Dept. of Kinesiology and Health Science
KIN 451-003 Fitness Appraisal and Exercise Prescription
Fall 2020
Instructor: Eric Jones Ph. D.  Course Time & Location: 12:30-1:45 TR (EDAN 114)
Office: EDAN 103  Office Hours: TR (9:15-11:45)
Office Phone: 468-1864  Credits: 3
Other Contact Information: Lab # 468-1493  Email: jonesej@sfasu.edu
Prerequisites: KIN 340, KIN 353

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.
KIN 451 “Fitness Appraisal and Exercise Prescription” (3 credits) meets twice each week in 75-minute segments for
15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments,
numerous homework assignments, take three exams and a final examination, and are also required create a
curriculum vitae and professional cover letter for future professional use. These activities average at a minimum 6
hours of work each week to adequately prepare outside of classroom hours. James I. Perkins College of Education
Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

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 “Certified Exercise
Physiologist” by the American College of Sports Medicine (i.e. The EP-C 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
Resume and Cover Letter 15%
Exam I 25%
Exam II 25%
Exam III 25%
Final Exam 10%

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Jan 16 Introduction/Syllabi</td>
<td>Jan 23 Chpt. 1 Health Risks associated with exercise</td>
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<tr>
<td>Jan 21 Chpt. 1 Benefits associated with physical activity</td>
<td>Jan 30 Chpt. 1 Sudden cardiac death and risk assessment across various populations</td>
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<tr>
<td>Jan 28 Chpt. 1 Sudden cardiac death and risk assessment across various populations</td>
<td>Feb 6 Chpt. 2 Cardiovascular risk factor assessment</td>
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<td>Feb 4 Chpt. 2 Pre-participation health screening</td>
<td>Feb 13 Chpt. 2 Stratification and recommendations for supervision</td>
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<td>Feb 11 Chpt 2 Recommendations for medical examinations</td>
<td>Feb 18 Exam I</td>
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<td>Feb 25 Chpt. 7 General considerations for exercise prescription</td>
<td>Feb 20 TACSM</td>
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<td>Mar 3 Chpt. 7 FITT principles of flexibility/neuromotor exercise</td>
<td>Mar 5 Chpt. Met Equat- Measurement of VO2 and estimation of caloric expenditure</td>
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<td>Mar 10 Spring Break</td>
<td>Mar 12 Spring Break</td>
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<td>Mar 17 Met Equat- Derivation and error associated with metabolic equations</td>
<td>Mar 19 Met Equat- Metabolic case studies (application)</td>
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<tr>
<td>Mar 24 Met Equat- Metabolic case studies (application)</td>
<td>Mar 26 Exam II</td>
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<td>Mar 31 Clinical Pops- Post myocardial Inpatient/outpatient</td>
<td>Apr 2 Clinical Pops- Resistance training within post myocardial subjects</td>
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<td>Apr 7 Clinical Pops- Exercise training for return to work/ADL’s</td>
<td>Apr 9 Easter</td>
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<td>Apr 14 Clinical Pops- Diabetes Mellitus testing and prescription</td>
<td>Apr 16 Clinical Pops- Special considerations concerning diabetes mellitus</td>
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<tr>
<td>Apr 21 Clinical Pops- Special considerations concerning diabetes mellitus</td>
<td>April 23 Clinical Pops- Cancer testing, prescription, and considerations</td>
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<tr>
<td>Apr 28 Clinical Pops- Osteoporosis testing, prescription, and considerations</td>
<td>Apr 30 Exam III</td>
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<td>Final May 5th 10:45-1:15</td>
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*Schedule is an approximation and could change*

VI. Readings:

Additional Resources
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: Found at http://www.sfasu.edu/policies/

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. No exceptions will be made for any of the above policies.

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

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

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

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

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

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

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