1. **COURSE TITLE\*:** Fitness andHealthFoundations
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** HFES 1190
3. **PREREQUISITE(S)\*:** None **COREQUISITE(S)\*:** None
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 3

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:** This course is an introduction to the foundations of fitness, health and related topics including energy balance, lifestyle choices and exercise testing and prescription. Individual fitness assessment, evaluation and programming will be emphasized. Attention will be given to the research that supports the professional guidelines for fitness and health.
3. **LEARNING OUTCOMES\*:**
4. Identify and define the components of physical fitness.
5. Evaluate and assess cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, body composition and learn to determine appropriate recommendations.
6. Design and implement an exercise prescription for cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility for personal use by utilizing basic exercise physiology and basic anatomy.
7. Analyze the relationship between nutrition, good health and well-being.
8. Describe lifestyle factors that may impact weight management and healthy behaviors.
9. **ADOPTED TEXT(S)\*:**

ThomasFahey*,* Paul Insel, Walton Roth, and Claire Insel

*Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness -* Brief Edition, 15th edition: ISBN: 9781265971526 (Inclusive Access e-book with Connect)

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.** None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Students may choose to opt-out and not be charged or receive this Follett Access (Inclusive Access) class resource.  Not having this resource could impact the student’s ability to stay current in the course and may impact academic success.  To opt-out, student must contact the campus bookstore.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific – below is a sample)***

|  |  |  |
| --- | --- | --- |
| *Category* | *Total Points* | *% of Grade* |
| Chapter Assignments | 150 | 15% |
| Quizzes | 150 | 15% |
| Unit Exams | 300 | 30% |
| In-Class or Discussion Assignments | 100 | 10% |
| Scholarly Article and Web Site Reviews | 100 | 10% |
| Fitness Program Designs | 200 | 20% |
| Total | 1000 | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific – below are some examples)***

* Exams or Tests
* Chapter Assignments
* Scholarly Article Reviews
* Web Site Reviews
* Health-Related Fitness Testing
* Personal Fitness Program Design – Cardiorespiratory Endurance
* Personal Fitness Program Design – Muscular Strength and/or Muscular Endurance
* Personal Fitness Program Design – Flexibility
* Exercise Log Sheets
* Case Studies
* Group Discussions
* Nutrition Log

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

Below is a sample outline for a 16-week semester schedule.

**Week One** – Introduction to the course, course policies, and course procedures; principles of physical fitness; how physical activity helps develop health and fitness (LO1)

Discussion Assignment – Principles of physical fitness

**Week Two** – Components of physical fitness; goals and principles of physical training; principles involved in designing a well-rounded exercise program; safe, effective, and successful exercise (LO1)

Quiz – Principles of physical fitness

**Week Three** – How the body produces energy for cardiorespiratory exercise; the effects and benefits of cardiorespiratory exercise on the body (LOs 2 and 3)

Scholarly Article review – Cardio Endurance

Assign personal cardio program design and log

**Week Four** – How cardiorespiratory endurance is assessed and measured; cardiorespiratory exercise prescription; developing cardiorespiratory endurance (LOs 2 and 3)

Discussion – Cardio Endurance

**Week Five** – Preventing and treating common aerobic exercise injuries; Cardiorespiratory Endurance Program Design and Log Sheet due; Exam One (principles of physical fitness and cardiorespiratory fitness) (LOs 1, 2 and 3)

Quiz – Cardio endurance

**Week Six** –The basic physiology of muscles; how weight training affects muscles; define muscular strength and how it affects wellness (LOs 2 and 3)

Discussion – Weight training

**Week Seven** – Muscular Strength definitions and assessment; muscular strength prescription LOs 2 and 3)

Quiz – Muscular Strength

Assign personal strength training program design and log

**Week Eight** – Muscular Endurance definition and assessment; muscular endurance prescription (LOs 2 and 3)

Scholarly article review – weight training

**Week Nine** – Effects of drugs and supplements; weigh training safety; common weight training exercises using free weights, weight machines, and body weight (LOs 2 and 3)

Quiz – Muscular strength

**Week Ten** – Muscular Strength/Endurance Program Design and Log Sheet due: Exam Two (muscular strength and muscular endurance); Benefits of flexibility and stretching; factors that affects a joint’s flexibility (LOs 1, 2, and 3)

Discussion – Flexibility

**Week Eleven** – Factors that affect a joint’s flexibility; types of stretching exercises and how they affect muscles; flexibility assessment and prescription (LOs 2 and 3)

Assign personal flexibility program design and log

**Week Twelve** – Safe stretching exercises for specific major joints; define fat-free mass and body fat and their functions; how body composition affects overall health (LOs 2 and 3)

Scholarly article review – flexibility

Quiz – Flexibility

**Week Thirteen** – How body composition and body fat distribution are measured and assessed (LOs 2 and 3)

Discussion – Body Composition

**Week Fourteen** – Flexibility Program Design and Log Sheet due; Nutrition - components of a healthy diet, nutritional guidelines (LOs 4 and 5)

Quiz – body composition

**Week Fifteen** – Nutrition and weight management – lifestyle factors that affect weight management, nutritional planning, energy balancing equation (LOs 4 and 5)

Quiz – Nutrition, and Weight Management

**Week Sixteen** – Exam Three (flexibility, body composition, nutrition and weight management) (LOs 1, 2, 3, 4, and 5)

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

None

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.