1. **COURSE TITLE\*:** Fitness and Wellness for Life
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** HPER 1195
3. **PREREQUISITE(S)\*:** None **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 3

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

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course investigates the components involved in developing a wellness lifestyle with an emphasis on the physical wellness. Attention is principally devoted to the components of fitness to include cardiorespiratory endurance, muscular fitness, and flexibility. In addition, learning about dietary practices and nutrition, protecting oneself from disease, avoiding substance abuse, and managing stress will be covered.

1. **LEARNING OUTCOMES\*:**

Upon completion of this course the student will be able to:

1. Demonstrate an understanding of the basic concepts, benefits, and principles of lifetime health-related fitness and wellness.
2. Demonstrate an understanding of the elements of good nutrition and weight control.
3. Demonstrate an understanding of how avoidance of substance abuse, disease prevention, and stress management contribute to lifetime wellness and fitness.
4. Demonstrate an understanding of how to plan and implement a lifetime fitness and wellness program including learning behavior modification techniques to enhance a healthy lifestyle program.
5. **ADOPTED TEXT(S)\*:**

Liguori and Carroll-Cobb. *Questions and Answers: A Guide to Fitness and Wellness,* 6th edition with Connect Plus e-book only (Inclusive Access)

McGraw Hill. ISBN: 9781265944971

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

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

Students should dress appropriate for exercise on fitness assessment days. Students in online sections may have an opportunity to purchase a pass to an area YMCA

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)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Assignments & Labs | 300 | 30% |
| Tests & Quizzes | 400 | 40% |
| Exercise Log | 200 | 20% |
| Fitness Testing | 100 | 10% |
| Total | 1000 | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***
   * Lecture
   * Tests and Quizzes
   * Personal Physical Activity Program (students must keep an exercise log that indicates they participated in cardiorespiratory exercise at least three times per week at recommended intensity levels and for an adequate duration)
   * Laboratory Projects and Classroom assignments
   * Fitness testing

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

***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

* **Weeks One and Two** *(Meets Learning Outcomes 1 and 4)*

Personal Health and Wellness  
Health in the United States  
Factors Influencing Health and Wellness   
Factors Influencing Health Behavior and Behavior Change  
The Transtheoretical Model – Behavior Change  
Overcoming Barriers to Change  
Developing a Behavior Change Program

* **Week Three** *(Meets**Learning Outcomes 3)*

Stress and Its Sources  
Factors Affecting the Experience of Stress  
Stress and Wellness  
Sources of Stress  
Managing Stress  
Getting Help with Stress

**Week Four** *(Meets Learning Outcomes 3)*

Infectious Disease  
Infection and Immunity  
Infectious Diseases on College Campuses  
Sexually Transmitted Infections

* **Week Five** *(Meets**Learning Outcomes 3)*

Substance Abuse and Addiction  
Understanding Addictive Behaviors  
Psychoactive Drugs  
Alcohol  
Tobacco

* **Week Six** *(Meets**Learning Outcomes 3)*

Chronic Diseases  
Cardiovascular Disease  
Cancer  
Diabetes  
Preventing Chronic Disease

* **Week Seven** *(Meets Learning Outcomes 1 and 4)*

Physical Fitness, Physical Activity, and Exercise  
Assessing Physical Activity and Fitness  
Principles of Training  
Other Considerations When Starting a Fitness Program

* **Weeks Eight and Nine** *(Meets Learning Outcomes 1 and 4)*

Factors Affecting Cardiorespiratory Fitness  
Benefits of Cardiorespiratory Fitness  
Assessing Cardiorespiratory Fitness  
Creating a Cardiorespiratory Fitness Program  
Putting a Personal Fitness Plan into Action

* **Weeks Ten and Eleven** *(Meets Learning Outcomes 1 and 4)*

Factors Affecting Muscle Fitness  
Benefits of Muscle Fitness  
Assessing Muscle Fitness  
Managing a Safe and Successful Muscle-Fitness Program

* **Week Twelve** *(Meets Learning Outcomes 1 and 4)*

Factors Affecting Flexibility  
Benefits of Flexibility  
Assessing Flexibility  
Putting Together a Flexibility Program  
Low-Back Fitness

* **Week Thirteen** *(Meets Learning Outcomes 1 and 4)*

Basics of Body Composition  
Factors Affecting Body Composition  
Body Composition and Wellness  
Assessing Body Composition  
Making Changes in Body Composition

* **Week Fourteen** *(Meets Learning Outcomes 2)*

Dietary Components and Concepts  
Carbohydrates  
Protein  
Fats  
Water  
Vitamins and Minerals  
Food Labels  
Assessing Diets for Energy and Nutrient Intake

* **Weeks Fifteen and Sixteen** *(Meets Learning Outcomes 2)*

Planning a Healthy Diet  
Developing Practical Food Skills  
Healthy Weight loss and Maintenance  
Healthy Weight Gain and Eating Disorders  
Final Exam

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

Students will be required to exercise a minimum of three days per week during part of the semester and keep a log of their exercise program.

Students must attend at least 90% of the class meetings to receive a passing grade.

**16. FERPA: \***

Students need to understand that your 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.