I. Course Description:
A study of the applications of health assessment, risk stratification, and exercise prescription principles for apparently healthy populations. Emphasis will also be given to clinical populations.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
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 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 #2: Prepare educators and industry professionals.

Program Learning Outcomes:
- The student will identify and analyze critical components of physical movements
- 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.
- The student will apply knowledge of principles and stages of motor development.
- The student will demonstrate knowledge of kinesiological principles and content
- 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:
- Students will demonstrate ability to work with individuals in pre-participation screening. (PLO 2, 4, 5)
- Students will be able to identify various exercise tests and demonstrate ability to implement such tests. (PLO 2, 5)
- Students will demonstrate ability to give exercise prescriptions with a variety of clientele. (PLO 1, 3, 5)

Professional Preparation Standards:
- Standard 1 – The student demonstrates knowledge and abilities in exercise physiology and related exercise science.
- Standard 2 – The student demonstrates knowledge and abilities associated with physiological risk factors.
- Standard 3 – The student demonstrates knowledge and abilities in fitness and clinical exercise testing.
- Standard 4 – The student demonstrates knowledge and abilities associated with exercise prescription and programming.

*A primary guide for the course is information and skills required for certification as a “Health-Fitness Specialist” by the American College of Sports Medicine (i.e. The HFS certification).

III. Course Assignments and Exams:
Cognitive evaluation will consist of three exams (multiple guess, short answer, essay) and a final exam. The final exam is comprehensive and will be modeled after the HFI written exam. Questions will be taken from various sources (review and preparation text) listed in the textbook and resource materials section. The final exam will be challenging and will require students to recall information learned in other courses as well (example: Exercise Physiology, Biomechanics, etc.). In addition students will construct a resume and cover letter.
**Make Up Assignments/Exams** – Make up exams will not be given, **prior** arrangements must be made in critical cases. If a student is absence on exam day he/she will be earn a zero.

**IV. Evaluation and Assessment**

**Grading/Evaluation Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume and Cover Letter</td>
<td>15%</td>
</tr>
<tr>
<td>Exam I</td>
<td>25%</td>
</tr>
<tr>
<td>Exam II</td>
<td>25%</td>
</tr>
<tr>
<td>Exam III</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21 MLK Holiday</td>
<td>Jan 23 Introduction</td>
</tr>
<tr>
<td>Jan 28 Syllabi</td>
<td>Jan 30 Chpt. 1 Benefits associated with physical activity</td>
</tr>
<tr>
<td>Feb 4 Chpt. 1</td>
<td>Feb 6 Chpt. 1 Sudden cardiac death and risk assessment across various populations</td>
</tr>
<tr>
<td>Feb 11 Chpt. 2</td>
<td>Feb 13 Chpt 2 Cardiovascular risk factor assessment</td>
</tr>
<tr>
<td>Feb 18 Chpt 2</td>
<td>Feb 20 Chpt. 2 Stratification and recommendations for supervision</td>
</tr>
<tr>
<td>Feb 25 Exam I</td>
<td>Feb 27 TACSM</td>
</tr>
<tr>
<td>Mar 4 Chpt. 7</td>
<td>Mar 6 Chpt. 7 FITT principles of cardiorespiratory fitness</td>
</tr>
<tr>
<td>Mar 11 Chpt. 7</td>
<td>Mar 13 Chpt. Met Equat- Measurement of VO2 and estimation of caloric expenditure</td>
</tr>
<tr>
<td>Mar 18 Spring Break</td>
<td>Mar 20 Spring Break</td>
</tr>
<tr>
<td>Mar 25 Met Equat-</td>
<td>Mar 27 Met Equat- Metabolic case studies (application)</td>
</tr>
<tr>
<td>Apr 1 Met Equat-</td>
<td>Apr 3 Easter</td>
</tr>
<tr>
<td>Apr 8 Exam II</td>
<td>Apr 10 Clinical Pops- Post myocardial Inpatient/outpatient</td>
</tr>
<tr>
<td>Apr 15 Clinical Pops-</td>
<td>Apr 17 Clinical Pops- Exercise training for return to work/ADL’s</td>
</tr>
<tr>
<td>Apr 22 Clinical Pops-</td>
<td>Apr 24 Clinical Pops- Special considerations concerning diabetes mellitus</td>
</tr>
<tr>
<td>Apr 29 Clinical Pops-</td>
<td>May 1 Clinical Pops- Cancer testing, prescription, and considerations</td>
</tr>
<tr>
<td>May 6 Clinical Pops-</td>
<td>May 8 Exam III</td>
</tr>
<tr>
<td>Final May 17th 10:30-12:30</td>
<td></td>
</tr>
</tbody>
</table>

*Schedule is an approximation and could change*

**VI. Readings:**

**Additional Resources**
*ACSM Certification Review Guide*

**VII. 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 available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Attendance: (Policy 6.7)**

Attendance and participation are required at all times. **2 absences will be given to each student for the entire semester, use them wisely!** University travel and Legal obligations will be the only excused absences allowed (written documentation required). Each absence beyond 2 will result in a loss of **one letter grade**. Arriving late to class and early departure is unacceptable. 3 such occurrences will result in an absence and the attendance grade will be reduced accordingly. Any student(s) maintaining no less than a “B” average and perfect attendance may waive the final exam if so desired. While no grade will be assigned for students waiving the final exam, all students must take the final exam. **No exceptions will be made for any of the above 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/](http://www.sfasu.edu/disabilityservices/).

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

**Academic Integrity (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:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

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

**Penalties for Academic Dishonesty**

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

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

Student Code of Conduct (Policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (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.