Instructor: Katie Jankevicius
Office: EDAN 115
Course Time & Location: T/R 12:30-1:45 Shelton Gym #241
Office Hours: Tuesday/Thursday 10:00-11:00, Wednesday 1:00-2:00 or by appointment
Credits: 3 hrs.
Email: jankevicke@jacks.sfasu.edu

Prerequisites:
Each student enrolled in KINE.1338 must be designated as a Department of Kinesiology and Health Science Major or Minor, or may be added with instructor approval. Note that this course does not count as an activity course.

I. Course Description:
Physical Fitness Concepts & Wellness is a three-credit hour, 15-week course offered by the Department of Kinesiology and Health Science. The purpose of the course is to provide students with the knowledge, skills, and abilities relating to physical fitness and wellness to become quality kinesiology and health science professionals. The students will experience this through classroom discussions, lab experiences, and participation in selected physical activities. Students will have the opportunity to understand the important relationship between physical activity and health-related fitness and wellness. Throughout the semester, activities will be utilized to personalize information for each student in selected topic areas. This course contains a critical assignment for accreditation: Physical Fitness components (See Fitness Norms).

Course Justification: KINE. 1338- It is suggested that a student understand that each three-credit hour 15-week course. This class typically meets for 150 minutes each week in class, and will have a 2-hour scheduled final examination and 150 asynchronous instructional minutes. Students will have significant weekly out of class assignments, such as; obtaining a higher level of physical fitness, participating in activity that will allow the student to evaluate their heart rate, and assignments that require the student to understand and apply the Karvonen Theory and evaluate dietary recommendations. These assignments will enhance the student’s understanding of the weekly topics that are discussed in class.

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 aligns with NASPE Standards: 1, 2, 6
National Standards for Initial Physical Education Teacher Education
National Association for Sport and Physical Education (NASPE)
Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and
theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill-Based and Fitness-Based Competence
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in SHAPE America's K-12 Standards

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

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

Program Learning Outcomes: Physical Education Teacher Education

1. The Physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

2. The Physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

3. The Physical education candidate will apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

4. The Physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

5. The Physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.
6. The Physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Program Learning Outcomes:
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
Upon completion of this course, each student will be able to:
1. Identify the benefits, principles, and factors affecting the development of cardiorespiratory endurance, muscular strength and endurance, joint flexibility, and body composition. (PLO 2, NASPE 1)
2. Application of physiological principles related to exercise and training such as; Principles of Overload/Adaptation, Specificity, Individual Differences, Reversibility, Diminishing Returns, Progression, and Safety. (PLO2, 4, NASPE 1)
3. Demonstrate an understanding of the general principles of exercise prescription and programming for cardiorespiratory endurance, muscular strength and endurance, joint flexibility, and body composition. (PLO 4, NASPE 1,2,6)
4. Develop an understanding of a variety of methods of measurement that can be used to assess cardiorespiratory endurance, muscular strength and endurance, joint flexibility, and body composition. (PLO 5, NASPE 1)
5. Comprehend the relationship between regular physical activity and healthy body composition. (PLO 2, NASPE 1)
6. Demonstrate an understanding of the relationship between regular physical activity and cardiorespiratory disease risk factors. (PLO 2, NASPE 1,2,6)
7. Comprehend the basic physiological responses to health-related physical fitness activities. (PLO 2, NASPE 1)
8. Demonstrate an understanding of sound nutritional practices and their impact on health and performance related aspects of physical fitness. (PLO 2, NASPE 1,2,6)
9. Demonstrate the ability to differentiate between health and fitness related physical activities and their contribution to healthy living. (PLO 2, NASPE 1,2,6)
10. Demonstrate the ability to assess his/her personal fitness through the completion of a variety of health-related physical fitness tests. (PLO 4,5, NASPE 1,2,6)

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

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

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

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

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

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

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

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

Kinesiology 1338-Physical Fitness Concepts and Wellness

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karvonen Theory- Information to assist student in comprehension of heart rate threshold</td>
<td>1.1, 1.2, 1.3, 1.5, 2.2, 3.2, 3.3, 3.4, 3.5, 3.6, 6.1, 6.2</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
</tr>
<tr>
<td>Heart Rate Lab- Student ID’s their threshold for CV conditioning</td>
<td>1.1, 1.2, 1.3, 1.5, 2.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 6.1, 6.2</td>
<td>1.2, 1.3</td>
<td>1a</td>
<td>1b, 2a, 2d, 2h, 2L, 4a, 4h, 4j, 4l, 4o, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
</tr>
<tr>
<td>Fitness Components- Department/ NASPE requirement for majors to have their health related fitness assessed.</td>
<td>1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 3.1, 3.2, 4.6, 5.1, 5.2, 6.1, 6.2</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2g, 2h, 2L, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7f, 7g, 7h, 8a</td>
</tr>
</tbody>
</table>
Exam #1 – Ch. 1, 2
(Assessment over Personal fitness and Hypokinetic diseases)
1.4, 5.1, 6.2, 6.3  1.3  1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s,

Exam #2 – Ch. 3, 4, 5
(Assessment over basic principles of an exercise program, FITT, Health and Skill fitness components)
5.1, 6.2, 6.3  1.3  1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s,

Final Exam – Ch. 6-9
(Assessment over Stretching techniques, Nutrition principles, body image; including eating disorders, injury management)
5.1, 6.2, 6.3  1.3  1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s,

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-1000</td>
<td>Exams………………..600 points</td>
</tr>
<tr>
<td>B</td>
<td>80-890</td>
<td>Homework………………150 points</td>
</tr>
<tr>
<td>C</td>
<td>70-790</td>
<td>Fitness Components……..250 points</td>
</tr>
<tr>
<td>D</td>
<td>60-690</td>
<td>Total…………………1000 points</td>
</tr>
<tr>
<td>F</td>
<td>Below 600</td>
<td>Attendance will be factored into the final grade. 20 point deduction for each unexcused absences after 2 gratuitous unexcused absence.</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

- **Week 1:** Syllabus and class expectations. Understanding lifetime fitness
- **Week 2:** Chapter 1 – Why Should You Care? – (Explanation of Exercise and Physical Activity, The Benefits of Exercise in the Aging Process)
- **Week 3:** Chapter 2 – Creating a Healthy Lifestyle- (Identify Lifestyle risks and Hypokinetic Conditions, Discuss cardiac risk factors, Understand the warning signs of a heart attack)
- **Week 4:** Exam I -Ch. 1 & 2. Introduction to beginning a fitness program (FITT)
- **Week 5:** Chapter 3- Starting Your Own Fitness Program- (Apply Basic Principles of a Fitness Program)- Fitness program assignment
- **Week 6:** Chapters 4 – Developing Cardiorespiratory Fitness- (Apply the FITT Principle) Karvonen Theory homework
- **Week 7:** Chapter 5- Improving Muscular Strength, Endurance, and Power- (Identify Health related fitness components and Skill related fitness components)
Week 8: Exam II- Ch. 3,4,5,6 Identifying the types of stretching (dynamic, static, PNF)
Week 9: Chapter 6- Increasing Flexibility Through Stretching- (Identify multiple stretching techniques)
Week 10: Chapter 7- Eating Right to Fuel the Body- (Identify Basic Principles of Nutrition)- MyFitnessPal Assignment
Week 11: Chapter 7- Continue with Chapter 7 (Define Eating Disorders vs. Disordered Eating)
Week 12: Chapter 8- Developing and Maintaining a Healthy Body Image Through Diet and Exercise- (Identify body Composition norms, Identify BMI)
Week 13: Chapter 9- Practicing Safe Fitness- (Understand how to prevent injuries, Treatment and Management of injuries)/ Fitness Testing

*Thanksgiving Holiday- Enjoy your family!*  
Week 14: Dead week, make ups (TBA)  
Week 15: Final Exams- December 9th, 10:30-12:30 Tentatively-Chapters 7-9,2  
*This schedule is subject to change; the class could have to pivot to remote learning at any time during the semester.

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

**Live Text:**  
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining, registering or technical concerns regarding your LiveText account, call 936-468-2395 or e-mail: liveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**VII. Course Evaluations:**  
Near the conclusion of the semester, each student will have the opportunity to evaluate the course. Evaluation data is used for a number of important purposes relating to improving instruction, planning, and accreditation as well as decisions regarding faculty tenure,
promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. SFA 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:

**Attendance and preparation for class:**
Students are expected to attend and participate in every scheduled class meeting. Students are expected to arrive on time and be dressed appropriately on activity days! Inappropriate attire on activity days will be counted as an unexcused absence.

**Unexcused absences and Tardies:** The student may incur one unexcused absence for the semester. Subsequent unexcused absences will result in a deduction of 3 points from the student’s final grade. The instructor is under no obligation to provide an opportunity to make up tests (this includes both written and Fitness Component(s) tests), assignments or other missed work. Students arriving after attendance has been taken are responsible for notifying the instructor at the end of the class period or they will be marked as absent. Exceptions will be made for students who miss class for excused University-sponsored events, verifiable serious illness, or a verifiable family emergency. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school sponsored trip. All documentation must be turned in NO later than one week after the student returns from an EXCUSED absence. One point will be deducted from the final grade for each tardy up to 10 minutes. After 10 minutes, the student is considered absent.

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. 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.
**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 (ODS) 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/)

**Academic Integrity and Student Academic Dishonesty: Policy 4.1**
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 (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) the falsification or invention of any information, including citations, on an assignment; and/or; (3) helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one’s own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or, (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

**Penalties for Academic Dishonesty:**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

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

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.

Additional Information:
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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can
be found at:

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.

IX. Other Relevant Course Information:

Course Rationale:

Research indicates that daily health/fitness related behaviors determine the quality and longevity of our life. This course is designed to provide information to create awareness of and motivation toward development of positive health and fitness behaviors. The practice of long-term positive health and fitness behaviors are essential to an individual’s physical, emotional, social, occupational, environmental, intellectual, and spiritual well-being.
Cell phone/laptops:
Cell phone use is not permitted during class; this includes texting, recording and/or picture taking. Laptops may be used for NOTE TAKING ONLY.

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

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

Physical activity is a required part of this course. Participation in physical activity comes with an inherent risk of injury. Students participate at their own risk in physical activities. It is recommended that students have personal health and accident insurance since they are responsible for their own healthcare expenses. It is the student’s responsibility to provide the instructor with prior medical history regarding injuries, illnesses, surgeries, medications, or other special considerations which may affect participation in class. Students may be asked to secure a physician’s statement clearing them to participate in class if a pre-existing condition exists, or if an injury occurs.

Kinesiology and Health Science Policies:
All students enrolled in KINE. 1338 must complete and pass a health-related Physical fitness assessment. It is the policy of the department that all majors meet predetermined performance standards in order to receive a grade for this course. No food, drink, or tobacco products may be brought into classes in the HPE complex.

Health-Related Fitness Testing:
All students enrolled in KINE. 1338 are required to take and pass the health-related physical fitness tests that will be administered during the course. A student should accumulate 17/25 or a 68/100 points on the components of the health-related fitness test. Please note that the first attempt of each component will stand as your grade. Make ups are only to obtain status as a major/minor in the Kinesiology Department. The current passing standards for the health-related fitness test for majors are as follows:
# KINE. 1338 Fitness Normative Categories

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>1.5 Mile Run (time)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Push-ups (# or full repetitions)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Male</td>
<td>36 or more</td>
<td>35 – 29</td>
<td>28 – 22</td>
<td>21 – 17</td>
<td>16 or less</td>
</tr>
<tr>
<td>Female</td>
<td>30 or more</td>
<td>29 – 21</td>
<td>20 – 15</td>
<td>14 – 10</td>
<td>9 or less</td>
</tr>
<tr>
<td><strong>Curl-ups (# of 12 cm repetitions at a 40 beat/min pace)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>57 or more</td>
<td>56 – 41</td>
<td>40 – 27</td>
<td>26 – 20</td>
<td>19 or less</td>
</tr>
<tr>
<td>Female</td>
<td>46 or more</td>
<td>45 – 37</td>
<td>36 – 27</td>
<td>26 – 17</td>
<td>16 or less</td>
</tr>
<tr>
<td><strong>Sit and Reach</strong> (cm reached using 23 cm flexometer box)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>39 – 34</td>
<td>33 – 30</td>
<td>29 – 25</td>
<td>24 or less</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>40 – 37</td>
<td>36 – 33</td>
<td>32 – 28</td>
<td>27 or less</td>
</tr>
<tr>
<td><strong>Body Composition</strong> (% fat)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10.5 or less</td>
<td>10.6 – 14.8</td>
<td>14.9 – 18.6</td>
<td>18.7 – 23.3</td>
<td>23.2 – 33.4</td>
</tr>
<tr>
<td>Female</td>
<td>16.8 or less</td>
<td>16.9 – 19.8</td>
<td>19.9 – 23.4</td>
<td>23.5 – 28.2</td>
<td>28.3 – 38.6</td>
</tr>
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</table>

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