Foundations of Personal Fitness
KIN 340.001
Spring 2019

Instructor: Jeff Forsse, Ph.D, ACSM EP-C
Office: EDAN 105
Office Hours: TR 9:30 – 11:30 AM, and by appointment
Course Credits: 3
Office phone: 936.468.1817

Course Time: MWF 8:00 – 8:50 AM
Course Location: HPE Complex 203

Email: Forssejs@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):
This course aligns with NASPE Standards: 1, 2, and 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

Standard 3: 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 (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>
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</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 participant's 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, 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>
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<tr>
<td>Quizzes- Understanding Fitness and Wellness</td>
<td>1.1.1.2,1.3,1.5</td>
<td>1.1.1.3</td>
<td>1a,3a,</td>
<td>4j,4k,4l,4o</td>
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<tr>
<td>☐ Fitness and wellness components</td>
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<td>☐ General Principles of Exercise</td>
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<tr>
<td>Principles of exercise training to improve fitness</td>
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<tr>
<td>Cardiorespiratory Endurance (CE)</td>
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<td>☐ CE and our body’s response to exercise, benefits of CE, evaluating CE, designing a CE program</td>
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<tr>
<td>Improving Muscular Strength &amp; Endurance (MSE)</td>
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<tr>
<td>☐ The need for MSE, how muscles work, evaluation of MSE, Principles for designing MSE programs</td>
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<tr>
<td>Improving Flexibility</td>
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<tr>
<td>☐ The need for flexibility, how flexibility works, evaluating flexibility, designing a flexibility program</td>
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<tr>
<td>Body Composition</td>
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<tr>
<td>Defining BC, the relationship of BC to our health, assessing BC, setting goals</td>
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</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.
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.

Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. Project - (NASPE #1, 6 PLO #2, #4). Students will work in small-groups and will be assigned a fitness-related concept or activity to investigate during the semester. Each group will give a brief presentation on their topic or activity midway through the semester. A scoring rubric will be provided for the presentation to guide the student in preparing a comprehensive discussion of the topic. Towards the end of semester each group will teach the health/fitness-related concept to the class.

2. Daily Application Tasks (DAT) (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.

3. 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.

4. 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.

5. 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>Category</th>
<th>Weight (%)</th>
<th>Points</th>
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<tbody>
<tr>
<td>Project</td>
<td>10</td>
<td>100</td>
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<tr>
<td>Daily Application Tasks</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Personal Fitness/Wellness Plan</td>
<td>5</td>
<td>50</td>
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<tr>
<td>Exams (4) and Final (1)</td>
<td>50</td>
<td>500</td>
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<tr>
<td>Health-Related Fitness Tests</td>
<td>25</td>
<td>250</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000pts</strong></td>
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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

IV. Spring 2019 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Assignments</th>
<th>Lab</th>
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<tbody>
<tr>
<td>January</td>
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<td></td>
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<tr>
<td>21</td>
<td>No Class (Martin Luther King, Jr. Holiday)</td>
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<tr>
<td>23</td>
<td>Syllabus/Course Introduction. Understanding Fitness and Wellness (Ch. 1)</td>
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<tr>
<td>25</td>
<td>Understanding Fitness and Wellness (Ch. 1)</td>
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<tr>
<td>28</td>
<td>General Principles of Exercise (Ch. 2)</td>
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<tr>
<td>30</td>
<td>General Principles of Exercise (Ch. 2)</td>
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<tr>
<td>February</td>
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<td>DAT 1</td>
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<td>1</td>
<td>General Principles of Exercise (Ch. 2)</td>
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<tr>
<td>4</td>
<td>Exam 1 (Chapters 1 &amp; 2)</td>
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<td>6</td>
<td>Cardiorespiratory Endurance (CE) (Ch. 3)</td>
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<td>8</td>
<td>Cardiorespiratory Endurance (Ch. 3)</td>
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<td>11</td>
<td>Cardiorespiratory Endurance (Ch. 3)</td>
<td>DAT 2</td>
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<tr>
<td>13</td>
<td>Improving Muscular Strength &amp; Endurance (MSE) (Ch. 4)</td>
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<tr>
<td>15</td>
<td>Improving Muscular Strength &amp; Endurance (MSE) (Ch. 4)</td>
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<td>18</td>
<td>Improving Muscular Strength &amp; Endurance (MSE) (Ch. 4)</td>
<td>DAT 3</td>
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<td>20</td>
<td>Improving Flexibility (Ch. 5)</td>
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<td>22</td>
<td>Improving Flexibility (Ch. 5)</td>
<td>DAT 4</td>
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<td>25</td>
<td>Exam 2 (Chapters 3-5)</td>
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<td>27</td>
<td>Body Composition (Ch. 6)</td>
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<td>March</td>
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<tr>
<td>1</td>
<td>No Class (Texas Chapter of American College of Sports Medicine Conference)</td>
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<td>4</td>
<td>Body Composition (Ch. 6)</td>
<td>DAT 5</td>
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<td>6</td>
<td>Creating Your Total Fitness Plan (Ch. 7)</td>
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<td>8</td>
<td>Preventing Cardiovascular Disease (Ch. 10)</td>
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<td>11</td>
<td>Preventing Cardiovascular Disease (Ch. 10)</td>
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<tr>
<td>13</td>
<td>Preventing Cardiovascular Disease (Ch. 10)</td>
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<tr>
<td>15</td>
<td>Exam 3 (Chapters 6, 7, 10 &amp; 11)</td>
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<td>18</td>
<td>No Class (Spring Break)</td>
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<td>20</td>
<td>No Class (Spring Break)</td>
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<tr>
<td>22</td>
<td>No Class (Spring Break)</td>
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<tr>
<td>25</td>
<td>Stress Mgmt. (Ch. 11)</td>
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<tr>
<td>27</td>
<td>Fitness Plan Due and Begin Project Presentations</td>
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<tr>
<td>29</td>
<td>Continue Project Presentations</td>
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</tbody>
</table>
Note: The instructor reserves the right to modify the course beyond the course syllabus.

V. Readings (Required and Recommended – including texts, websites, articles, etc.): Required


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

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 with 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 email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

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

VI. Course Evaluations:
“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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
VII. Student Ethics and Other Policy
Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
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 beyond 1 will result in a loss of 50 points (5%) from final grade. 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.

**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, 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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

**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).

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

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 an 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 (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 SFA. 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, 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.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.

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.
VIII. 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.
- 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 during the exam.
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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor 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)
Male
- 10:08 or less
- 10:09 – 11:27
- 11:28 – 12:29
- 12:30 – 13:58

Female
- 11:56 or less
- 11:57 – 13:25
- 13:26 – 15:05
- 15:06 – 17:11
- 17:12 – 25:17

Push-ups (# or full repetitions)
Male
- 36 or more
- 35 – 29
- 28 – 22
- 21 – 17
- 16 or less

Female
- 30 or more
- 29 – 21
- 20 – 15
- 14 – 10
- 9 or less

Curl-ups (# of 10 cm repetitions at a 50 beat/min pace)
Male
- 25
- 24 – 21
- 20 – 16
- 15 – 11
- 10 or less

Female
- 25
- 24 – 18
- 17 – 14
- 13 – 5
- 4 or less

Sit and Reach (cm reached using 23 cm flexometer box)
Male
- 40
- 39 – 34
- 33 – 30
- 29 – 25
- 24 or less

Female
- 41
- 40 – 37
- 36 -33
- 32 – 28
- 27 or less

Body Composition (% fat)
Male
- 10.5 or less
- 10.6 – 14.8
- 14.9 – 18.6
- 18.7 – 23.1
- 23.2 -33.3

Female
- 16.5 or less
- 16.6 – 19.4
- 19.5 – 22.7
- 22.8 – 27.1
- 27.2 – 38.9

All assessment protocols and normative categories were derived from the American College of Sports Medicine’s Guidelines for Exercise Testing and Prescription. 8th Edit.
KIN 100 / 340 Fitness Normative Categories

Age 30-39

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Poor 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></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Push-ups (# or full repetitions)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 or more</td>
<td>29 – 22</td>
<td>21 – 17</td>
<td>16 – 12</td>
<td>11 or less</td>
</tr>
<tr>
<td>Female</td>
<td>27 or more</td>
<td>26 – 20</td>
<td>19 – 13</td>
<td>12 – 8</td>
<td>7 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></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>24 – 18</td>
<td>17 – 15</td>
<td>14 – 11</td>
<td>10 or less</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>24 – 19</td>
<td>18 – 10</td>
<td>9 – 6</td>
<td>5 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></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
<td>37 – 33</td>
<td>32 – 28</td>
<td>27 – 23</td>
<td>22 or less</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>40 – 36</td>
<td>35 – 32</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></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14.5 or less</td>
<td>14.6 – 18.2</td>
<td>18.3 – 21.3</td>
<td>21.4 – 24.9</td>
<td>25 – 34.3</td>
</tr>
<tr>
<td>Female</td>
<td>17.4 or less</td>
<td>17.5 – 20.8</td>
<td>20.9 – 24.6</td>
<td>24.7 – 29.1</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.