE vs. heart rate comparison	**Week 10 – Outdoor Cardio (Weather Permitting)** • Walking/jogging intervals, hill training • Outdoor cycling or agility-based cardio • Discussion of environmental factors and hydration • Emphasis on pacing and terrain adaptation
Week 11 – Cardio & Strength Integration • Circuit-style workouts combining cardio and light resistance • Understanding heart rate response to combined training	**Week 12 – Recovery & Low-Impact Cardio** • Lecture: Recovery, overtraining, and cardiovascular health • Low-impact cardio sessions (cycling, swimming, elliptical) • Mobility and flexibility emphasis

• Injury prevention and movement control • Active recovery techniques	• Breathing techniques
Week 13 – Individualized Cardio Programming • Students follow personalized cardio programs • Goal-based intensity and duration selection • Instructor feedback on program design • Self-monitoring and adjustment	**Week 14 – Student-Led Cardio Sessions** • Students lead short cardio workouts or circuits • Peer evaluation and leadership practice • Focus on cueing, safety, and intensity control
Week 15 – Final Fitness Assessment • Post-course cardiorespiratory fitness testing • Comparison to baseline and midterm results • Light-to-moderate cardio sessions • Reflection on progress and challenges	**Week 16 – Review & Lifelong Fitness** • Course review and discussion • Designing a lifelong cardio fitness plan • Final group cardio session (fun, inclusive format) • Course wrap-up and evaluations

Required by SACSCOC: Student Learning Outcomes

All courses aligned with specific degree programs should state the Student Learning Outcomes (SLOs) of that program on the course syllabi. Faculty can find the degree program SLOs in the Course Catalog on degree pages or they can reach out their Academic Assessment Program Coordinator for assistance.

Required Statement Regarding Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align

with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Here are some recommended statements faculty might adapt for their syllabi: https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements. Review the entire AI Policy here.

Required by THECB

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide the Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504/.

Required by Americans with Disability Act Statement (ADA)

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Ronnie Harris, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and

instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.