Instructor: Amber Chelette

Office: HPE 212
Office Phone: 936-468-1567
Text: 870-260-5540

Course Time & Location: MW 1-2:15pm
Office Hours: 10:00-11:00 AM M/W/F or by appointment
Credits: 3 hrs.
Email: Amber.Chelette@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.

Course Description:
Physical Fitness Concepts & Wellness is a three-credit hour 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 requires six hours outside of classwork each week. This class typically meets for 150 minutes each week in class, and will have a 2-hour scheduled final examination. 150 minutes of asynchronous instruction will be given in the form of two active learning assignments as described in the course assignments and schedule. 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. 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/

I. Intended Learning Outcomes/Goals/Objectives

Society for Health and Physical Education (SHAPE) 2017 Standards: 1, 2, 6

Standard 1: Scientific and Theoretical Knowledge
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.
Standard 2: Skill-Based and Fitness-Based Competence
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.

Standard 6: Professionalism
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.

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:
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. (PLO 2, 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 2,5, 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)

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

1. Physical Fitness Components: Students will complete the physical fitness components assessment as required by the Department. This test assesses the students’ health related fitness (critical assignment for accreditation) 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 listed at the end of the syllabus.

2. Daily Application Tasks - Active learning and participation are the focus of the class. Therefore, students will participate in a variety of physical, individual, and group activities. These Daily Application Tasks (DATs) done during class time are assigned a point value – these activities cannot be made up unless noted on the schedule are not generally announced ahead of time. These tasks are used to determine participation in class activities and class discussions.

3. Exams
You will complete three exams over the course content. Exams will be completed on D2L in the classroom on your electronic device and cannot be made up. Requests for accommodations should be submitted in writing at least one week prior to the exam. Failure to avoid the “appearance” of academic dishonesty will be grounds for dismissal and failure of the exam.
4. Homework Assignments:

- 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.
- Asynchronous minutes: The university requires 3 hour classes to provide 150 minutes of asynchronous instruction this semester. These activities are noted in the course calendar as AS*.
  - Explore 3 workouts: (90) you will research five different types of exercise programs at the SFA Rec Center and decide your personal pros and cons for each
  - My Fitness Pal: (60) You will track your diet for 48 hours on My Fitness Pal and compare your typical diet to the recommended nutrients

Program Standards Chart: These standards may be found on the college website.
http://www.sfasu.edu/assessment/index.asp

<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- HR Lab Information to assist student in comprehension of heart rate threshold for conditioning</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>1.2; 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</td>
</tr>
<tr>
<td>Exam #1 – Ch. 1, 2 (Assessment over Personal fitness and Hypokinetic diseases)</td>
<td>1.4, 5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s,</td>
<td></td>
</tr>
<tr>
<td>Exam #2 – Ch. 3, 4, 5, 6 (Assessment over basic principles of an exercise program, FITT, Health and Skill fitness components)</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s,</td>
<td></td>
</tr>
<tr>
<td>Final Exam – Ch. 7,8,9,10 (Assessment over Stretching techniques, Nutrition principles, bodyimage; including eating disorders, injury management)</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 2L4n,4r,6b, 6c, 6d, 6s,</td>
<td></td>
</tr>
</tbody>
</table>
III. Evaluation and Assessments (Grading):
   
   90-100=A  Exams............................50%
   80-89= B  Homework. .....................15%
   70-79=C  Fitness Components........25%
   60-69=D  DATS............................10%
   Below 60= F  Total...........................100%

IV. Tentative Course Outline/Calendar:

   Week 1  Syllabus and class expectations.
   Week 2  Chapter 1 – Why Should You Care?
   Week 3  Chapter 2 – Creating a Healthy Lifestyle
   Week 4  Exam I -Ch. 1&2; Active Fitness lesson
   Week 5  Chapter 3- Starting Your Own Fitness Program-
            AS* Explore 3 types of exercise programs due Sunday end of week
   Week 6  Chapters 4 – Developing Cardiorespiratory Fitness- *Karvonen
            Theory homework due Sunday end of week
   Week 7  Chapter 5- Improving Muscular Strength, Endurance, and Power
   Week 8  Chapter 6- Increasing Flexibility Through Stretching; Fitness Component- Sit
            & Reach Wednesday
   Week 9  Exam II- Ch. 3,4,5,6; ActiveFitness lesson;
   Week 10 Chapter 7- Eating Right to Fuel the Body; Fitness Component- Curl ups &
            Push ups Wednesday
   Week 11 Continue discussion of Chapter 7
            AS* - My Fitness Pal due Sunday end of week
   Week 12  Chapter 8- Developing and Maintaining a Healthy Body Image
            Through Diet and Exercise- Fitness Component- Body Composition
            Wednesday
   Week 13 Chapter 9- Practicing Safe Fitness; Fitness component 1.5 mile run
            Wednesday
   Week 14 Chapter 10- Becoming a wise consumer
   Week 15 Fitness Component make ups; Review
   Week 16 Final Exam TBA- Chapters 7-10

*This schedule is subject to change, the class could have to pivot to remote learning at any time
during the semester. Changes will be communicated in class and on Brightspace.
V. 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.

VI. 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.

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

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
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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**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.

VIII. Other Relevant Course Information:

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.

Medical Conditions:
Existing medical conditions or medical conditions that arise during the
semester and that impede or prohibit physical activity, need to be discussed with the instructor. Student must provide proper documentation, in order to not participate in activities.

**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.

**Professional Dress:**
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. Physical activity will be a regular part of the class. Dress appropriately with athletic wear and shoes.

**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 are accepted but will have a minimum automatic 10% point deduction per day late.

**Daily attendance and active participation** are expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily Application Tasks (DATs), completed during class cannot be made up. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. **Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences.**

**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 be prepared for the next meeting. If an assignment is due on your return date, then your assignment is also due that same day.

**Kinesiology and Health Science Policies:**
No food, drink, or tobacco products may be brought into classes in the HPE complex.
## 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><strong>Points</strong></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>Gender</th>
<th>10:09 or less</th>
<th>10:10 – 11:29</th>
<th>11:30 – 12:38</th>
<th>12:39 – 14:00</th>
<th>14:01 – 20:58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>36 or more</th>
<th>35 – 29</th>
<th>28 – 22</th>
<th>21 – 17</th>
<th>16 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35 or less</td>
<td>29 – 21</td>
<td>20 – 15</td>
<td>14 – 10</td>
<td>9 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>
</tbody>
</table>

**Curl-ups** (# of 12 cm repetitions at a 40 beat/min pace)

<table>
<thead>
<tr>
<th>Gender</th>
<th>57 or more</th>
<th>56 – 41</th>
<th>40 – 27</th>
<th>26 – 20</th>
<th>19 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>56 or less</td>
<td>41 – 47</td>
<td>36 – 27</td>
<td>26 – 17</td>
<td>16 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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>40</th>
<th>39 – 34</th>
<th>33 – 30</th>
<th>29 – 25</th>
<th>24 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>41</td>
<td>40 – 37</td>
<td>36 – 33</td>
<td>32 – 28</td>
<td>27 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>
</tbody>
</table>

**Body Composition** (% fat)

<table>
<thead>
<tr>
<th>Gender</th>
<th>10.5 or less</th>
<th>10.6 – 14.8</th>
<th>14.9 – 18.6</th>
<th>18.7 – 23.3</th>
<th>23.2 – 33.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</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>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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, 9th Edition.