Dept. of Kinesiology and Health Science
KINE 4351-003 Fitness Appraisal and Exercise Prescription
Fall 2021

Instructor: Eric Jones Ph. D.  
Office: EDAN 103  
Office Phone: 468-1864  
Other Contact Information: Lab # 468-1493  
Prerequisites: KINE 3340, KINE 3353

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.
KINE 4351 “Fitness Appraisal and Exercise Prescription” (3 credits) meets twice each week in 75-minute segments for 15 weeks, includes 150 minutes of asynchronous assignments, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, numerous homework assignments, take three exams, 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/](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 design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.
- The student will demonstrate an understanding of physiological principles of exercise
- The student will be prepared to pass nationally accredited certifications.

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 EP-C 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 absent 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%
Homework 10%

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Aug. 24 Introduction/Syllabi</td>
<td>Aug. 26 Resume/Cover letters</td>
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<td>Aug. 31 Resume/Cover letters</td>
<td>Sept. 2 Chpt. 1 Benefits associated with physical activity</td>
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<td>Sept. 7 Chpt. 1 Health Risks associated with exercise</td>
<td>Sept. 9 Chpt. 1 Sudden cardiac death and risk assessment across various populations</td>
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<td>Sept. 14 Chpt. 2 Pre-participation health screening</td>
<td>Sept. 16 Chpt. 2 Cardiovascular risk factor assessment</td>
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<td>Sept. 21 Chpt. 2 Recommendations for medical examinations</td>
<td>Sept. 23 Chpt. 2 Stratification and recommendations for supervision</td>
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<td>Sept. 28 Chpt. 2 Stratification Practicum</td>
<td>Sept. 30 Exam I Career Services Revisions Process (75 minutes asynchronous)</td>
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<td>Oct. 5 Chpt. 7 General considerations exercise prescription</td>
<td>Oct. 7 Chpt. 7 FITT principles of cardiorespiratory fitness</td>
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<td>Oct. 19 Met Equat- Derivation and error associated with metabolic equations</td>
<td>Oct. 21 Met Equat- Metabolic case studies (application)</td>
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<tr>
<td>Oct. 26 Met Equat- Metabolic case studies (application)</td>
<td>Oct. 28 Exam II Prescriptive Case Study (75 minutes asynchronous)</td>
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<td>Nov. 2 Clinical Pops- Post myocardial Inpatient/outpatient</td>
<td>Nov. 4 Clinical Pops- Post myocardial Inpatient/outpatient</td>
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<td>Nov. 9 Clinical Pops- Resistance training within post myocardial subjects</td>
<td>Nov. 11 Clinical Pops- Exercise training for return to work/ADL’s</td>
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<td>Nov. 16 Clinical Pops- Clinical Pops- Diabetes Mellitus testing and prescription</td>
<td>Nov. 18 Special considerations concerning diabetes mellitus</td>
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<td>Nov. 23 Thanksgiving</td>
<td>Nov. 25 Thanksgiving</td>
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<tr>
<td>Nov. 30 Clinical Pops- Cancer testing, prescription, and considerations</td>
<td>Dec. 2 Clinical Pops- Cancer testing, prescription, and considerations</td>
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<td>Final Dec. 7th 1:00-3:00</td>
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*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: Found at http://www.sfasu.edu/policies/

Attendance: (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.

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
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 the Early Alert Program at SFA.

Other Relevant Course Information
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s 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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
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