I. Course Description:
This course examines the specific testing procedures used to assess fitness levels and physiological responses during bouts of exercise. Emphasis will be given to clinical experiences, data interpretation, and student proficiency in performing and monitoring various assessments.

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 Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.

Program Learning Outcomes:
- The student will identify and analyze critical components of physical movements
- 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.
- The student will apply knowledge of principles and stages of motor development.
- The student will demonstrate knowledge of kinesiological principles and content
- The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
- Students will demonstrate ability to design and implement test batteries appropriate for specific populations. (PLO 2,3,4,5)
- Students will be able to identify various exercise tests and demonstrate ability to implement such tests. (PLO 2, 5)
- Students will demonstrate ability to identify both normal and abnormal physiological responses to exercise testing. (PLO 1,2,5)

*A primary guide for the course is information and skills required for certification as a “Health-Fitness Specialist” by the American College of Sports Medicine (i.e. The HFS certification).

III. Course Assignments and Exams:
Cognitive evaluation will consist of two exams (multiple guess, short answer, essay) and a final exam. Questions will be taken from various sources (review and preparation text) listed in the textbook and resource materials section. In addition students will work in groups and complete clinical reports based on data collected in several areas of study (PLO 1,2,3). Clinical reports will consist of 2 pages typed, containing data that you collect from fellow students in the course. Clinical reports are designed to create proficiency in collection, assimilation, and dissemination of data. Past examples will be shared prior to our first report.

Make Up Assignments/Exams – Make up exams will not be given, prior arrangements must be made in critical cases. If a student is absent on exam day he/she will be earn a zero.
IV. Evaluation and Assessment
Grading/Evaluation Procedures
Clinical Reports 50 pt
Exam I 100 pt
Exam II 100 pt
Final Exam 100 pt

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Jan. 19 Introduction/Syllabi</td>
<td>Jan. 21 Chpt 1 HRPF terminology/public health perspective</td>
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<tr>
<td>Jan. 26 Chpt 2 (3,4) Pre-participation health screening, informed consents</td>
<td>Jan. 28 Chpt. 2 (3,4) Contraindications to exercise, test environments, testing organization</td>
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<tr>
<td>Feb. 02 Chpt. 3 (4) Reliability vs. validity, standardization and implications</td>
<td>Feb. 04 Chpt. 3 (4) Cardio/Pulmonary testing procedures (Field techniques)</td>
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<td>Feb. 9 Chpt. 3 (4) CV Field Techniques</td>
<td>Feb. 11 Chpt. 3 (4) Ergometer Testing (Astrand and YMCA bike proficiency testing)</td>
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<tr>
<td>Feb. 16 Chpt 3 (4) Ergometer Testing continued</td>
<td>Feb. 18 Chpt. Exam 1</td>
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<tr>
<td>Feb. 23 Chpt 4 (4) Body Comp. historical review, relavence, and prudent use</td>
<td>Feb. 25 Chpt. 4 (4) Use of normative tables and basic anthropometrics</td>
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<tr>
<td>Mar. 1 Chpt. Chpt. 4 (4) BIA, skinfold, and anthropometric field testing</td>
<td>Mar. 3 No class (TACSM)</td>
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<tr>
<td>Mar. 8 5 (4) Chpt. 4 (4) BIA, skinfold, and anthropometric field testing</td>
<td>Mar. 10 Chpt. 5 (4) Muscular Testing (Health related benefits and risks) Low back pain associations with RT</td>
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<tr>
<td>Mar. 15 Spring Break</td>
<td>Mar. 17 Spring Break</td>
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<tr>
<td>Mar. 22 Chpt 5 (4) Review of tests for MS and Endurance</td>
<td>Mar 24 Easter</td>
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<tr>
<td>Mar 29 Chpt 5 (4) Muscular assessment field testing (various strength and endurance tests)</td>
<td>March 31 Exam II</td>
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<tr>
<td>Apr. 5 Chpt. 3 (5) ECG (historical review) What is ECG and how applies to us?</td>
<td>Apr. 7 Chpt. 3 (5) Anatomical positioning and individual lead representation</td>
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<tr>
<td>Apr. 12 Dept. Fitness Testing</td>
<td>Apr. 14 Dept. Fitness Testing</td>
</tr>
<tr>
<td>Apr. 19 Chpt 3 (6) Contraindications to ECG testing</td>
<td>Apr. 21 Easter Holiday</td>
</tr>
<tr>
<td>Apr. 26 Chpt 8 (6) ECG proficiency field work</td>
<td>Apr. 28 Chpt 8 (6) ECG proficiency field work</td>
</tr>
<tr>
<td>May 3 Chpt 8 (6) Diagnostics (ie. normal vs. abnormal trace)</td>
<td>May 5 Chpt 8 (6) Diagnostics (ie. normal vs. abnormal trace) Recognition of common abnormalities</td>
</tr>
</tbody>
</table>

*Schedule is an approximation and could change*

VI. Readings:


Additional Resources
VII. Course Evaluations:

“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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:

**Attendance: (Policy 6.7)**

Attendance and participation are required at all times. **2 absences will be given to each student for the entire semester, use them wisely!** University travel and Legal obligations will be the only excused absences allowed (written documentation required). Each absence beyond 2 will result in a loss of one letter grade. Arriving late to class and early departure is unacceptable. 3 such occurrences will result in an absence and the attendance grade will be reduced accordingly. Any student(s) maintaining no less than a “B” average and perfect attendance may waive the final exam if so desired. While no grade will be assigned for students waiving the final exam, all students must take the final exam. **No exceptions will be made for any of the above policies.**

**Students with Disabilities (Policy 6.1 and 6.6)**

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 in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Location:** Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity (Policy 4.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: - using or attempting to use unauthorized materials on any class assignment or exam; - falsifying or inventing of any information, including citations, on an assignment; and/or;

- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: - submitting an assignment as one's own work when it is at least partly the work of another person; - submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or;

- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades (Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct (Policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.