



KINE 4364
FITNESS TESTING & EXERCISE PRESCRIPTION
Fall 2022 - GPC 108 - MW 12:30-1:45pm

Dr. Shanna U. Moody, Ed.D.
Assistant Professor - Kinesiology

Office: GPC 102-B
Phone: 432.837.8861 office
Email: shanna.moody@sulross.edu
Office Hours: M-Th 2-4pm & F 8-10am
Or by appointment (<https://calendly.com/shanna-moody>)
Required Text: American Council on Exercise (ACE)
ACE Personal Trainer Manual: The Ultimate Resource for Fitness Professionals (Fifth Edition)

- Hardcover: 189072050X
- <https://content.yudu.com/web/2136p/0A2w2pa/ACEPersonalTrainV6/html/index.html?page=12&origin=reader>

Permanent link to syllabus: HB2504 website - <https://srinfo.sulross.edu/fs/sum20gg>

Purpose of the Course

The purpose of this course is to teach students how to use relevant fitness testing equipment and to prescribe appropriate exercise programs based on fitness evaluations. Students will learn the guidelines and protocols for safe and effective exercise testing for normal and special populations. Emphasis is placed on preparing students for a variety of fitness related certifications.

Course Description

This course covers laboratory and field tests used for assessing physical fitness components as well as principles of exercise prescription. Test results are used in developing individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and body composition, flexibility, and balance. This course presents students with the most current information

on health-related physical fitness testing and exercise programming for individuals of all ages, fitness levels, and disease states.

Course Student Learning Objectives

The overall goal of this course is to equip students with the knowledge necessary to conduct comprehensive health appraisals and exercise tests and use the results from such appraisals and tests to develop safe and effective exercise programs. By the end of the semester, students should be able to:

1. To develop knowledge of the principles of physical fitness assessment and exercise prescription
2. To familiarize the student with various exercise and conditioning programs for development of each physical fitness component
3. To familiarize the student with various principles and programs for weight management
4. To provide the student with the opportunity to design individualized physical fitness programs
5. To provide the opportunity for practical experiences in using field and laboratory tests for the appraisal of physical fitness status and the design of exercise and weight management programs

Texas Examinations of Educator Standards

- **Physical Education EC–12 Standard I**

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Competency 001: The teacher understands and applies principles of motor development and motor learning.

Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.

- **Physical Education EC–12 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 principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.

Competency 009: The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.

Marketable Skills

The following marketable skills are achieved in this course:

1. Students acquire *communication* skills.
2. Students acquire *collaboration* skills.

3. Students demonstrate *creativity*.
4. Students demonstrate *critical thinking*.

Program Learning Outcomes

1. SLO 1 - Knowledge of Human Cultures and the Physical and Natural World

Through study in the areas of Exercise Science, Sport Management, K-12 Physical Education, Sport Psychology, and other sport, health, wellness, and fitness related academic foci. Students will demonstrate written comprehensive competency

2. SLO 2 - Integrative and Applied Learning, including:

Synthesis and advanced accomplishment across specialized studies. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. This integration is demonstrated through the application of knowledge, skills, and responsibilities to new and familiar settings and through addressing complex problems in Kinesiology-related areas.

3. SLO 3 - Intellectual and Practical Skills. Practiced extensively, across the Kinesiology curricula, in the context of progressively more challenging problems, projects, and standards for performance.

A) Critical thinking. Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

B) Written communication. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

C) Oral communication. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behavior.

D) Teamwork. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Style Of Teaching:

The objectives of this course will be met through an integrated teaching style that will include presentations and lab activities. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. This is a face-to-face course with a blackboard component. No assignments shall be accepted via email and all assignments shall be turned in on blackboard or during class.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard. All late assignments will be subject to a 5% deduction of points penalty.

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 15 at 11:59pm to be counted for credit towards the final letter grade. There will be no exceptions to this policy. Late deductions will apply as per policy below.

GRADING POLICIES

Outcome Measure	Points Per Item	Number of Items	Available Points	Percentage of Grade
Class Attendance & Participation	6	25	150	15%
Lab Activities	25	10	250	25%
Case Studies & Presentations	50	3	150	15%
Assignments	50	5	250	25%
Final Project	200	1	200	20%
Total/Final Grade*	-	-	1000	100%

*Letter Grading as per SRSU policy will be used in this course.

Be sure to complete all assignments by the due date.

COURSE REQUIREMENTS

I. Attendance

Attendance for class is mandatory. Every class day is a grade - 100% credit for being on time.

II. Lab Activities

1. Attendance at laboratory sessions and participation in laboratory discussions
2. Assisting other class members with lab testing for class projects
3. Practical application of findings

III. Case Studies

Three (3) case studies will give students experience with analyzing and interpreting test results as well as writing exercise prescriptions for clients with differing needs and exercise program goals.

IV. Assignments Five (5) available. All assignments will be submitted via blackboard.

V. Final Project. Program Design Project. Provides experience in administering health and fitness assessments and designing a fitness training program to meet the goals and needs of a client. You will be assigned a client to serve as the subject for your project. After administering the assessment tests to the client and evaluating the results, you must design a fitness training program for the client to meet the determined and agreed upon goals. Areas of emphasis for the evaluation of the program will include: 1) assessments 2) appropriate program design 3) appropriate rationale for each selection.

KES 4303 Fitness Testing & Exercise Prescription
TENTATIVE COURSE CALENDAR - Fall 2022

Week	Dates	Content	Assignment
1	8/22-8/24	Chapters 1 - pre screening	
2	8/29-8/31	Chapter 2	
3	9/5-9/7	Chapter 3 - principles Labor Day - No Class Monday	
4	9/12-9/14	Chapter 4 - GXT testing	
5	9/19-9/21	Chapter 5 - cardio rx	
6	9/26-9/28	Chapter 8 - body comp	
7	10/3-10/5	Chapter 9 - weight management	
8	10/10-10/12	cont'd	
9	10/17-10/19	Chapter 6 - muscular fitness	
10	10/24-10/26	Chapter 7 - resistance rx Homecoming Week	
11	10/31-11/2	Chapter 10 - flexibility Dia de Lobo Event	
12	11/7-11/9	Chapter 11 - low back care	
13	11/14-11/16	Chapter 12 - balance	
14	11/21-11/23	Virtual	
15	11/28-11/30	Virtual Last class day Wed.	
16	12/3-12/8		Final Project

UNIVERSITY POLICIES

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Professional Development

All undergraduate Kinesiology majors are required to participate in continuing education activities outside of the classroom. Students must complete a total of 20 Professional Development points (PD points) prior to enrolling in Internship or Student Teaching. See the Kinesiology webpage for detailed information.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act (ADA) of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations must contact Mary Schwartz Grisham M.Ed., LPC, Accessibility Services Coordinator at 432.837.8203 (please leave a message and your call will be returned as soon as possible during business hours), or email mschwartz@sulross.edu. The office is located on the first floor of Ferguson Hall (Suit 112). Mailing address - PO Box C122 Sul Ross State University, Alpine, Texas, 79832.

SRSU Library Info

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

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.