Welcome to the online course *Exercise Physiology*. This course is part of the Online Master’s Degree Program in Kinesiology being offered by a consortium of universities in The University of Texas System and The University of Texas TeleCampus. The TeleCampus number of this course is KINO 6310. In the Summer semester of 2001, this course is officially KINE 6360 Advanced Exercise Physiology, offered by The University of Texas of the Permian Basin. In other semesters, or if multiple sections are offered, the official course number may change to coincide with the analogous course of another University of Texas component.

Following is a list of the topics addressed in this lesson of the Introductory Unit.

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- Welcome

“Howdy, dust yourself off and come on in” as the cowboys and ranchers say out here in West Texas. Welcome to the wonderful world of Exercise Physiology. I’m Dr. Eldridge from The University of Texas of the Permian Basin (UTPB), the instructor of this course for the Summer 2001 semester. By the way, I’m the one wearing the hat in the picture, the other "monster" is Bull my training partner (no, he’s not a REAL bull, he’s an English Mastiff). You won’t believe how excited I am to be able to teach this class. I actually love exercise physiology, and I think this semester will be especially exciting and fun, teaching this course online.

If you are nervous or a bit apprehensive about this course, relax, you are NOT alone. For most of you, this will be the first time to take a class with me as the instructor and for many, this will be the first exercise science class ever taken. To add to your anxiety, this may be the first class you have taken online. (If you weren’t a little anxious before, I hope I haven’t made you anxious!) First off, let me assure you that, even though we won’t be meeting in a classroom face-to-face, we are ALL in this together. For the duration of this course, we will get to know each other very well, and we will work together to learn exercise physiology. I’m convinced that each of you will succeed if he/she works hard, and assure you that I am committed to helping every student in this class succeed. Feel free to contact me at any time.

So, take a deep breath, let it out slowly, and relax. Now get ready to work hard and enjoy learning about how our bodies respond physiologically to exercise. I wish you success.
This course has been authored by Dr. James Eldridge, Assistant Professor of Kinesiology, The University of Texas of the Permian Basin and Dr. James Schwane, Professor and Chairman, Department of Health and Kinesiology, The University of Texas at Tyler. A great deal of assistance, especially, but not limited to, technical assistance, was provided by Matt Owings, M.S., Lecturer, Department of Health and Kinesiology, The University of Texas at Tyler. Following are brief introductions of each.

**James A. Eldridge, Ed.D.**

Hello again, we first met on the welcome page of this course. I am Dr. James Eldridge, an Assistant Professor of Kinesiology and Graduate Faculty Member at the University of Texas of the Permian Basin (UTPB). If you want to know more about the professional "me," my credentials are posted at the TeleCampus Website.

A couple of things you should know right off: I love the history and fiction that relates to the Southwest. I have read Frank Doby, Larry McMurtry and the history of the Plains Indians.
extensively, and during this class, I may refer to the physical feats of cowboys, Indians and coyotes. When I do refer to one of these groups, it will be for a thought-provoking tidbit or what I like to call an "AHHAH" moment.

**Course Authors (cont.)**

I also like to brag about certain things, such as the fact that my ancestors came to Texas in 1849 and settled the William Penn and Prairie Hill areas of Texas and never left. If you were to look at a map, William Penn and Prairie Hill are about one mile apart from each other, 10 miles north of Brenham, Texas and about 420 miles southeast of UTPB. I was born in Brenham, Texas, which makes me a NATIVE Texan. When I was five, my family moved to Houston, Texas where I lived until I left for college. I attended Cypress Creek High School, where I played football (noseguard position), and ran track. I actually never RAN on a track, I shot-putted and threw discus. On weekends I worked for my father in his auto parts store, and in my spare time I restored a 1965 Mustang convertible to its original condition. After graduating from Cypress Creek High School in 1980, I attended Texas Lutheran College (TLC) in Seguin, Texas. At TLC, I studied biology and physical education during the week, and on Friday nights I would go to New Braunfels and dance at a little country and western dance hall called the Crystal Chandelier. The lead singer for the house band at this place was a local ranch foremen named George Strait (he was pretty good). I graduated from TLC in 1986 with Bachelor's degrees in Biology and Physical Education. I immediately went to Southwest Texas State University (SWT) to complete my Masters degree and then on to the University of Houston for my Doctorate. To pay for my doctoral work, I took a job as an Assistant Epidemiologist and Biostatistician at the University of Texas M.D. Anderson Cancer Center (UTMDACC). While at the UTMDACC, I conducted worksite and school-based cancer prevention trials for the Department of Behavioral Science from 1990 - 1995. While at UTMDACC I also studied the effects of employee fitness on injury rates. Working for UTMDACC was great, because I traveled throughout the southern part of the United States. It was during one of my data collection trips that I met my future wife Brigitte and her children Paul and Tina.

Paul is a freshman here at UTPB (computer science major) and is helping with the production of these web pages and the graphics you see. Tina is a freshman in high school and plays the trombone and runs cross country and the 800 meters in track.

Here at UTPB I work with local area athletes developing strength training programs, and attempt to train my 180
pound English Mastiff puppy (he's stubborn), and restore classic automobiles. My current project automobile is a 1966 Chevy Suburban because I needed something BIG in which to carry the Mastiff.

If any of this brief bio suggests one of those it's-a-small-world scenarios, let me know.

-- Course Authors (cont.)

James (Jim) Schwane, Ed.D.

Let me tell you a little about myself, mostly nonprofessional stuff. You can see some of my professional credentials at the TeleCampus Website. Also, if you really want more info about those kinds of things, I will be happy to send you a complete copy of my curriculum vitae. I grew up in the Midwest, though I can't point to any single spot as my boyhood home, since we moved quite often. I was born a Hoosier, and lived in Indiana, Missouri, Illinois and Ohio before heading to the Southwest for my professional career. I started college with the intent of being a Lutheran minister, like my father. But the love of sports lured me toward study of physical education, first at Southern Illinois University in Carbondale. Student teaching convinced me that there was no future in middle-school teaching for me! (To offset this, my wife and one of my daughters have seen their way clear to teach middle school.) I got really interested in the science of exercise, and especially exercise physiology. So, I completed master's degree work at SIU and then went on to Kent State University for Ph.D. studies. (I was at Kent during the early 1970s, but not on campus on that infamous May 4, 1970.) My first professional position was on the faculty of Oral Roberts University, from 1974 to 1982. Since 1982, I have been at UT Tyler.

My wife, family and I really like Tyler and the surrounding area. If you have never been to what we call "East Texas," I hope you can visit sometime. We have a beautiful mix of tall pines, dogwoods and red buds, and oaks and other deciduous trees; plus, beautiful flowers, most notably azaleas and, of course, roses. We have rolling hills and lots of lakes. And the Tyler Chamber of Commerce has not paid me to write this! We just think this is a nice place to live.
My leisure activities include jogging, reading (especially nonfiction), writing a little, following politics, and keeping in contact with our three “grown” daughters, one in the DFW Metroplex, one near Wichita, KS, and one in the Air Force in Montgomery, AL. I enjoyed officiating high school football and basketball for about 11 years, but had to give it up two years ago due to a stress fracture in my leg.

Contact Information

Please use the information below for contacting me.

Office location: Mesa Building, Room 321, UTPB

Mailing Address: Department of Behavioral Science, The University of Texas of the Permian Basin, 4901 E. University, Odessa, TX 79762

Phone and Fax: 915-552-2331 (direct office phone, with voice mail); 915-552-2325 (Department Office phone); 915-552-3325 (Department Office Fax)

E-mail:

For general course use: elandridge_j@utpb.edu

More specific details will be given later in this unit regarding use of e-mail in the class.

Purpose of Course

This course provides a comprehensive survey of exercise physiology, examining muscular, metabolic, and cardiorespiratory adaptations to acute and chronic exercise. Emphasis is on the major concepts in terms of normal responses to exercise. The course is intended to be a first course in exercise physiology.

Two exercise physiology courses are currently included in the inventory of courses of the Online Master's Degree in Kinesiology, this course and a second course titled Training and Conditioning Methods. This course, Exercise Physiology, will emphasize theory (i.e., principles and concepts) but will include applications to exercise performance in real-world situations.
Include applications to exercise performance in real-world settings to enhance understanding of the theory. In contrast, the Training and Conditioning Methods course will emphasize application of exercise physiology, including essential theory required to enhance understanding of the application.

- Intended Audience

This course is intended primarily for scholastic and collegiate physical educators and coaches. It is also appropriate for persons in, or pursuing other, similar fields of practice.

This course is intended for three groups of people based on academic status:

(a) Individuals pursuing the complete Online Master's Degree in Kinesiology. This course will count toward degree requirements for most of these students.

(b) Individuals who take this course as a required or elective course towards a master's degree other than the complete Online Master's Degree in Kinesiology.

(c) Individuals who are not pursuing a degree and who want an introductory master's level course on the physiology of exercise.

NOTE: If you are a degree-seeking student, you should consult with your advisor to be sure this course meets requirements of the degree.

- Prerequisites

There are no specific undergraduate or graduate course prerequisites for this course. It is assumed that every student will have had college science courses, with anatomy and physiology preferred.

There are several technical prerequisites that you must meet: (a) Ability to send and receive e-mail, including attachments. (b) Ability to use the Internet, including searches. (c) Ability to participate in conferencing on the Internet. Specific instructions will be given later in this unit about use of these procedures in this course.

You should also be able to interpret and work with graphs. In many cases in physiology, relationships between variables can...
Many cases in physiology, relationships between variables can be summarized best in graphical form. Therefore, graphs will be used fairly extensively in this course, and it is important that you be able to understand relationships between variables described in graphs.

- **Course Objectives**

  The course has several general objectives, listed below. More specific objectives are listed with each lesson of the course.

  **General Objectives:** Upon successful completion of this course, you will be able to:

  - Apply current knowledge and research in the area of exercise physiology, including information obtained from published research, to the competent practice of teaching physical education and coaching sport.
  
  - Design sport and physical education environments from the physiological perspective that maximize learning and improve performance.
  
  - Design sport and physical education environments from the physiological perspective that protect and promote the health and safety of your students and athletes.
  
  - Adjust your teaching and coaching strategies from the physiological perspective to meet the diverse needs of individual students and athletes.
  
  - Incorporate use of computer technology related to exercise physiology in your teaching and coaching.
- Course Delivery

This course will have many of the features of a traditional course in an on-campus, classroom setting, including "lectures," textbook readings, discussions, written assignments, and exams. Not surprisingly, the primary difference between this course and a traditional course will be the Internet-based delivery of information from instructor to student, from student to instructor, and from student(s) to student(s). The course is designed so you can complete all requirements "asynchronously." That is, there will be no scheduled "meetings," like weekly class sessions in an on-campus course. Therefore, with a few exceptions, particularly related to exams (discussed later), you can access online course content, participate in online conferences, and do assignments whenever you want.

Exercise physiology is a discipline that has a lot of content that must be learned. Even if the ultimate interest is the application of exercise physiology in athletics and physical education, one must first learn the concepts, and there are many in exercise physiology. The content of this course is organized into four units, each made up of two to six lessons. In general, for each lesson there will be assigned text readings and presentation of content (related to the text readings) in the form of text and graphics on the Web. Think of the web pages (content) as specific points of interest much like presentation content given in the classroom setting. These content pages are intended to emphasize the concepts that I think are most important, organized in a sequence that facilitates learning. The textbook readings and the content pages may overlap, but there is also much information presented in the textbook that I do not present online, and vice versa. Therefore, it is important that you read and study the concepts presented both in the online content pages and in the textbook. Some lessons also have online lab exercises, involving demonstrations and working with lab data. To facilitate learning, from time to time throughout lessons and labs, practice online quiz questions (and answers) are presented to test understanding of concepts.

- Course Delivery (cont.)

You will have access to three Internet Conference Areas on the U.T. System WebBoard. The first conference area will be called the "bunkhouse." The bunkhouse is specifically designed for students to talk with other members of the class, about any topic not related to the course, without my intervention. The second conference area called "the barn" will be where students can discuss topical information or ask questions of the professor concerning any topics relative to the course in general. The third conference area will be called "the arena."
and it is in the arena where you will post assignments, critique peer comments, and discuss material from the current lesson. WebBoard has facilities for both threaded, asynchronous discussions and synchronous “chat” sessions. “Threaded” refers to continuation of a discussion of a specific topic or question (the “thread”); “asynchronous” means no two people are communicating at the same time, as in a face-to-face conversation—you can participate in the discussion when the time is convenient for you. “Chat sessions” involve two or more people “in the Conference Area” at the same time communicating back and forth. You may want to schedule chat sessions with other students or with the instructor (“online office hours”). Be sure to visit the Conference Areas at least every 2-3 days. Participation in conference discussions is so important that you will receive points toward your course grade based on the quantity and quality of your participation (details given in the section on grading). Details about technical aspects of conferencing on WebBoard are given in another section of this unit.

Exams will have both objective (true-false and multiple choice) and subjective items (essay). You will complete objective items online. Responses to subjective exam items and all assignments will be submitted to the instructor electronically. Most, if not all, of these will be submitted by e-mail. Details about the technical aspects of taking exams and submitting materials electronically are presented later.

Library Resources

You have access to a wealth of library resources through both the UT Permian Basin Library (http://www.utpb.edu/library/) and the UT System Digital Library. For more information refer to the TeleCampus Resource page. (http://www.utpb.edu/reach/te_support.htm)

Several excellent literature databases are accessible via these libraries. Three of these are SPORTDiscus, Medline, and Science Direct. I urge you to explore the library resources available to you at your earliest convenience. The UTPB Library website includes e-mail links to librarians who will gladly assist you. Similar assistance is available at the TeleCampus, including online (http://www.telecampus.utsystem.edu/) or by phone (1-888-TEXAS16).
**Time Requirements**

In general, you should expect to spend a similar amount of time completing the requirements of this online course as you would spend on the same course taught in the traditional classroom format. You will probably need less time to go over the online “lecture” material than would be spent listening to lectures in a classroom. An advantage of the online format is that the “lecture material” is there for you to review whenever you want. In an online course, more time must be devoted to participation in conference discussions than is traditionally spent in classroom discussions. Time for completion of lab and other assignments, reading the textbook and other materials, reviewing for comprehension, and preparing for exams should be similar in this online course as in any other course. As a rough guide, you should plan to spend about 10-12 hours per week on this course. The actual amount of time required will, of course, vary from one person to another.

This is **not** an individually paced course. You will have access to all course materials, except exams and certain assignments, from the start of the course to the end, just as you have access to a textbook at all times. So, you can look ahead and even study ahead, or go back to review, any time you want. But assigned discussions, lab assignments, exams, and the like will follow a schedule spread out over the whole summer semester from late May to early-August (similar to a class in the traditional format). There will be set dates for exams and deadlines by which you must complete all unit assignments. Accessing the Course Schedule is discussed on the next page.

**Technical Requirements and Helpful Hints**

In order to optimize your experience in this course (well, at least to make your life easier!), I recommend that you have the following basic hardware and software as minimums.

**Hardware:**

- Pentium 266 or equivalent processor
- 500 Megabytes of free hard drive space
- 64 MB RAM
- Modem or network connection to the Internet at 56K or faster. You can certainly complete the course with slower connection, but download times and Internet searches will take longer. Average download time at 33.6K is about 30 seconds per page.
Software:

- Netscape 4.0 or Internet Explorer 4.0 (with Java support)
- Current anti-virus program
- E-mail
- Microsoft Word 6.0 or higher. I recommend this software for submitting e-mail text attachments (discussed in more detail later). Please note that you may purchase a copy of Microsoft Office 97 (for Windows) or MS Office 98 (for Macs) from the UTPB Bookstore for a minimal charge. If interested, you should phone the Bookstore at 915-552-2721 for details.
- Adobe Acrobat Reader (available as freeware from http://www.adobe.com/). You will likely use this software to read documents provided as download files.

You may benefit from additional information available at http://www.telecampus.utsystem.edu/.

- Technical Requirements and Helpful Hints (cont.)

Helpful Hints

Following are suggestions that should improve the appearance of the course text and graphics in your browser and enhance your learning and enjoyment of the course.

- The course graphics were designed to fit in a screen that is 640 pixels wide, but they look better on an 800-pixel-width screen. If possible, resize your display to 600 x 800.
- If a page does not look right after it loads, click the "reload" button on your browser. This will take you back to the first page of the lesson you are on. Then use the "GO" button to return to the page you were studying.
- Maximize the browser window.
- Make sure your browser is set to use document-specified fonts. If the browser is set to display a default or user-specified font, standard symbols used
to denote physiological variables may be displayed incorrectly. In Netscape, go to Preferences in the Edit menu, and then click on "fonts." Internet Explorer uses document-specified fonts as the default setting.

Navigation Instructions

Following are basic instructions regarding navigating around different components of the course. Specific navigation practice assignments will be included in Lesson 2 of this Introductory Unit.

- From the Course Menu, you can access any Lesson by clicking on its link in the Course Menu.
- When a Lesson is accessed from the Course Menu, the first page of that Lesson will appear in the content frame, the right-hand 80% of the screen area.
- Once a Lesson has been accessed, you will see a navigation bar on the left side of the screen with several buttons. The "next page" button takes you to the next page of that lesson. The "previous" button takes you to the previous page of that lesson.
- To go immediately to a specific page of a Lesson, you may use the "GO" button at the top of the navigation bar.
- To return to the main Course Menu from a lesson page, use the "return" button at the bottom of the navigation bar.
- The "glossary" button opens a search frame by which you can find information about mathematical conversions of units. Search with the word "unit" to display a list of conversions.
- Some pages within Lessons have a "more info" button in the navigation bar. Clicking the "more info" button accesses a page or pages with additional information associated with the topic of that particular page.
- The WebBoard can be accessed from any page of any Lesson by clicking the "conference" button in the left-hand navigation bar. This button is activated only after you have been accepted as a user on WebBoard. Instructions and practice with use of WebBoard are included in Lesson 2 of this unit.
- When you access a link within the course, a new browser window will open on your screen. When you have completed the task or studied the information accessed from the link, return to the course by closing the new browser window.
I encourage you to visit the VCampus technical support site at www.vcampus.com/techsup/, though not necessarily now. At the top of the screen at that site, click on the "VCampus Experience" button, and then locate the "Tour and Demo Area" in the left-hand navigation frame or in the Site Map.

- Course Schedule

The Course Schedule lists the calendar of the course, including exam dates and deadline dates for assignments. You access the Course Schedule by clicking the "schedule" button in the navigation bar on the left when you are on the Course Menu Page.

- Grading and Assignments

The final course grade will be based on a total of 10,000 points: A = 9,000 - 10,000
B = 8,000 - 8,999
C = 7,000 - 7,999
D = 6,000 - 6,999
F = 0 - 5,999

The 10,000 points will be divided among five units as follows.

Introductory Unit: Course Introduction, Syllabus, Logistics, Policies and Procedures; Orientation and Practice --1,000 points

Unit 1: Introduction to Exercise Physiology; Work, Power and Energy; Efficiency and Economy (2 Lessons and 1 Lab) -- 2,000 points
Unit Exam (1,000 points)
Lab Assignment and other assignments (500 points)
Conferences (500 points)

Unit 2: Energy Metabolism (4 Lessons and 2 Labs) -- 2,000 points
Unit Exam (1,000 points)
Lab Assignments and other assignments (500 points)
Conferences (500 points)

Unit 3: Skeletal Muscle (6 Lessons) -- 2,000 points
Unit 3: Skeletal Muscle (6 Lessons) -- 2,000 points

Unit Exam (1,000 points)
Assignments (500 points)
Conferences (500 points)

Unit 4: Cardiorespiratory Exercise Physiology; Integration of Responses to Acute and Chronic Exercise (3 Lessons) -- 3,000

Conferences (500 points)
Final Exam (1,000 points)
Term Projects (1,500 points)

- Grading and Assignments (cont.)

- Points in the Introductory Unit will be awarded for completion of introductory activities assigned in Lesson 2 of the Unit. Every student should earn the 1,000 points possible.

- Points for participation in conference discussions will be awarded for both quantity of participation (i.e., regularity of participation; 200 out of 500 points) and quality of questions and comments (300 out of 500 points).

- Various assignments not specifically listed above will be made from time to time via the Announcements Page.

- Labs are listed separately on the Course Menu Page, rather than within their related units. Access Labs just as you would a lesson within a unit.

- The Final Exam will be comprehensive.

- There are two Term Projects that will be graded as part of Unit 4:

1. Analysis of the exercise physiology presented in an “article” from a non-professional source (e.g., Web site, magazine, newspaper). (500 points)

2. Comprehensive physiological analysis of a specific exercise activity. (1,000 points)

Work can be started on these any time during the course, but completion will likely come late in the course, after all of the content has been studied. I will send specific guidelines about
Content Display: Lesson 1 - Introduction, Syllabus, Policies and Procedure

Required Materials


One of the features of this textbook that Dr. Schwane and I liked, and an important reason why we selected it, is that it is divided into sections that will nicely parallel the two exercise physiology courses that will be offered in the Online Master's Degree Program in Kinesiology. Section 1 (i.e., Chapters 1-13) emphasizes theory and Sections 2 and 3 (Chapters 14-25) emphasize application. Therefore, textbook readings for this course will be especially in Chapters 1-13. Our intent is to use this textbook for both courses. We also plan to allow use of either the Third or the Fourth Edition of the book for both classes, at least for a couple of years.

You may purchase the textbook or other supplies by calling the UTPB Bookstore at 915-552-2721. Other Internet sites are also available for ordering books and supplies.

In addition to the textbook, you will need a reliable calculator for this course.

Policies

As a student in this course in the Summer 2001 Semester, you are taking a course from The University of Texas of the Permian Basin. Therefore, you are subject to all policies of UTPB. Below are certain University Policies taken from the Handbook of Operating Procedures that you should be aware of and adhere to.

In addition to the University Policies listed below, please be aware of the policy related to incomplete grades. The University allows incomplete course grades in extenuating circumstances, at the discretion of the instructor. With an online course, completing course work to change an incomplete grade after the semester the course is offered is usually much more complicated and difficult than with a regular on-campus class. Therefore, I will be very reluctant to give a grade of Incomplete. If you truly have extenuating circumstances that will prevent you from finishing the course on time, discuss this...
with me as soon as you can. A student who is awarded a grade of “I” has a maximum of one year to complete course requirements and have the grade changed to a permanent letter grade; otherwise, the grade automatically is changed to an “F.”

Note also my **policy regarding late submission of an assignment**: The total possible points for an assignment will be reduced by 10% of the original point total for every day past the deadline. The grade on a late assignment will then be awarded relative to the reduced total. After 10 days past the deadline, no points can be earned. If extenuating circumstances are involved, you should discuss this with me as soon as you can.

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**Policies (cont.)**

**Policies of The University of Texas of the Permian Basin**

**Approved Student Absences**

In accordance with Texas Education Code, Section 51.911 students shall be allowed to be absent from classes for the observance of religious holy days. "Religious holy day" means a holy day observed by a religion whose place of worship is exempt from property taxation under section 11.20 Tax Code. A student shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after an absence due to observance of a religious holy day.

*If you desire a postponement of assignments or exams related to this policy, please discuss this with me as soon as possible.*

**Academic Dishonesty**

At The University of Texas of the Permian Basin, students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student pursuing the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion.
### Policies (cont.)

**"Cheating"** includes:

Copying from the paper of another student, engaging in written, oral, or any other means of communication with another student, or giving aid to, or seeking aid from, another student when not permitted by the instructor;

Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;

Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;

Using, obtaining, or attempting to obtain, by any means, the whole or any part of an unadministered examination or work assignment.

**"Plagiarism"** includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

**"Collusion"** includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

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### Grade Appeal Procedure

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing an Academic Appeal Form which may be obtained from the Office of Behavioral Science (915-552-2325). Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date.
of assignment. The instructor and the student should complete the appropriate parts of the form, clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level, with all documentation.

If the appeal is to be considered by the Vice President for Academic Affairs, then a copy of the Academic Appeal Form shall be forwarded by the student’s Academic Dean.

The Office of the President is the final step in the appeal process at The University of Texas of the Permian Basin.

- Congratulations!

You have reached the end of the first lesson of the course. I know much of the material presented in this lesson is rather boring. It is very important, nevertheless. If questions come up during the course about policies, logistics, assignments, grading or the like, you (and I) should refer back to what is presented in this lesson.

As soon as possible, you should complete Lesson 2 of this Introductory Unit. Lesson 2 is titled Orientation and Practice. It provides specific instructions and practice with procedures you will use throughout the course. Remember, you will receive points toward your course grade (10% of the course total) when you have completed all of the Introductory Unit.

To go to Lesson 2 (or to any lesson of the course), click on the "return" button in the navigation bar on the left. This takes you to the Course Menu. Then click on the desired lesson.