
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2019

EXSS 415A Fitness Assessment

Instructor Information:

Instructor Name:	Professor Tracy Stone
Office Number:	Room 520
Phone Number:	219-473-4357
Email:	tstone@ccsj.edu
Office Hours	Tues 8:30a – 10a & 12p – 1:30p; Wed 1:30p – 3:30p; Thurs 12p – 1:30p; Fri 12p – 3:30p

Instructor Background:

B.S. Health and Sport Studies, <i>Miami University of Ohio</i>	M.S. Kinesiology, <i>University of Illinois at Chicago</i>
Certified Strength & Conditioning Specialist (CSCS) <i>National Strength & Conditioning Association (NSCA)</i>	Certified Fitness Nutrition Specialist <i>National Academy of Sports Medicine (NASM)</i>
Certified Personal Trainer (CPT) <i>National Academy of Sports Medicine (NASM)</i>	Instructor for Advanced & Standard First Aid, CPR & AED <i>Emergency Care & Safety Institute (ECSI)</i>

Course Information

Course Time:	Monday & Wednesday, 12:00p to 1:30p
Classroom:	Room 260 & Athletic Building as needed
Prerequisites:	C or better in EXSS 200
Required Books and Materials:	Laboratory Manual for Exercise Physiology, 2 nd Edition, 2019. Human Kinetics. ISBN: 9781492536949

Learning Outcomes/Competencies:

1. Define basic terminology associated with testing
2. Present basic statistical methods for evaluating test results
3. Describe types of graphs for presenting data
4. Describe the American College of Sports Medicine (ACSM) Preparticipation health screening method
5. Explain the classic risk stratifications and guidelines for physician involvement in the testing process
6. Describe and conduct the six most common variants of the sit-and-reach test
7. Understand the concept of systemic blood pressure fluctuations during the cardiac cycle
8. Examine BP responses to changes in body position and aerobic and isometric exercise

9. Understand the indirect calorimetry measurement of energy metabolism
10. Discuss biochemical concepts related to O₂ deficit and EPOC
11. Learn the skills needed for administering three types of submaximal exercise tests
12. Estimate VO_{2max} by the measure of HR response to submaximal exercise
13. Explain how to perform several field assessments for aerobic power
14. Become familiar with methods for evaluating high-intensity running performance
15. Understand the concept of maximal oxygen consumption as a fitness assessment and describe factors that affect VO_{2max}
16. Become familiar with various methods of evaluating muscular strength and endurance
17. Competently perform BMI, circumference, and skinfold measurements
18. Describe the advantages and disadvantages of various techniques for measuring body composition

This course meets the following Kinesiology Program Objectives:

1. Describe the underlying scientific foundations of physical activity.
2. Evaluate information about physical activity from scientific basis.
3. Describe the relationship between physical activity participation and health, wellness, and quality of life.
4. Demonstrate knowledge of current physical activity guidelines and recommendations.
5. Design and evaluate physical activity programs that promote health and improve quality of life.

Course Description:

This course is designed to give the student a foundation in the process of assessment (tests and measurement). The course includes the development of objectives, outcomes, test construction, use of formative and summative evaluation, norm and criterion referenced measures, statistics and the use of other evaluative materials specific to health and exercise.

Learning Strategies:

- PowerPoint Lectures
- In-class labs
- On-line web study guide
- Additional, virtual lab experience to supplement In-class lab instruction

Experiential Learning Opportunities:

Laboratory experience is essential for a fundamental understanding of Fitness Assessments. This course is a laboratory course that provides students with experiential learning through hands-on instruction, data interpretation, and communication of results through laboratory reports.

Assessments:

Major Assignments:	Fitness Assessment Labs (In-class)	30% of Total Grade
Assessments:	4 In-Class Exams	55% of Total Grade
Class Participation:	During each In-Class Laboratory	15% of Total Grade

Grading Scale:

100 – 92: A	91 – 90: A-	
89 – 88: B+	87 – 82: B	81 – 80: B-
79 – 78 : C+	77 – 72: C	71 – 70 : C-
69 – 68: D+	67 – 62: D	61 – 60: D-
59 and below: F		

Course Schedule		
Class Date	Lecture/Class Discussion/Activities	LO's
Aug 26	Lecture: Primary Data Collection	1-3
28	Laboratory Activity 1.1: Basic Data	
Labor Day NO CLASS, September 2, 2019		
Sep 4	Laboratory Activity 1.2: Statistical Procedures	1-3
9	Laboratory Activity 1.3: Tables & Graphs	4-5
11	Lecture: Pretest Screening	
16	Lab Activity 2.1: Basic Screening Procedures Lab Activity 2.2: Pretest Results	
18	EXAM 1: Primary Data Collection & Pretest Screening	
23	Lecture: Body Composition Assessments	1-3, 17-18
25	Lab Activity 15.1: BMI & Circumference Data	
30	Lab Activity 15.2: Techniques for Measuring Skinfold Thickness	
Oct 2	Lecture: Blood Pressure Measurements	1-3,
7	Lab Activity 4.1-4.3: Various effects on BP	7-8
9	Lecture: Resting Metabolic Rate Determinations	1-3, 9
14	Lab Activity 5.1: Predicting RMR	
16	EXAM 2: Body Composition, Blood Pressure & Resting Metabolic Rate	
Late work from Aug 26 to Sept 30 will not be accepted after October 10, 2019		
21	Lecture: Submaximal Exercise Testing	1-3,
23	Lecture: Aerobic Power Field Assessments	11-13
28	Lab Activity 7.1: Submaximal Bench Step Test	1-3,
30	Lab Activity 7.2: Submaximal Treadmill Test	11-13
Nov 4	Lab Activity 8.1: Cooper 1.5-Mile	1-3, 13-15
6	Lab Activity 8.1: 12-minute Run/Walk Test	
11	Lab Activity 8.2: Rockport Fitness Walking Test	
13	EXAM 3: Submaximal & Field Aerobic Assessments	
18	Lecture: Musculoskeletal Fitness Measurements	1-3,
20	Lecture: Flexibility Testing	13-15
Thanksgiving Break, November 24 to 30, 2019		
Dec 2	Lab Activity 12.1-12.4: Maximal Strength & UB Muscular Endurance	1-3,
4	Lab Activity 3.1, 3.2 & 3.4: Flexibility Testing	16
9	Wrap-Up Catch-Up	
11	EXAM 4: Fitness Tests and Measurements & Flexibility Testing	
Late work from Oct 2 to Dec 11 will not be accepted after December 13, 2019		
I reserve the right to change this schedule to meet the needs of the class.		

Responsibilities

<p>Attending Class</p>	<p>General Absences You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. In all things, communication is KEY. All planned and unplanned absences must be communicated to your instructor via email with a brief explanation.</p> <p>Attendance and Your Grade Missing class will have a negative effect on your final grade. You are allowed no more than 3 absences with no change in your grade, so long as each absence is properly communicated <i>ahead of time</i>. Additional absences will drop your final grade by 0.3 grade points.</p> <p>Example:</p> <ul style="list-style-type: none"> • Final grade in class: A GPA: 4.0 • Final attendance record: 4 total absences for the semester • Adjusted Final grade in class: A- GPA: 3.7 <p>Absence due to college events We do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance and you are responsible for all missed work.</p>
<p>Turning In Your Work</p>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>Missing Assignments 15% will be deducted from all assignments turned in after the due date posted on Blackboard. Late work will receive a grade of no higher than 85%. No late work will be accepted after the dates posted on the syllabus. See syllabus for dates to plan-ahead.</p> <p>Missing Exams All exams are required in order to complete this course. You must take all exams in order for a low score to be dropped (if applicable). If you are absent on exam day, you must email the instructor by the end of the week to schedule your make-up exam. 15% will be deducted from all make-up exams.</p>
<p>Meeting Standards for Classroom Behavior</p>	<ul style="list-style-type: none"> • Use all the class time. Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others. • Come prepared. Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions. Headphones and cellphones should remain in your bags during class time. Students who appear to be constantly distracted by their electronic devices will be marked absent. (See attendance policy for information on attendance and your grade.)
<p>CCSJ Student Honor Code</p>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p>

	<p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
<p>Doing Your Own Work</p>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
<p>Sharing Your Class Experience</p>	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
<p>Withdrawing from Class</p>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources

CCSJ Book Rental Program	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
Student Success Center:	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
Disability Services:	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
Student Assistance Program	<p>Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p>

Prof. Stone 2019-2020 Grading Rubric for classwork, homework, presentations and labs

	5	4	3.5	3
Presentation	You have completed the assignment on time. It is readable and neat with no grammatical or spelling errors. All directions were followed, and assignment requirements met.	You have completed the assignment on time. It is readable and neat with minimal grammatical or spelling errors. Majority of directions were followed, and assignment requirements met.	Assignment was turned in late. Assignment is mostly complete. It is readable and neat. Some grammatical and spelling errors present. Most directions were followed, and requirements met.	Assignment was turned in late. Assignment is not complete. It is readable. Contains several errors. Directions were not followed, requirements not met.
Content	Your work is well thought out, answers are unique and are your own words. (No text copying.) There is evidence you have sought out valid resources beyond the textbook.	Your work shows thought and answers are mostly in your own words. (Minimal text copying.) You attempted to seek out resources beyond the textbook.	Answers show a valid attempt to complete the assignment, but not much written in your own words. Some of your work is coming from the text, word for word. No outside resources were used.	Barely tried to complete the assignment. Your answers are not in your own words. Work is copied from the text word for word. No outside resources were used.
Effort Applied	You show a personal interest in how the material relates to your future as a professional in the field. You make real-life connections and connections to lecture and other material.	You put forth effort to make real life connections OR connections to lecture and other material.	Few or no connections made to real life, lecture and other material.	No connections made
Understanding	Shows mastery of the material.	Demonstrates a general understanding of the material	Shows very basic understanding of the material. (tutoring, fine tune study skills, suggested)	Little to no understanding of the material. (Tutoring, fine tune study skills, required.)
Calculations	Answers and calculations are correct, and work was shown.	Most (more than $\frac{3}{4}$) answers and calculations are correct. Work was shown.	Some (less than $\frac{1}{2}$) of all answers and calculations are incomplete and/or incorrect. No work was shown.	Most (more than $\frac{1}{2}$) answers and calculations are incomplete and incorrect. No work was shown.
Participation Rubric				
Participation	Consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated.	Focuses on in-class work and what needs to be done most of the time.	Often must be reminded by the teacher about what needs to get done.	Has difficulty focusing on class work and procedures.
Additional criteria for oral presentation assignments.				
Source: Association of American Colleges and Universities. (2009). <i>VALUE rubrics</i>				
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation/paper cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation/paper	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation/paper	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation/paper
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Use of Information	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved

