



**SUL ROSS STATE
UNIVERSITY**

Alpine Del Rio Eagle Pass Uvalde

**KES 4303
Fitness Testing and
Exercise Prescription
Spring 2017**

Billy Jack Ray, M.S. – Instructor - Kinesiology

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Office Hours: By appointment
Required Text: ACSM's Health-Related Physical Fitness Assessment Manual
Meeting: MW 9-9:50 ACR 206; F on-line assignment via Blackboard

Course Description

Evaluation of health and fitness levels of athletic and nonathletic population; creating effective exercise programs for various populations.

Purpose of the Course

The major emphasis is placed on the student gaining knowledge understanding, and skills to be able to test, evaluate and prescribe safe and effective exercise for individuals.

Student Learning Outcomes

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).
3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Standard II

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Competency 006

The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

Competency 007

The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

Competency 008

The teacher understands the principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.

STUDENT LEARNING OUTCOMES

At the conclusion of the course each student will be able to:

1. Differentiate between physical activity, exercise and physical fitness.
2. Contrast and compare various definitions of physical fitness.
3. Contrast and compare various definitions of physical fitness.
4. Describe the differences between sport related and health related fitness.
5. Demonstrate the ability to select and utilize accepted screening protocols to safely and effectively prescribe exercise.
6. Be able to select, evaluate and use various submaximal VO₂ tests to classify individual fitness levels.
7. Describe concepts of methods to determine body composition and desirable levels.
8. Demonstrate skills in utilizing several methods to determine body composition and prescribe exercise to improve unhealthy levels.
9. Be able to select, administer and evaluate various musculoskeletal tests that effect health-related fitness.
10. Demonstrate knowledge of the ACSM guidelines for total fitness in prescribing exercise for health-related fitness.
11. Identify the principles of a prudent diet for health-related fitness.
12. Identify the risk CHD factors and prescribe methods to offset them.
13. Explain the types of cancer that can be prevented by exercise and diet.
14. Differentiate between Type I and Type II diabetes and related the effects of exercise and diet on prevention and control.
15. Explain the causes and health risks of obesity and the impact that exercise and diet can play in prevention and improvement.
16. Identify mental health problems that can be prevented and improved through effective exercise.
17. List the health effects of aging and how exercise can slow down and improve them.

COURSE REQUIREMENTS

- I. **ATTENDANCE/PARTICIPATION.** Attendance for class is mandatory. **One letter grade will be deducted for every absence after two (2).**
- II. **INTRODUCTION POST.** An introductory discussion post will be assigned. This will be your personal bio. It is worth 10 points.
- III. **WEEKLY QUIZZES.** Nine weekly quizzes will be based on the chapter(s) for the day and reading completed. Reviewing and analyzing the PowerPoint presentation for each chapter will be helpful in

selecting important concepts to understand and answer quiz questions. Each quiz will be completed and submitted on Blackboard. Each quiz will be worth 10 points.

IV. **QUARTERLY TEST.** There will be four test given throughout the semester accounting for 150 points each.

V. **FINAL EXAM.** Will be worth 250 points possible. Quiz questions will be posted each day and the final questions will be primarily taken from these concepts.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Grade calculation	% of Grade (Points)	Grading Scale
Attendance/Participation	5% (50 points)	89.5% and Above A
Introductory Post	1% (10 Points)	79.5 to 89.4% B
Quizzes	9% (90 points)	69.5 to 79.4% C
Test	60% (600 points)	59.5 to 69.4% D
Final Exam	25% (250 points)	59.4% and Below F
Total Points	1000	

No Late Assignments Will Be Accepted. Also, No Credit Will Be Given For Any Late Assignments

Academic Honesty

Students are expected to do their own work. Cheating in any form will be subject to disciplinary action that can result in dismissal from the class with a grade of F. This includes plagiarism.

All of the following are considered plagiarism: (taken from: <http://www.plagiarism.org/>)

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Academic Integrity Statement

Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .