Foundations of Personal Fitness

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 KIN100 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.

“Foundation Personal Fitness” (3 credit hour) typically meets 150 minutes of class time each week for 15 weeks and also meets for a 2-hour comprehensive semester examination. Students will have significant weekly out of class assignments, including: reflection papers, chapter reading, lab assignments, study for quizzes/exams over the course content, as well as, developing a “personal fitness project.” Students will work as an individual and with other students in the class throughout the semester to complete this project. Students will also be preparing to teach at least two activities to their classmates. Students are required to complete the Kinesiology Fitness Test during this course, requiring 1-3 hrs/wk outside class time to train for this test. These activities average at a minimum of 6 hours of work each week to prepare outside of classroom hours.

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 (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:

1. Academic excellence through critical, reflective, and creative thinking
2. Life-long learning
3. Collaboration and shared decision-making
4. Openness to new ideas, to culturally diverse people, and to innovation and change
5. Integrity, responsibility, diligence, and ethical behavior
6. Service that enriches the community
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>
<th>NASPE - National Association for Sport and Physical Education</th>
<th>CAEP - Council for the Accreditation of Educator Preparation</th>
<th>ISTE - International Society for Technology in Education</th>
<th>InTASC - Interstate Teacher Assessment and Support Consortium</th>
<th>TEA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<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 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.</td>
<td>1.1, 1.3, 4.2</td>
<td>1a, 3a,</td>
<td>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, 9l,</td>
<td>1.1k</td>
</tr>
</tbody>
</table>
Quizzes-
Understanding Fitness and Wellness

- Fitness and wellness components
- General Principles of Exercise
  Principles of exercise training to improve fitness

Cardiorespiratory Endurance (CE)

- CE and our body's response to exercise, benefits of CE, evaluating CE, designing a CE program

Improving Muscular Strength & Endurance (MSE)

- The need for MSE, how muscles work, evaluation of MSE, Principles for designing MSE programs

Improving Flexibility

- The need for flexibility, how flexibility works, evaluating flexibility, designing a flexibility program

Body Composition
Defining BC, the relationship of BC to our health, assessing BC, setting goals

<table>
<thead>
<tr>
<th></th>
<th>1.1,1.2,1.3,1.5</th>
<th>1.1,1.3</th>
<th>1a,3a</th>
<th>4j,4k,4l,4o</th>
<th>2.1k,2.2k,2.4k2.10k</th>
</tr>
</thead>
</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 | 2.13s2.15s, 2.16s, 10.4k10.3s, 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.

<table>
<thead>
<tr>
<th>2</th>
<th>1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11k, 2.12k, 2.14k, 2.15k</td>
<td></td>
</tr>
</tbody>
</table>

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 measureable 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.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Application Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Fitness/Wellness Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Exams (4) and Final (1)</td>
<td>40%</td>
</tr>
<tr>
<td>Health-Related Fitness Tests</td>
<td>25%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Scale:
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 59% & below = F

V. FALL 2019 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters Covered/Exams/Assignments</th>
</tr>
</thead>
</table>
| 1    | Aug 26  
Syllabus/Course Introduction  
Chapter 1 – Understanding Fitness and Wellness |
| 2    | Sept 2  
9/2 – NO CLASS  
Chapter 2 – General Principles of Exercise  
**DAT 1 due on D2L by 11:59pm on 9/2** |
| 3    | Sept 9  
9/9 – EXAM 1 – Chapters 1–2 – DUE on D2L by 11:59pm  
Chapter 3 – Cardiorespiratory Endurance |
| 4    | Sept 16  
Chapter 3 – Cardiorespiratory Endurance  
Chapter 4 – Improving Muscular Strength & Endurance  
**DAT 2 due on D2L by 11:59pm on 9/20** |
| 5    | Sept 24  
Chapter 4 – Improving Muscular Strength & Endurance  
Chapter 5 – Improving Flexibility  
**DAT 3 due on D2L by 11:59pm on 9/27** |
| 6    | Sept 30  
9/30 – EXAM 2 – Chapters 3–5 – DUE on D2L by 11:59pm  
Chapter 6 – Body Composition  
**DAT 4 due on D2L by 11:59pm on 10/4** |
| 7    | Oct 8    
Chapter 7 – Creating Your Fitness Plan  
Chapter 8 – Nutrition, Health, and Fitness  
**DAT 5 due on D2L by 11:59pm on 10/11** |
| 8    | Oct 14   
Chapter 8 – Nutrition, Health, and Fitness  
10/19 – EXAM 3 – Chapters 6-8 |
| 9    | Oct 21   
Chapter 10 – Preventing Cardiovascular Disease |
| 10   | Oct 28   
Chapter 11 – Stress Management  
Chapter 12 – Special Considerations Related to Exercise and Injury Prevention  
**Fitness Plan Project Outline due on D2L by 11:59pm on 10/30** |
| 11   | Nov 4   11/4 – EXAM 4 – Chapters 10-12 – DUE on D2L by 11:59pm  
Presentations |
| 12   | Nov 11  Presentations |
| 13   | Nov 18  Fitness Testing  
**Personal Fitness/Wellness Journal due at the BEGINNING of class on 11/22** |
| 14   | Nov 25  THANKSGIVING BREAK – NO CLASS |
| 15   | Dec 2   Fitness Testing |
| 16   | Dec 10  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.):

**Required:**

Powers, S., Dodd, S., & Noland, V. (2016). Total fitness and wellness (7th ed.).
San Francisco, CA: Benjamin Cummings. ISBN# 978-0134167602

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

**LiveText Statement:**

This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark 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 [https://www.sfasu.edu/policies](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:** Students who incur one or less unexcused absences for the semester will receive 5 extra credit points. Students who incur 2-3 unexcused absences for the semester will receive 2 extra credit points. Students incurring more than 3 unexcused absences for the semester will receive zero extra credit points for attendance. 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 and a half points 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 (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
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and 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 to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; 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 are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper 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).

Withheld Grades Semester Grades: Policy 5.5
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F. If students register for the same course in future terms 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 Early Alert Program at SFA.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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.

1. 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 Texas exams (additional information available at 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.

2. 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: Undergraduate

Teacher Certification:
The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout.
(http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

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.

Insurance:
Physical activity by its very nature may put you at some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

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 be 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!!!

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period.

Exam Conduct:
- You may not wear sunglasses during an exam.
- You will be asked to remove your hat/jacket.
- You must place all class materials out of sight in a backpack at the front of the classroom.
- Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
- Students who leave the room for any reason will receive a “0” for the exam.
- No food or drinks will be allowed during exams - this includes water and gum – students will receive a “0”.
- Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor.
- All cell phones and electronic devices must be turned off and left at the front of the classroom.
- All small electronic devices will be placed in a plastic bag (labeled with the student’s name) and put in a cart at the front desk. Upon completion of the exam students may pick up their devices.
- Students who do not bring electronic devices to class MUST still provide proof that he/she is not carrying a device (emptying pocking, etc.).
- Students who **DO NOT** turn in his/her electronic devices OR provide proof of no electronic device will **NOT** be permitted to take the exam and will receive a “0”.
- Use of such devices during examination may be construed as cheating and result in associated disciplinary action.

**Technical Support:**

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

**KIN 100 / 340 Fitness Normative Categories**

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

**1.5 Mile Run** (time)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:08 or less</td>
<td>10:09 – 11:27</td>
<td>11:56 or less</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 or more</td>
<td>35 – 29</td>
<td>30 or more</td>
</tr>
<tr>
<td>28 – 22</td>
<td>20 – 15</td>
<td>14 – 10</td>
</tr>
<tr>
<td>21 – 17</td>
<td></td>
<td>16 or less</td>
</tr>
</tbody>
</table>

**Curl-ups** (# of 10 cm repetitions at a 50 beat/min pace)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>24 – 21</td>
<td>24 – 18</td>
</tr>
<tr>
<td>20 – 16</td>
<td>17 – 14</td>
<td>13 – 5</td>
</tr>
<tr>
<td>15 – 11</td>
<td>10 or less</td>
<td>4 or less</td>
</tr>
</tbody>
</table>

**Sit and Reach** (cm reached using 23 cm flexometer box)

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

**Body Composition** (% fat)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.5 or less</td>
<td>10.6 – 14.8</td>
<td>16.5 or less</td>
</tr>
<tr>
<td>14.9 – 18.6</td>
<td>22.7</td>
<td>19.5 – 22.7</td>
</tr>
<tr>
<td>18.7 – 23.1</td>
<td>27.1</td>
<td>23.2 – 33.3</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, 8th Edition.
# KIN 100 / 340 Fitness Normative Categories

## Age 30-39

<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></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:38 or less</td>
<td>10:39 – 11:49</td>
<td>12:54 – 14:33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 or more</td>
<td>29 – 22</td>
<td>29 – 22</td>
</tr>
<tr>
<td>27 or more</td>
<td>26 – 20</td>
<td>19 – 13</td>
</tr>
</tbody>
</table>

### Curl-ups (# of 10 cm repetitions at a 50 beat/min pace)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>24 – 18</td>
<td>24 – 19</td>
</tr>
<tr>
<td>10 or less</td>
<td>17 – 15</td>
<td>18 – 10</td>
</tr>
</tbody>
</table>

### Sit and Reach (cm reached using 23 cm flexometer box)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>37 – 33</td>
<td>40 – 36</td>
</tr>
<tr>
<td>22 or less</td>
<td>32 – 28</td>
<td>35 – 32</td>
</tr>
<tr>
<td>27 – 23</td>
<td>31 – 27</td>
<td>26 or less</td>
</tr>
</tbody>
</table>

### Body Composition (% fat)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.5 or less</td>
<td>14.6 – 18.2</td>
<td>17.5 – 20.8</td>
</tr>
<tr>
<td>18.3 – 21.3</td>
<td>18.9 – 24.6</td>
<td>20.9 – 24.6</td>
</tr>
<tr>
<td>21.4 – 24.9</td>
<td>24.7 – 29.1</td>
<td>24.7 – 29.1</td>
</tr>
<tr>
<td>25 – 34.3</td>
<td>29. – 39.4</td>
<td>29. – 39.4</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,