KINE 1338.004 Physical Fitness Concepts & Wellness

Department of Kinesiology and Health Science
KINE 1338.003 Physical Fitness Concepts & Wellness
Spring 2024

Instructor: Garrett Oehlert
Office: EDAN 105
Credits: 3

Course Time and Location: TR 8:00 – 09:15, EDAN 114
Office Hours: TR 9:30 – 10:30 am, M 12:00 – 1:00 pm
Email: oehlertgm@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.

Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

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 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.

Course Justification - “Physical Fitness Concepts & Wellness” (3 credits) is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks and will have a 2-hour schedule final examination. During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. 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.

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’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:
Undergraduate Kinesiology – Physical Education Teacher Education (modified, 2022)
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.
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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.

Undergraduate Kinesiology – Exercise Science

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 design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.
4. The student will demonstrate an understanding of the physiological principles of exercise.
5. The student will be prepared to pass nationally accredited certifications.

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 ES & PETE 2, SHAPE 1)
2. Application of physiological principles related to exercise and training such as; Principles of overload/adaption, specificity, individual differences, reversibility, diminishing returns, progression, and safety (PLO ES & PETE 2, PLO PETE 4, SHAPE 1, 3)
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 PETE 4, SHAPE 1, 3)
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 PETE 5, SHAPE 5)
5. Comprehend the relationship between regular physical activity and healthy body composition (PLO ES & PETE 2, SHAPE 1)
6. Demonstrate an understanding of the relationship between regular physical activity and cardiorespiratory disease risk factors (PLO ES & PETE 2, SHAPE 1)
7. Comprehend the basic physiological responses to health-related physical fitness activities (PLO ES & PETE 2, SHAPE 1)
8. Demonstrate an understanding of sound nutritional practices and their impact on health and performance related aspects of physical fitness (PLO ES & PETE 2, PLO PETE 5, SHAPE 1)
9. Demonstrate the ability to differentiate between health and fitness related physical activities and their contribution to healthy living (PLO ES & PETE 2, SHAPE 1)
10. Demonstrate the ability to assess his/her personal fitness through the completion of a variety of health-related physical fitness tests (PLO PETE 4, 5, SHAPE 2)
11. Apply knowledge gained to create a personal fitness program to meet individual fitness goals or deficiencies (PLO PETE 4, 5, SHAPE 5)
12. Meet minimum department performance standards on required fitness tests that include measures of cardiorespiratory fitness, muscular strength and endurance, and joint flexibility (PLO PETE 4,5, SHAPE 2)

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.
### Assignments and Program Standards Chart

<table>
<thead>
<tr>
<th>Assignments</th>
<th>SHAPE (2017)</th>
<th>CAEP Standards</th>
<th>ISTE Standards (2021)</th>
<th>InTASC Standards</th>
<th>EC-12 Educator Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karvonen Theory</td>
<td>1.a, 1.b</td>
<td>1.3</td>
<td>1b</td>
<td>1b, 2a, 4a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
<td>2.1k, 2.11k, 2.11s, 2.12s,</td>
</tr>
<tr>
<td>Heart Rate Lab</td>
<td>1.a, 1.b</td>
<td>1.2, 1.3</td>
<td>1b</td>
<td>1b, 2a, 2d, 2h, 21, 4a, 4h, 4j, 4l, 4o, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
<td>2.1k, 2.11k, 2.4s, 2.12s,</td>
</tr>
<tr>
<td>Fitness Components</td>
<td>1.a, 1.b, 2.b</td>
<td>1.3</td>
<td>1b</td>
<td>1b, 2a, 2g, 2h, 2l, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7f, 7g, 7h, 8a</td>
<td>1.1s, 2.11k, 2.1s, 2.5s, 2.9s, 3.14s</td>
</tr>
<tr>
<td>Exam #1</td>
<td>1.a, 1.b</td>
<td>1.3</td>
<td>1a, 2l, 4n, 4r, 6b, 6c, 6d, 6s</td>
<td>1.6k, 2.5k, 2.5k, 2.10k, 2.12k, 2.3s, 3.4k, 3.5k, 3.7k,</td>
<td></td>
</tr>
<tr>
<td>Exam #2</td>
<td>1.a, 1.b</td>
<td>1.3</td>
<td>1a, 2l, 4n, 4r, 6b, 6c, 6d, 6s</td>
<td>1.1k, 1.7k, 1.13k, 1.1s, 2.4k, 2.7k, 2.8k, 2.14k, 2.2s, 2.10s, 2.13s,</td>
<td></td>
</tr>
<tr>
<td>Exam #3</td>
<td>1.a, 1.b</td>
<td>1.3</td>
<td>1a, 2l, 4n, 4r, 6b, 6c, 6d, 6s</td>
<td>1.3k, 2.3k, 2.4k, 2.9k, 2.15k, 2.13s, 2.14s,</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Evaluation and Assessment (Grading):

Grade is based on the % of the total points assigned during the semester (1000 points).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 %</td>
<td>Exams</td>
</tr>
<tr>
<td>B</td>
<td>80-89 %</td>
<td>Exam 1</td>
</tr>
<tr>
<td>C</td>
<td>70-79 %</td>
<td>Exams 2 &amp; 3</td>
</tr>
<tr>
<td>D</td>
<td>60-69 %</td>
<td>Homework</td>
</tr>
<tr>
<td>F</td>
<td>Below 60 %</td>
<td>Fitness Components</td>
</tr>
</tbody>
</table>

| Total | 1000 |

### Typed Assignments:
All assignments, must be typed. No work will be accepted unless it is typed! These will be uploaded to D2L. For accreditation purposes some assignments may also be uploaded to QClassroom (within D2L) as well.

### Late Assignments and 24/7 Rule:
Late assignments will be accepted up to 7 days after the due date, each day deducting 3 points off of the assignment. After 7 days, the assignment will no longer be accepted and student will receive a 0 grade.

24/7 rule. After a grade is submitted, the student must wait 24 hours to contact the instructor about that grade. After 24 hours, the student has 7 days to contact the instructor about the grade. After those 7 days, the grade is locked in and may not be revisited.
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Attendance:
You may have 2 excused absences. After 2 excused absences, each excused absence results in 2pts deduction. Excused absences may be university sponsored events (see policy for Institutional Absences) or for sickness/health related, family emergency at the discretion of the instructor. Students requesting an absence for reasons not defined under the Institutional Absences Policy should contact the Dean of Students Office. Please notify me in advance, if possible, of any excused absences.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus and class expectations. Understanding lifetime fitness</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 2 – Creating a Healthy Lifestyle- (Identify lifestyle risks and hypokinetic conditions, discuss cardiac risk factors, understand the warning signs of a heart attack)</td>
</tr>
<tr>
<td>4</td>
<td><strong>Exam I – covers Ch. 1 &amp; 2</strong> Introduction to beginning a fitness program (FITT)</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 3- Starting Your Own Fitness Program- (Apply Basic Principles of a Fitness Program)- Fitness program assignment</td>
</tr>
<tr>
<td>6</td>
<td>Chapters 4 – Developing Cardiorespiratory Fitness- (Apply the FITT Principle) Karvonen Theory homework</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 5- Improving Muscular Strength, Endurance, and Power- (Identify Health related fitness components and Skill related fitness components)</td>
</tr>
<tr>
<td>8</td>
<td><strong>Exam II- covers Ch. 3, 4, &amp; 5</strong> Identifying the types of stretching (dynamic, static, PNF)</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 6- Increasing Flexibility Through Stretching- (Identify multiple stretching techniques)</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 7- Eating Right to Fuel the Body- (Identify Basic Principles of Nutrition)- MyFitnessPal Assignment</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 7- Continue with Chapter 7 (Define Eating Disorders vs. Disordered Eating)</td>
</tr>
<tr>
<td>12</td>
<td>Chapter 8- Developing and Maintaining a Healthy Body Image Through Diet and Exercise- (Identify body Composition norms, Identify BMI)</td>
</tr>
<tr>
<td>13</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 9- Practicing Safe Fitness- (Understand how to prevent injuries, Treatment and Management of injuries)/ Fitness Testing</td>
</tr>
<tr>
<td>15</td>
<td>Week 15: Dead Week</td>
</tr>
<tr>
<td>16</td>
<td><strong>Final Exam – Exam III – covers Ch. 6, 7, 8, &amp; 9</strong></td>
</tr>
</tbody>
</table>

Week 16    | **FINAL EXAM DAY – Tuesday, May 7th @ 8am**

VI. Recommended Text/Readings/Materials:

QClassroom Support: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu
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VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Full text of polices can be found at the associated links provided below

Institutional Absences, Class Attendance and Preparation for Class

Institutional Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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.
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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.

https://www.sfasu.edu/docs/hops/04-106.pdf

Withheld Grades Semester Grades Policy (HOP policy 02-206)
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/docs/hops/02-206.pdf.

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.

Academic Accommodation for Students with Disabilities (HOP policy 04-101)
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, visit http://www.sfasu.edu/disabilityservices/

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Students 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.

***Other SFA Policy Information is found in the - Handbook of Operating Procedures (HOP)***

IX. Resources

On-Campus Resources

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFASU Counseling Services www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) 936.468.2401

SFASU Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp
Human Services Room 202 936-468-1041

The Health and Wellness Hub “The Hub”
Location: Corner of E. College and Raguet Street

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

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)
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 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.

Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

**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
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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.

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. 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 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information

Cell phone/laptops:
Cell phone use is not permitted during class; This includes texting, recording and/or picturing taking. Laptops are to 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. 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

<table>
<thead>
<tr>
<th>Points</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Mile Run (time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10:09 or less</td>
<td>10:10-11:29</td>
<td>11:30-12:38</td>
<td>12:39-14:00</td>
<td>14:01-20:58</td>
</tr>
<tr>
<td>Push-ups (# of full repetitions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>Curl-ups (# of 12 cm repetitions at a 40 beat/min pace)</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>Sit and Reach (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>Body Composition (% 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>
</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.