SYLLABUS
Academic Unit
Department of Kinesiology and Health Science
KIN 340.004 Foundation of Personal Fitness FALL 2018

Semester

Instructor: Rachel Nanez  
Course Time & Location: Tues. Thurs. 8-9:15a
Office: SGA A-102  
Office Hours: MW 4:00-5:00p TUE. 9:15-10:15a
Office Phone: 936.468.3503  
Credits: 3 Hours
Other Contact Information:  
Email: nanezrn@sfasu.edu

Prerequisites: KIN 100 Physical Fitness Concepts & Activities.

I. Course Description: Foundations of Personal Fitness is a three-credit course offered by the Department of Kinesiology and Health Science. The purpose of the course is to provide students with the necessary knowledge, skills, and abilities relating to physical fitness for becoming quality kinesiology and health science professionals. This course builds upon a foundation of knowledge gained in KIN 100 to further prepare students for a broad spectrum of careers in one or more of the following areas: exercise and fitness, worksite/corporate fitness, athletic programs, and physical education. This course contains a critical assignment, Majors Health-Related Fitness Testing, related to accountability and accreditation and therefore focuses on understanding the interaction of exercise and diet as a means to achieve overall fitness and wellness.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course aligns with NASPE Standards: 1, 2, 6
National Standards for Initial Physical Education Teacher Education (2008) National Association for Sport and Physical Education (NASPE)

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill-Based and Fitness-Based Competence*
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards. Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Perkins College of Education Core Values
This course creates opportunities for students to experience ways to meet the following core values:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

Program Learning Outcomes: Health Science Program Learning Objectives for Community Health and Health Education EC-12

Program Learning Outcomes (PLOs):
This course aligns with PLO 2 and 4
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge pertaining to kinesiology principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes (SLOs):
Upon conclusion of the course, the students meet the following SLOs:

1) Understand and apply correct physiological and biomechanical principles related to exercise in a variety of physical activity settings (PLO #2). This includes:
   a) Application of physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, and progression.
   b) Application of biomechanical principles including force, leverage, and type of contraction.

2) Understand and apply safety practices associated with a variety of physical activities (PLO #4). This includes:
   a) Demonstration of activity specific safety procedures for a variety of physical activities (PLO #4).
   b) Description of examples of exercises that may be harmful or unsafe (PLO #4).

3) Applies fitness principles during the creation and implementation of a personal fitness program including the following (PLO #2, #4):
   a) Correct explanation of the relationship between physical fitness and health (PLO #2).
   b) Participation in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency (PLO#4).
   c) Compares and contrasts health-related and skill-related fitness (PLO #2).
   d) Description of methods of evaluating health-related fitness (PLO#2).
   e) Lists and describes the components of exercise prescription such as overload principle, type, progression, and specificity (PLO #2).
   f) Evaluates consumer issues related to physical fitness such as marketing claims promoting fitness products and services (PLO#4).

4) The student comprehends practices that impact daily performance, physical activity, and health (PLO #2,#4). This includes:
   a) Investigation of positive and negative attitudes towards exercise and physical activities (PLO #4).
   b) Description of physical fitness activities that can be used for stress reduction (PLO #4).
   c) Analysis of the relationship between sound nutritional practices and physical activity (PLO#2).

5) Students will perform and pass the ACSM health-related physical fitness tests administered during the course. A student should accumulate 17/25 points on the components of the health-related fitness test (NASPE 2, PLO 2).

6) Demonstrate dispositions essential to becoming effective professionals (NASPE 6).

Assessments in this course align with the following additional professional teacher education related standards.
<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Teacher candidates (TCs) will apply physiological, biomechanical, motor learning, and motor development concepts related to skillful movement and physical activity learned in KIN 340 by collaborating with each other and the professor to plan and lead/teach a developmentally appropriate health-related fitness physical activity station activity as part of a physical education class. While leading their activities TCs will advance each participants learning by analyzing and correcting critical elements of motor skills and performance through feedback that takes into account individual</td>
</tr>
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<table>
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<tr>
<th>Project</th>
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<tbody>
<tr>
<td>1.1, 1.2, 1.3, 1.5, 6.1, 6.2, 6.3, 6.4</td>
</tr>
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| NASPE- National Association for Sport and Physical Education |
| CAEP- Council for the Accreditation of Educator Preparation |
| ISTE- International Society for Technology in Education |
| InTASC- Interstate Teacher Assessment and Support Consortium |
| TEA Standards |
| 1.1, 1.2, 1.3, 1.5 |
| 1.1, 1.3, 1.5 |
| 1a, 3a, |
| 1b, 1e, 1h, 1i, 1k; 2b, 2c, g, 2m, 3a, 3k, 3n, 3q, 3r, 4a, 4j, 4l, 4o, 7a, 7c, 7e, 7l, 7n, 7o, 7q, 8a, 8i, 8m, 9a, 9g, 9i, 1.1k |
learners’ strengths, interests, and needs. Throughout the experience TCs will support and create a safe, positive learning environment while respecting everyone. TCs will reflect on the experience to identify personal strengths and areas for professional growth. The goal is for TCs to effectively engage individuals in enjoyable physical activity while also helping them learning about a health-related fitness/wellness concept.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Fitness and Wellness</td>
<td>1.1,2,4,5</td>
</tr>
<tr>
<td>General Principles of Exercise</td>
<td>1.1,1.3</td>
</tr>
<tr>
<td>Cardiorespiratory Endurance (CE)</td>
<td>1a,3a,4j,o</td>
</tr>
<tr>
<td>Improving Muscular Strength &amp; Endurance</td>
<td>2.1k,2.2k,2.4k</td>
</tr>
<tr>
<td>Improving Flexibility</td>
<td>10k</td>
</tr>
<tr>
<td>Body Composition</td>
<td>1.1,1.3,1.5</td>
</tr>
</tbody>
</table>
### Personal Fitness Plan Assignment

#### Purpose

Achieve and maintain a health-enhancing level of physical fitness. Goal: Understand the principles, components, and practices of health-related physical fitness.

#### Task: Develop a personal fitness plan that contains:

- Fitness assessment results
- A personal fitness plan that includes: Evaluated results of fitness assessment and a developed comprehensive fitness program.
- Goals for improving and/or maintaining fitness levels.
- Health-related fitness activities to improve or maintain body composition, cardio-vascular endurance, flexibility, muscular strength and muscular endurance.
- Application of specificity, overload and progression as it applies to the development and maintenance of health-related fitness.
- Application of the FITT principles to the chosen physical activities for each component of health-related fitness.

| 2.2 | 1.1, 1.3 | 3a, 3d | 2.13-2.15s, 2.16s, 10.4k, 10.3s, 10.4s |
Fitness Test Purpose
Achieve and maintain a health-enhancing level of physical fitness
☐ TCs perform a battery of valid and reliable health-related physical fitness tests designed by the American College of Sports Medicine (ACSM) as a means to demonstrate and evaluate their fitness level.

| 2 | 1.3 | 2.11k, 2.12k, 2.14k, 2.15k |

TEA Standards

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Daily Application Tasks (NASPE #1,6 PLO #2, #4). These experiences are intended to give you hands-on experience with the constructs and ideas discussed in class. They are designed to allow you to use or apply the knowledge you are gaining to the real world of kinesiology. We will work on these as in and out of class exercises, some of which will be in the gym.

2. Personal Fitness/Wellness Plan (NASPE #1, PLO #4). Students will create a personal fitness/wellness diary designed to meet measurable self-designed goals as a means to synthesize course information related to understanding basic principles of physical fitness and wellness concepts.

3. Exams (PLO #2, #4). Provide the opportunity for you to demonstrate your knowledge and understanding of the material covered. In addition, it will allow me to understand the clarity of my teaching and administering of the material.

4. Majors Health-Related Fitness Testing (NASPE #2, PLO #2). All students enrolled in KIN 340 are required to take and pass the health-related physical fitness tests that will be administered during the course. A student should accumulate 17/25 points on the components of the health-related fitness test. Please note that the first attempt of each component will stand as your grade. The current passing standards for the health-related fitness test for majors are provided at the end of the syllabus.

Instructional Strategies, use of Technology:
A variety of instructional methods are modeled during the course and include, but are not limited to the following:

1. Traditional Experiences such as lecture (using PowerPoint), class discussion and demonstration. PowerPoint presentations and handouts are posted on D2L and it is highly recommended that these be utilized by each student.

2. Clinical Experiences such as group work, cooperative activities, and lab exercises are an ongoing part of the course.

3. D2L is also used for presentation of class quizzes and other assignments so be competent in using the system.
### III. Evaluation and Assessments
#### (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Application Tasks</td>
<td>25%</td>
<td>200 pts</td>
</tr>
<tr>
<td>Personal Fitness/Wellness Plan</td>
<td>15%</td>
<td>150 pts</td>
</tr>
<tr>
<td>Exams (4) and Final (1)</td>
<td>40%</td>
<td>400 pts</td>
</tr>
<tr>
<td>Health-Related Fitness Tests</td>
<td>25%</td>
<td>250 pts</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

#### Scale:
- 90-100% (900 – 1000pts) A
- 80-89% (800 – 899pts) B
- 70-79% (700 – 799pts) C
- 60-69% (600 – 699pts) D
- 59% & below (≤ 599pts) F
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic/Chapters</th>
<th>Due Dates/Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 28th</td>
<td>Syllabi and Intro to class</td>
<td>NO CLASS Aug. 30th!</td>
</tr>
</tbody>
</table>
| 2    | Sept. 4th, 6th | Chapters 1- Understanding Fitness and Wellness  
Chapter 2 – General Principles of Exercise | **DAT 1 due on D2L by 5pm on 9/3**               |
| 3    | Sept. 11th, 13th | Chapter 3 – Cardiorespiratory Endurance                                      | 9/10 – EXAM 1 – Chapters 1-2                  |
| 4    | Sept. 18th, 20th | Chapter 3 – Cardiorespiratory Endurance  
Chapter 4 – Improving Muscular Strength & Endurance | **DAT 2 due on D2L by 5pm on 9/17**               |
| 5    | Sept. 25th, 27th | Chapter 4 – Improving Muscular Strength & Endurance  
Chapter 5 – Improving Flexibility | **DAT 3 due on D2L by 5pm on 9/24**  
**DAT 4 due on D2L by 5pm on 9/28**                |
| 6    | Oct. 2nd, 4th | Chapter 6 – Body Composition                                                   | 10/1 – EXAM 2 – Chapters 3-5  
**DAT 5 due on D2L by 5pm on 10/5**               |
| 7    | Oct. 9th, 11th | Chapter 7 – Creating Your Fitness Plan  
Chapter 10 – Preventing Cardiovascular Disease |                                      |
| 8    | Oct. 16th, 18th | Chapter 10 – Preventing Cardiovascular Disease | 10/19 – EXAM 3 – Chapters 6, 7 & 10           |
| 9    | Oct. 23rd, 25th | Chapter 11 – Stress Management Project Presentations | **Fitness Plan Project due on D2L by 5pm on 10/24** |
| 10   | Oct. 30th, Nov. 1st | Project Presentations                                                      |                                           |
| 11   | Nov. 6th, 8th | Project Presentations  
Chapter 8 – Nutrition, Health, and Fitness |                                           |
| 12   | Nov. 13th, 15th | Chapter 8 – Nutrition, Health, and Fitness  
Chapter 12 – Special Considerations Related to Exercise and Injury Prevention | **DAT 5 due on D2L by 5pm on 11/14**           |
| 13   | Nov. 19th-24th | Thanksgiving Break                                                            |                                           |
| 14   | Nov. 27th, 29th | Cardiorespiratory Fitness Testing & Exercise Testing Muscular Strength and Endurance Testing | **DAT 5 due on D2L by 5pm on 11/14**  
**Personal Fitness/Wellness Plan due IN CLASS on 11/28** |
| 15   | Dec. 4th, 6th | Continued Fitness Testing Review for Final Exam                               |                                           |
| 16   | Dec. 11th, 13th | FINALS WEEK  
Cumulative Final Exam TBD                                                |                                           |

**This schedule is tentative and subject to change. All changes, if any, will be announced in class**
***All assignments due in class are due at the BEGINNING of class. Assignments turned in 5 minutes after the classes scheduled start time will be considered LATE***

VI. Readings (Required and recommended—including texts, websites, articles, etc.):


Access to Desire2Learn to download class lectures and handouts – recommend bringing them to class.

FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/)<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.
IX. Other Relevant Course Information:

Class Attendance Policy and Expectations:

Attendance and participation, and, if indicated in the syllabus, submission of completed assignments are required at all times. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. **Two unexcused absences will be given to each student for the entire semester, use them wisely!** University travel, health or family emergencies, and legal obligations will be the only excused absences allowed (written documentation required for all). Each unexcused absence after your two will result in a drop in your final letter grade for the semester. Arriving late to class and early departure is unacceptable. After 2 such occurrences will result in an unexcused absence and the grade will be reduced accordingly. **Students arriving late MUST check in with the instructor or they will be counted absent.**

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with excused absences may be permitted to make up work for up to 3 weeks during a fall/spring semester or 1 week of a summer term, depending on the nature of absence and the work missed. Make up work must be completed as soon as possible after returning from an excused absence. **No exceptions will be made for any of the above policies.**

**Absence is no excuse for not knowing.** You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.**

**Class preparation is your responsibility.** Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments will NOT be accepted.