SR | SUL ROSS
KINESIOLOGY DEPARTMENT

Kine 4634-001 Fitness Testing and Prescription
MWF GPC – 106
12:30-1:45

Doug Renshaw M.Ed., Ph.D.

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Office Hours: Tuesday 9am-12am, 1-3p Thursday 9am-12am,1-3p By appointment (email to set an appointment) Meeting: On-line or in person

Required Text: Gibson, A.L., Wagner, D.R., and Heyward, V. H. 2019. *Advanced Fitness Assessment and Exercise Prescription, 8th ed.* Champaign, IL: Human Kinetics. Older edition and eBook are acceptable
AVAILABLE ON BRYTEWAVE through Sully Shelf

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.

EXPECTATION OF STUDENTS

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion. Handouts distributed through Blackboard should be kept in a notebook in order to be referred to as necessary.

MARKETABLE SKILLS – The following marketable skills are met in this course:

- **Collaboration – students will interact with one another through a multitude of class discussions and activities**
- **Communication – students will understand the necessity of communicating proper techniques of exercise testing and prescription.**
- **Critical Thinking – students will be asked to critically decipher a multitude of real-world scenarios that could occur during exercise testing and prescription**
- **Career Readiness – students will learn skills that will aid them in careers involving exercise testing and prescription**

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

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 competency2.
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. 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.

Course Format

The format for this course will include, but is not limited to – face to face delivery and on-line components. 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.

Attendance

Attendance for class is mandatory. Every class day is a grade. You will receive 100% credit for being on time, 75% credit for being tardy. **One letter grade will be deducted for every absence after four (4) absences**

Quizzes

May be assigned weekly via blackboard and will be due Sundays by 11:59pm

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.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Grade calculation	% of Grade	Grading Scale	
		900 or more	A
Lab activities	10 @ 50 = 500 points (50%)	800-899	B
Quizzes	10@20 =200 (10%)	700-799	C
Final Project	300 points (30%)	600-699	D
		Less than 599	F
		Total Points = 1000	

- **Some lectures & Labs may be altered or amended due to equipment availability and time constraints**

Exercise Testing & Presc. 4634-001 MWF 12:30pm-1:45pm GPC 108

Date	Content	Assignment
Monday, August 26, 2023	Syllabus	**Chapter 2**
Wednesday, August 28, 2023	health screening	
	NO CLASS (TENTATIVE)	
Monday, September 2, 2023	LABOR DAY NO CLASS	**chapter 1**
Wednesday, September 4, 2023	health and disease	
Friday, September 6, 2023	NO CLASS (TENTATIVE)	
Monday, September 9, 2023	assessing HR and BP and assessing HR and BP	**Chapter 2**
Wednesday, September 11, 2023	*Lab 1:* Measurement of heart rate and blood pressure	
Friday, September 13, 2023	NO CLASS (TENTATIVE)	
Monday, September 16, 2023	Principles of physical fitness testing	**Chapter 3**
Wednesday, September 18, 2023	Principles of exercise prescription	
Friday, September 20, 2023	NO CLASS (TENTATIVE)	**quiz 1**
Monday, September 23, 2023	cardiorespiratory Rx	**chapter 4**
Wednesday, September 25, 2023	cardiorespiratory Rx	
Friday, September 27, 2023	NO CLASS (TENTATIVE)	
Monday, September 30, 2023	Designing aerobic exercise programs	**chapter5**
Wednesday, October 2, 2023	Designing aerobic exercise programs	
Friday, October 4, 2023	NO CLASS (TENTATIVE)	
Monday, October 7, 2023	Body composition models	**Chapter 8**
Wednesday, October 9, 2023	Body composition models	
Friday, October 11, 2023	NO CLASS (TENTATIVE)	**quiz 3**
Monday, October 14, 2023	CR field tests	**Chapter 4**
Wednesday, October 16, 2023	CR field tests	
Friday, October 18, 2023	NO CLASS (TENTATIVE)	
Monday, October 21, 2023	Muscular fitness	**Chapter 6**
Wednesday, October 23, 2023	Muscular fitness	
Friday, October 25, 2023	NO CLASS (TENTATIVE)	
Monday, October 28, 2023	*Resistance RX*	**Chapter 7**
Wednesday, November 30, 2023	*Resistance RX*	
Friday, November 1, 2023	NO CLASS (TENTATIVE)	
Monday, November 4, 2023	*Flexibilty Dia De Lobo*	**Chapter 10**
Wednesday, November 6, 2023	*Flexibilty Dia De Lobo*	
Friday, November 8, 2023	NO CLASS (TENTATIVE)	**quiz 4**
Monday, November 11, 2023	Designing programs to improve body composition	**Chapter 9**
Wednesday, November 13, 2023	Designing programs to improve body composition	
Friday, November 15, 2023	NO CLASS (TENTATIVE)	
Monday, November 18, 2023	Balance	**Chapter 12**
Wednesday, November 20, 2023	Balance	
Friday, November 22, 2023	Thanksgiving NO CLASS	**Happy Thanksgiving**
Monday, November 25, 2023	*No class*	
Wednesday, November 27, 2023	*No class*	
Friday, November 29, 2023	NO CLASS	**quiz 5**
Monday, December 4, 2023	*Final project*	
	Due	**due by 11:59**

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

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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.

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. The Student Handbook can be found at: https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01
In addition, please note that plagiarism detection software will be used in this class for written assignments.

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.

Libraries

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 LobolD 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 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

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act 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. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

AI Policy

Any use of Artificial Intelligence or ChatGPT or any derivative or comparable program will result in an automatic Zero unless the specified use is authorized and approved by the instructor. *The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.*

The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools and I will be happy to discuss what is acceptable.

In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer’s block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations, or assignments unless

explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such.

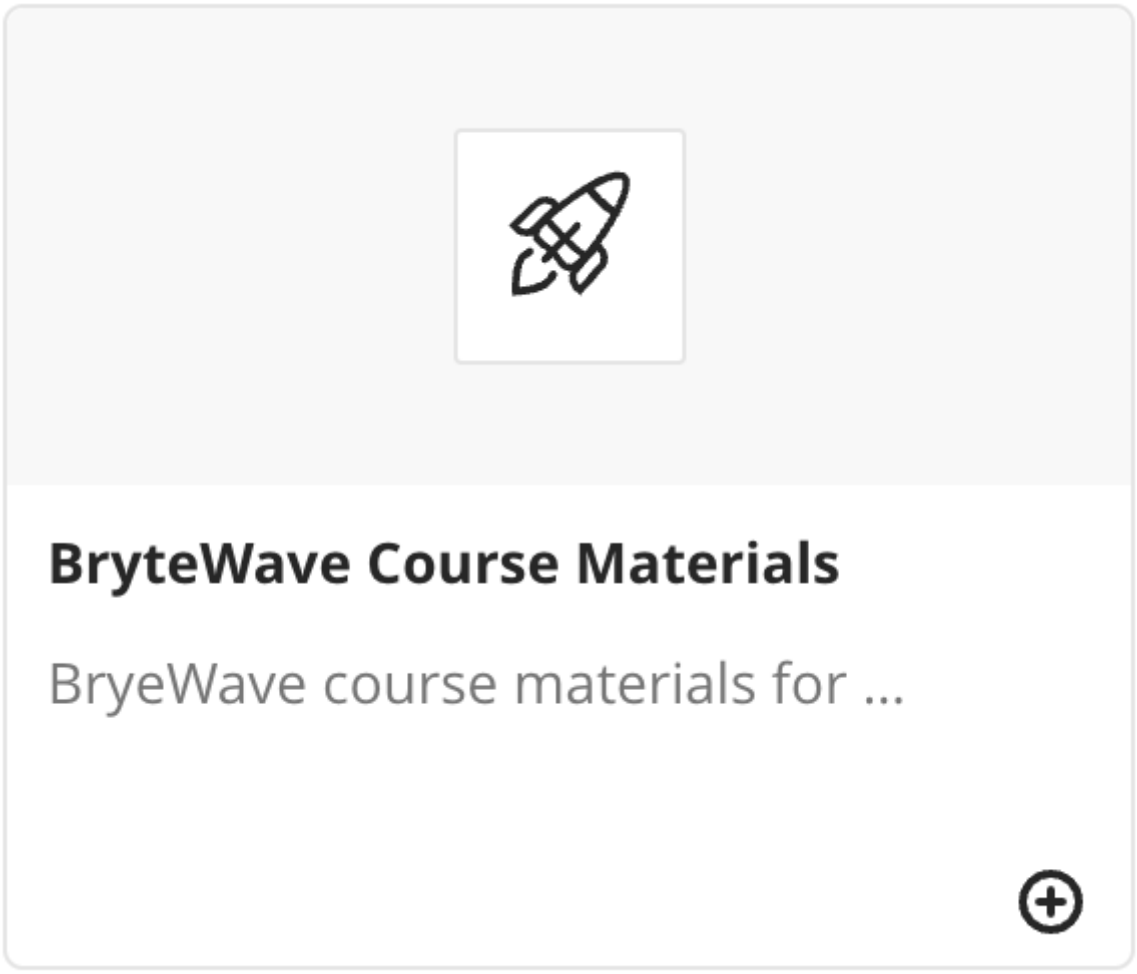
Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions. To that end, you are welcome to use generative AI tools in this class as long as it aligns with the learning outcomes or goals associated with assignments. You are fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). Your use of generative AI tools must be properly documented and cited for any work submitted in this course.

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

BOOKSHELF

Additionally, please find attached instructions you may wish to provide to students in your Blackboard course on how they access these materials through Follett's system BryteWave. Below, you can also see steps on how to add BryteWave as a tile on your Blackboard shell through the Content Market. Please let me know if you have any questions. Thanks!

1. Hit the + button under Course Content
2. Click Content Market
3. Find BryteWave, but do not click on the tile. Only click on the + sign on the bottom right.



4. This adds the content to the top of your BB page: