



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Introduction to Physical Fitness and Wellness

**Course Prefix and Number** – PHED1164

**Department** - Kinesiology

**Division** – Math and Science

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #**    1:0:3

**Equated Pay hours for course** - 2

**Course Catalog Description** – An introduction and overview of the lifestyle necessary for fitness and health. Students will participate in physical activities and assess their fitness status. Students will be introduced to proper nutrition, weight management, cardiovascular health, flexibility, and strength training.

List Lab/ Other Hours
Lab Hours 3
Clinical Hours
Practicum Hours
Other (list)

**Prerequisites/Co-requisites** - none

**Prepared by** Gene Bahnsen

**Date** 11/19/2014

**Reviewed by Department Head** Gene Bahnsen

**Date** 11/19/2014

**Accuracy Verified by Division Chair** Kevin Dees

**Date** 11/19/2014

**Approved by Dean or Vice President of Instruction** Lac

**Date** 1-30-15



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- Part I – components of physical fitness and the essential role of exercise
- Part II - components of healthy diet and importance of nutrition on wellness
- Part III - the role of stress and destructive habits

\*\*\*\* note the above will be integrated into structured periods of aerobic activity, strength training, and or conditioning as students participate in physical activity

**II. Course Learning Outcomes**

<b>Learning Outcomes</b>	<b>Methods of Assessment</b>
<p><b>Upon successful completion of this course, students will:</b></p> <ol style="list-style-type: none"> <li>1. Describe how the components of physical fitness impact health and wellness.</li> <li>2. Explain the influence of personal behaviors and personal responsibilities on the development, treatment, and prevention of hypokinetic diseases, infectious diseases, stress, and addiction.</li> <li>3. Analyze the relationship between physical activity, inactivity, and nutrition on weight and body composition.</li> <li>4. Plan, implement, and evaluate a personal fitness program.</li> <li>5. Develop an appreciation and positive attitude for a healthy lifestyle and the effects of global trends on physical activity.</li> </ol>	<p>Assessment methods may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Individual fitness plans</li> <li>• Workout journals</li> <li>• Measures of fitness such as three-minute step test evaluations</li> <li>• Quizzes</li> <li>• Class participation and attendance</li> <li>• Class presentation on fitness/wellness topic</li> </ul>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

None - Course materials may include, but are not limited to instructor handouts, internet resources, or library materials

**IV. Suggested Course Maximum - 24**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Access to a space (such as a WCJC fitness center) for aerobic exercise, strength, conditioning and cardiovascular training.

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

Suggested grading criteria are as follows:

50% attendance and participation

25% personal fitness plan, workout journal or other written activity

25% Quiz average

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)

No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**

If needed, revise the Program SCANS Matrix & Competencies Checklist.



**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
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Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Empirical and Quantitative Skills**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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**Core Curriculum Review Form**

Foundational Component Area: **Social & Behavioral Sciences** Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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