Stephen F. Austin State University  
Department of Kinesiology and Health Science  
Kinesiology 138.2 - Fall 2019  
Physical Fitness Concepts & Wellness

Instructor: Patty Berthot  
Office: HPE 212  
Office Phone: 936-468-1567  
Other contact: 936-468-3503  
Course Time & Location: 1:00-2:15 M/W, SG- 241  
Office Hours: 9:00-11 M/W 9:00-9:30 T/R, or by appointment  
Credits: 3 hrs.  
Email: berthotpa@sfasu.edu

Prerequisites:  
This course is required for all Kinesiology majors and minors. Other majors may be enrolled in the class with instructor approval.

Each student enrolled in KIN. 138 must be designated as a Department of Kinesiology and Health Science Major or Minor, or may be added with instructor approval. Note that this course does not count as an activity course.

I. Course Description:  
Physical Fitness Concepts & Wellness is a three-credit hour course offered by the Department of Kinesiology and Health Science. The purpose of the course is to provide students with the knowledge, skills, and abilities relating to physical fitness and wellness to become quality kinesiology and health science professionals. The students will experience this through classroom discussions, lab experiences, and participation in selected physical activities. Students will have the opportunity to understand the important relationship between physical activity and health-related fitness and wellness. Throughout the semester, activities will be utilized to personalize information for each student in selected topic areas. This course contains a critical assignment for accreditation: Physical Fitness components (See Fitness Norms).

Course Justification: Kin. 138- It is suggested that a student understand that each three-credit hour course require three contact hours each week in class and six outside of class work each week. This class typically meets for 150 minutes each week in class, and will have a 2-hour scheduled final examination. Students will have significant weekly out of class assignments, such as; obtaining a higher level of physical fitness, participating in activity that will allow the student to evaluate their heart rate, and assignments that require the student to understand and apply the Karvonen Theory. These assignments will enhance the student’s understanding of the weekly topics that are discussed in class.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
This course aligns with NASPE Standards: 1, 2, 6  
National Standards for Initial Physical Education Teacher Education  
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 SHAPE America's K-12 Standards

Standard 6: Professionalism
Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Stephen F. Austin State University-PCOED:
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA’s initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and initiative #4: Teaching and student success.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
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 of kinesiological 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:
Upon completion of this course, each student will be able to:
1. Identify the benefits, principles, and factors affecting the development of cardiorespiratory endurance, muscular strength and endurance, joint flexibility, and body composition. (PLO 2, NASPE 1)
2. Application of physiological principles related to exercise and training such as; Principles of Overload/Adaptation, Specificity, Individual Differences, Reversibility, Diminishing Returns, Progression, and Safety. (PLO2, 4, NASPE 1)
3. Demonstrate an understanding of the general principles of exercise prescription and programming for cardiorespiratory endurance, muscular strength and endurance, joint flexibility, and body composition. (PLO 4, NASPE 1,2,6)
4. Develop an understanding of a variety of methods of measurement that can be used to assess cardiorespiratory endurance, muscular strength and endurance, joint flexibility, and body composition. (PLO 5, NASPE 1)

5. Comprehend the relationship between regular physical activity and healthy body composition. (PLO 2, NASPE 1)

6. Demonstrate an understanding of the relationship between regular physical activity and cardiorespiratory disease risk factors. (PLO 2, NASPE 1,2,6)

7. Comprehend the basic physiological responses to health-related physical fitness activities. (PLO 2, NASPE 1)

8. Demonstrate an understanding of sound nutritional practices and their impact on health and performance related aspects of physical fitness. (PLO 2, NASPE 1,2,6)

9. Demonstrate the ability to differentiate between health and fitness related physical activities and their contribution to healthy living. (PLO 2, NASPE 1,2,6)

10. Demonstrate the ability to assess his/her personal fitness through the completion of a variety of health-related physical fitness tests. (PLO 4,5, NASPE 1,2,6)

11. Apply knowledge gained to create a personal fitness program to meet individual fitness goals or deficiencies. (PLO 4,5, NASPE 1,2,6)

12. Meet minimum department performance standards on required fitness tests that include measures of cardiorespiratory fitness, muscular strength and endurance, and joint flexibility. (PLO 4,5, NASPE 1,2,6)

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

1. Students will have an opportunity to apply writing skills by composing a written paper as a major assignment. This assignment will allow the student to apply gained nutritional knowledge in a formal paper written in APA style.

2. Students will complete the physical fitness components as required by the Department. This test assesses the students’ health related fitness (critical assignment for accreditation)

3. Students will complete various homework assignments that will enhance the learning of the topics covered in class. These assignments might include short papers, or reading assignments.

4. Students will complete an assignment; Karvonen Theory while studying Ch. 3 Personal Fitness. This assignment will allow the student to find their own maximum H.R and exercise threshold.

Program Standards Chart: These standards may be found on the college website.

# Kinesiology 138-Physical Fitness Concepts and Wellness

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karvonen Theory- Information to assist student in comprehension of heart rate threshold</td>
<td>1.1, 1.2, 1.3, 1.5, 2.2, 3.2, 3.3, 3.4, 3.5, 3.6, 6.1, 6.2</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
</tr>
<tr>
<td>Heart Rate Lab- Student ID’s their threshold for CV conditioning</td>
<td>1.1, 1.2, 1.3, 1.5, 2.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 6.1, 6.2</td>
<td>1.2, 1.3</td>
<td>1a</td>
<td>1b, 2a, 2d, 2h, 2L, 4a, 4h, 4j, 4l, 4o, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
</tr>
<tr>
<td>Fitness Components- Department/ NASPE requirement for majors to have their health related fitness assessed.</td>
<td>1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 3.1, 3.2, 4.6, 5.1, 5.2, 6.1, 6.2</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2g, 2h, 2L, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
</tr>
<tr>
<td>Exam #1 – Ch. 1, 2 (Assessment over Personal fitness and Hypokinetic diseases)</td>
<td>1.4, 5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s,</td>
<td></td>
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<tr>
<td>Exam #2 – Ch. 3, 4, 5 (Assessment over basic principles of an exercise program, FITT, Health and Skill fitness components)</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s,</td>
<td></td>
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<tr>
<td>Final Exam – Ch. 6-9 (Assessment over Stretching techniques, Nutrition principles, body image; including eating disorders, injury management)</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s,</td>
<td></td>
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</tbody>
</table>
IV. Evaluation and Assessments (Grading):

- 90-100=A
- 80-89=B
- 70-79=C
- 60-69=D
- Below 60=F

Exams……………………60%
Homework………………..15%
Fitness Components……25%
Total …………………….100%

Attendance will be factored into the final grade. 3 point deduction for unexcused absences subsequent to one gratuitous unexcused absence.

V. Tentative Course Outline/Calendar:

- **Week 1**: Syllabus and class expectations. Understanding lifetime fitness
- **Week 3**: Chapter 2 – Creating a Healthy Lifestyle- (Identify Lifestyle risks and HypokinetiCon Conditions, Discuss cardiac risk factors, Understand the warning signs of a heart attack)
- **Week 4**: Exam I -Ch. 1&2. Introduction to beginning a fitness program (FITT)
- **Week 5**: Chapter 3- Starting Your Own Fitness Program- (Apply Basic Principles of a Fitness Program)
- **Week 6**: Chapters 4 – Developing Cardiorespiratory Fitness- (Apply the FITT Principle) Karvonen Theory homework
- **Week 7**: Chapter 5- Improving Muscular Strength, Endurance, and Power- (Identify Health related fitness components and Skill related fitness components)
- **Week 8**: Exam II- Ch. 3,4,5. Identifying the types of stretching (dynamic, static, PNF)
- **Week 9**: Chapter 6- Increasing Flexibility Through Stretching- (Identify multiple stretching techniques)
- **Week 10**: Chapter 7- Eating Right to Fuel the Body- (Identify Basic Principles of Nutrition)
- **Week 11**: Chapter 7- Continue with chapter 7 (Define Eating Disorders vs. Disordered Eating)
- **Week 12**: Chapter 8- Developing and Maintaining a Healthy Body Image Through Diet and Exercise- (Identify body Composition norms, Identify BMI)
- **Week 13**: Chapter 9- Practicing Safe Fitness- (Understand how to prevent injuries, Treatment and Management of injuries) /Fitness Testing
- **Week 14**: Thanksgiving Holiday
- **Week 15**: Dead week, make ups begin (TBA)
- **Week 16**: Final Exams- TBA-Chapters 6-9 (2 hours in class)

*This schedule is subject to change

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

**Required:**
Live Text:
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, registering or technical concerns regarding your LiveText account, 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 the semester, each student will have the opportunity to evaluate the course. Evaluation data is used for a number of important purposes relating to improving instruction. SFA is committed to excellence in teaching. 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 https://www.sfasu.edu/policies:
Attendance and preparation for class:
Students are expected to attend and participate in every scheduled class meeting. Students are expected to arrive on time and be dressed appropriately on activity days! Inappropriate attire on activity days will be counted as an unexcused absence. Unexcused absences and Tardies: The student may incur one unexcused absence for the semester. Subsequent unexcused absences will result in a deduction of 3 points from the student’s final grade. The instructor is under no obligation to provide an opportunity to make up tests (this includes both written and Fitness Component(s) tests), assignments or other missed work. Students arriving after attendance has been taken are responsible for notifying the instructor at the end of the class period or they will be marked as absent. Exceptions will be made for students who miss class for excused University-sponsored events, verifiable serious illness, or a verifiable family emergency. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school sponsored trip. All documentation must be turned in NO later than one week after the student returns from an EXCUSED absence. One point will be deducted from the
final grade for each tardy up to 10 minutes. After 10 minutes, the student is considered absent.

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 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. View related student ethics and other policy information at: https://www.sfasu.edu/policies

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, 468-3004/468-1004 (TDD) 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/

Academic Integrity and Student Academic Dishonesty: Policy 4.1
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) the falsification or invention of any information, including citations, on an assignment; and/or; (3) 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 your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one’s own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or, (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due 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).

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

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.

Acceptable Student Behavior/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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 SFASU. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To Complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; You are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to
complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.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 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information:

Course Rationale:
Research indicates that daily health/fitness related behaviors determine the quality and longevity of our life. This course is designed to provide information to create awareness of and motivation toward development of positive health and fitness behaviors. The practice of long-term positive health and fitness behaviors are essential to an individual’s physical, emotional, social, occupational, environmental, intellectual, and spiritual well-being.

Cell phone/laptops:
Cell phone use is not permitted during class; this includes texting, recording and/or picture taking. Laptops may be used for NOTE TAKING ONLY.

Professionalism:
You are working towards a degree to become a professional, so you should look and speak that way. No sagging pants. No caps or hats in the classroom and building or unprofessional attire!

Insurance:
It is strongly advised that each student carry health/accident insurance. You are NOT covered by a Departmental or University insurance policy while attending this course.

Kinesiology and Health Science Policies:
All students enrolled in KIN. 1303/138 must complete and pass a health-related physical fitness assessment. It is the policy of the department that all majors meet predetermined performance standards in order to receive a grade for this course. No food, drink, or tobacco products may be brought into classes in the HPE complex.
Health-Related Fitness Testing:
All students enrolled in KIN. 138/1303 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 or a 68/100 points on the components of the health-related fitness test. Please note that the first attempt of each component will stand as your grade. Make ups are only to obtain status as a major/minor in the Kinesiology Department. The current passing standards for the health-related fitness test for majors are as follows:
# KIN. 138 Fitness Normative Categories

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### 1.5 Mile Run (time)

<table>
<thead>
<tr>
<th>Gender</th>
<th>10:09 or less</th>
<th>10:10 – 11:29</th>
<th>11:30 – 12:38</th>
<th>12:39 – 14:00</th>
<th>14:01 – 20:58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td></td>
<td></td>
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<tr>
<td>Female</td>
<td></td>
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</table>

### Push-ups (# or full repetitions)

<table>
<thead>
<tr>
<th>Gender</th>
<th>36 or more</th>
<th>35 – 29</th>
<th>28 – 22</th>
<th>21 – 17</th>
<th>16 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td></td>
<td></td>
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<tr>
<td>Female</td>
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### Curl-ups (# of 12 cm repetitions at a 40 beat/min pace)

<table>
<thead>
<tr>
<th>Gender</th>
<th>57 or more</th>
<th>56 – 41</th>
<th>40 – 27</th>
<th>26 – 20</th>
<th>19 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Female</td>
<td></td>
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### Sit and Reach (cm reached using 23 cm flexometer box)

<table>
<thead>
<tr>
<th>Gender</th>
<th>40</th>
<th>39 – 34</th>
<th>33 – 30</th>
<th>29 – 25</th>
<th>24 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>40 – 37</td>
<td>36 – 33</td>
<td>32 – 28</td>
<td>27 or less</td>
</tr>
</tbody>
</table>

### Body Composition (% fat)

<table>
<thead>
<tr>
<th>Gender</th>
<th>10.5 or less</th>
<th>10.6 – 14.8</th>
<th>14.9 – 18.6</th>
<th>18.7 – 23.3</th>
<th>23.2 -33.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>16.8 or less</td>
<td>16.9 – 19.8</td>
<td>19.9 – 23.4</td>
<td>23.5 – 28.2</td>
<td>28.3 – 38.6</td>
</tr>
</tbody>
</table>

All assessment protocols and normative categories were derived from the American College of Sports Medicine’s Guidelines for Exercise Testing and Prescription, 9th Edition.