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Alabama Department of Postsecondary Education

Representing Alabama's Public Two-Year College System

Jefferson State Community College

PED 100

Fundamentals of Fitness

I. PED 100 Fundamentals of Fitness – 3 Semester Hours

II. Course Description

This lecture/hybrid course includes the basic principles of physical education and physical fitness. It explores psychological and physiological effects of exercise and physical fitness, including effects to the human skeleton, muscle development, respiration and coordination. It is viewed as an introduction to such laboratory courses as aerobics, weight training and conditioning. This course also includes fitness evaluation, participation in fitness activities and development of individual fitness programs

III. Prerequisite

None required

IV. Textbook

Determined by the Instructor.

V. Course Objectives

The student will:

- A. The Student will be able to determine his/her level of health related physical fitness at the beginning and end of the course.
- B. The student will formulate a plan to improve health-related fitness.
- C. The student will participate in laboratory sessions.
- D. The student will indicate knowledge about a healthy lifestyle.

VI. Course Outline of Topics

- A. Lifestyles for Health, Wellness and Fitness
- B. Introduction to Physical Activity
- C. The Physical Activity Pyramid

- D. Cardiovascular Fitness
- E. Muscle Fitness and Resistance Exercise
- F. Flexibility
- G. Nutrition and Body Composition
- H. Managing Diet and Activity
- I. Stress Management
- I. Evaluating Fitness and Wellness Products
- J. Optimal Health and Wellness

VII. GENERAL COURSE COMPETENCIES:

- A. The student will determine his/her level of health related physical fitness near the beginning and end of the course.

- B. The student will formulate a plan to improve health-related fitness.

- C. The student will participate in laboratory sessions

- D. The Student will indicate knowledge about a healthy lifestyle

VIII. COURSE OBJECTIVES STATED IN PERFORMANCE TERMS:

- A. The student will determine his/her level of health related physical fitness near the beginning, the middle and end of the course.
 - 1. The Student will measure cardiovascular fitness using a distance run, a timed run and a step test and record the results on lab sheets.
 - 2. The Student will determine target zone using 60-80% of working heart rate.

 - 3. The Student will measure isometric strength using a hand dynamometer, and record on lab sheets.
 - 4. The student will measure flexibility tests for lower back, hamstrings, and shoulders and record on lab sheets.
 - 5. The student will determine body fat percentage using a skinfold caliper or other instruments and record it on lab sheets.

 - 6. The student will measure muscular endurance by performing timed sit-ups test and chins or flexed arm support and record on lab sheets.

- B. The student will formulate a plan to improve health-related fitness.
 - 1. The student will set goals for improving health-related components of fitness within the semester.
 - 2. The student will design a progressive program for maintaining and improving health-related fitness.

C. The student will participate in laboratory sessions

The student will complete the following labs and record results on individual lab sheets.

1. Physical activity questionnaire
2. Assessment of heart disease risk factors
3. Physical activity readiness questionnaire
4. Evaluation of skill and health related fitness
5. Count pulse at two locations for three different lengths of time to establish target zones
6. Perform walk/jog/run exercises and tests to establish personal minimal cardiovascular fitness levels
7. Determine average daily caloric intake and output and the nutritional quality of diet
8. Determine body composition at beginning and end of the course
9. Determine flexibility at selected joints using appropriate tests
10. Determine muscular strength and power using appropriate tests
11. Determine muscular endurance using appropriate tests
12. Evaluate fitness literature, devices and facilities

D. The Student will indicate knowledge about a healthy lifestyle

The student will correctly answer a minimum of 60% of the total questions on at least three written tests based on the following objectives.

1. The student will define the health and skill related components of physical fitness.
2. The student will identify physical and mental benefits of activity
3. The student will define hypokinetic disease and identify risk factors.
4. The student will define the principles for improving fitness.
 - a. Overload
 - b. Progression
 - c. Specificity
 - d. Frequency
 - e. Intensity
 - f. Duration
 - g. Threshold of training
 - h. Target Zone
5. The student will differentiate between aerobic and anaerobic exercise
6. The student will define types of strength exercises and identify the advantages and disadvantages of each:
 - a. Isometric
 - b. Isotonic
 - c. Isokinetic
7. The student will differentiate between safe exercises and high-risk exercises as defined by the text.
8. The student will define dynamic and static muscular endurance.
9. The student will define and identify the importance of flexibility.
10. The student will define the following aspects of body composition and methods of controlling body fat for health and fitness.
 - a. Obesity
 - b. Over fat
 - c. Overweight
11. The student will explain the importance of basic nutritional needs.
12. The student will define cardiovascular fitness.
13. The student will identify causes and risk factors of cardiovascular disease.

IX. Evaluation and Assessment

Grades are based on:

- A. Periodic exams
- B. Final exams
- C. Lab Reports

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

X. Class Activities

- A. Lecture
- B. Physical Fitness Testing
- C. Activity
- D. Laboratory exercises
- E. Recording and Charting Progress
- F. Physical Fitness Re-testing

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

XII. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XIII. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the College. The ADA Accommodations office is located in FSC 300 (205-856-7731).