Instructor: Victoria Bowden
Office: EDAN 115

Course Time & Location: T/R 12:30 – 1:45 pm
Office Hours: Tuesday 11:00-12:00 pm, Thursday 11:00-12:00 pm or by appointment
Credits: 3 hrs.
Email: bowdenve@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: https://www.sfasu.edu/coe/about/deans-office-statements

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 be prepared to pass state/national accredited certifications.
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 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
4. The student will apply content and foundational knowledge to plan 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.
5. The student will apply content and foundational knowledge to 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. 6. The student will select and implement appropriate assessments to monitor P-12 students’ progress and guide decision making related to instruction and learning.

**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)

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

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

1. Students will complete the physical fitness components as required by the Department. This test assesses the students’ health related fitness and is a critical assignment for accreditation. A student who is unable to complete one or more of the fitness components (for health-related reasons) will compose a written paper identifying the benefits, principles, and factors affecting the development and maintenance for each of the fitness components they did not complete.
2. 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.
3. Students will complete an assignment: Karvonen Theory while studying Personal Fitness that allows the student to find their own maximum heart rate and exercise threshold.

Program Standards Chart: These standards may be found on the college website. [http://www.sfasu.edu/assessment/index.asp](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>
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<tbody>
<tr>
<td>Kinesiology 1338-Physical Fitness Concepts and Wellness</td>
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<tr>
<td>Karvonen Theory</td>
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<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
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<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</td>
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<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, 7a, 7b, 7c, 7f, 7g, 7h</td>
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<td>Exam # 2 – Ch. 3, 4, 5 (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, 7a, 7b, 7c, 7f, 7g, 7h</td>
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<tr>
<td>Final Exam – Ch. 6-9 (Assessment over Stretching techniques, Nutrition principles, body image; including eating disorders, injury management)</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1A, 2L, 4n, 4r, 6b, 6c, 6d, 6s, 7a, 7b, 7c, 7f, 7g, 7h</td>
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</tbody>
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**IV. Evaluation and Assessments (Grading):**

Exams……………………500 points

1: 100 points

Exam 2 and 3: 200 points each

Homework…………………250 points

Fitness Components……..250 points
III. **Tentative Course Outline/Calendar:**

- **Week 1**: Syllabus and class expectations. Understanding lifetime fitness
- **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**: Thanksgiving Break
- **Week 14**: Chapter 9- Practicing Safe Fitness- (Understand how to prevent injuries, Treatment and Management of injuries)/ Fitness Testing
- **Week 15**: Dead week, make ups (TBA)
- **Week 16**: Final Exams- TBD

*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.): Highly Recommended**


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. Late work will have reduced scores up to 70% of the given points and 2 weeks past the due date will result in a 0. Missing an exam without an excusable absence will result in a 0.

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure,
computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**
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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249  
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
936.468.1041

**The Health and Wellness Hub** “The Hub”  
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)  
936.468.4008  
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- JohCrisis 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 nonrefundable 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_EvaluationFAQs/.

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 936-4681282 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. 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.

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. If a candidate does not meet the goal or goals for the individual components of health related fitness, a fitness plan will be developed by the candidate with assistance from the instructor. 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

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<thead>
<tr>
<th>Assessment</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
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<tr>
<td>Points</td>
<td>5</td>
<td>4</td>
<td>3</td>
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**1.5 Mile Run** (time)

**Push-ups** (# or full repetitions)
Male 36 or more 35 – 29 28 – 22 21 – 17 16 or less
Female 30 or more 29 – 21 20 – 15 14 – 10 9 or less

**Curl-ups** (# of 12 cm repetitions at a 40 beat/min pace)
Male 57 or more 56 – 41 40 – 27 26 – 20 19 or less
Female 46 or more 45 – 37 36 – 27 26 – 17 16 or less

**Sit and Reach** (cm reached using 23 cm flexometer box)
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**Body Composition** (% fat)

<table>
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<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>
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<tr>
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</tbody>
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<table>
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<th>16.8 or less</th>
<th>16.9 – 19.8</th>
<th>19.9 – 23.4</th>
<th>23.5 – 28.2</th>
<th>28.3 – 38.6</th>
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</thead>
<tbody>
<tr>
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All assessment protocols and normative categories were derived from the American College of Sports Medicine’s Guidelines for Exercise Testing and Prescription, 9th Edition.