HPER 2150
Aerobic Conditioning
Spring 2006

INSTRUCTOR: Dr. Ayers
EMAIL: s.ayers@wmich.edu
OFFICE: 1046 SRC
PHONE: 269.387.2712
OFFICE HOURS: M, W: 10-11a, W: 5-6p
PHONE: 269.387.2704
COURSE: 3015 SRC, 12:30-1:15p
FAX: http://homepages.wmich.edu/~sayers

COURSE WEB SITE:

COURSE DESCRIPTION
This one credit lecture/lab course introduces prospective physical education teachers to the foundations and components of health-related fitness, provision of developmentally appropriate health-related content and the assessment of health-related fitness. Physical Best certification is offered at the end of this course.

REQUIRED MATERIALS
1) HR monitor and pedometer (both provided via course fee)
5) The required Physical Best certification fee is $35 for AAHPERD members, $55 for non-members.

COURSE OBJECTIVES
Each student will attain a minimum criterion of 70% to demonstrate the following competencies, by identifying on a written test and/or demonstrating in a laboratory experience, mastery of:
1. Components of health-related fitness for school-age children, including cardiovascular endurance, muscular strength, endurance and flexibility, and body composition.
   NASPE Beginning Teacher Standards 1, 3
2. Basic training principles of physical conditioning and the implementation of developmentally appropriate training protocols in K-12 physical education settings.
   NASPE Beginning Teacher Standards 1, 2, 6
3. The development of alternative curriculum and instructional strategies for the promotion of school-age children's physical activity and health-related fitness.
   NASPE Beginning Teacher Standards 1-3, 6
4. Assessment issues and techniques usually associated with school-age children's physical activity and health-related fitness programming in schools.
   NASPE Beginning Teacher Standards 4, 7-9
5. Concept of personal fitness by demonstrating age and gender-appropriate Healthy Fitness Zone values as identified on the FITTESTGRAM.
   NASPE Beginning Teacher Standards 1, 8, 9
6. Ability to use FITTESTGRAM tests, software and reports to develop an individual fitness program.
   NASPE Beginning Teacher Standards 1, 4, 7-9

ATTENDANCE
Students are expected to attend all course-related sessions to earn available points. In case of an absence, assigned class work will be accepted only if prior arrangements are made with the instructor. Individual circumstances will be given consideration only if the instructor is contacted before the day of the
absence. Call or email! Attending all course-related meetings (ON TIME) and participating fully will add an additional 2% onto the final course grade. Class begins promptly at noon EST.

**APPROPRIATE ATTIRE**

During lab classes participating students are expected to wear clean, appropriate attire (shorts/warm-ups and t-shirts that fit, have no inappropriate logos or terms, holes or rips) for participation. During all lab teaching experiences, students must wear appropriate instructional attire (warm up suits, dress shorts or khaki pants and a golf shirt; NO t-shirts).

**ACADEMIC INTEGRITY/DISHONESTY**

Academic honesty is central to WMU’s educational mission. It enables each of us to fulfill our potential, learn effectively with and from one another, acquire specialized knowledge and skills, become informed, responsible and creative thinkers and have pride in our institution’s standing. To these ends I require that students in this class represent their own work accurately and truthfully without cheating, fabrication, falsification or forgery, multiple submission, plagiarism, complicity and computer misuse, according to the policies in WMU’s Student Code that pertain to Academic Integrity (Undergraduate Catalog pp. 274-276). If there is reason to believe you have been involved in academic dishonesty you will be referred to the Office of Student Conduct. You will be given an opportunity to review the charge(s). If you believe you are not responsible you will have the opportunity for a hearing.

This particular class includes several take-home and group/partner assignments. Although you may discuss these with others in this class, the final answers that you turn in for grading must be written independently by you, and reflect your own efforts, knowledge, understanding and expression of ideas. If you have questions or are confused about what is or is not appropriate regarding this, or other issues of academic integrity, please consult with me during office hours or after class. I am available at those times to discuss anything pertaining to this course. The WMU Writing Center can give you additional help with paraphrasing and citing sources correctly. If you observe other students in this class engaging in any form of academic dishonesty I invite you to approach me in confidence about it.

**FITNESS**

As future physical educators you must possess fitness knowledge, including the ability to provide instruction, perform fitness activities, assess knowledge and fitness, and develop individualized fitness plans. Based on these expectations, each individual will complete the FITNESSGRAM test to determine her/his current fitness level. If an individual is within the age and gender HFZ on the curl-ups, push-ups, PACER, body composition, and Back-Saver sit-and-reach tests, full credit for this component of the grade will be earned. If an individual cannot reach the HFZ in all five areas, s/he has the opportunity to improve the areas of weakness and be re-tested before the end of the semester. See related information on the course web site.

**Physical Activity and Diet Logs (PADs):** Part of being a quality physical educator is serving as a role model for your students. To assess your current activity and diet habits, self-report journal entries will be collected each week. A template and example are available on the course web site.

**Online Pedometer Logs:** You are being asked to track your daily steps/physical activity to link your PA relative to the activities in which you participate. You will need to register at: [http://www.americaonthemove.org/register/RegisterChoose.asp](http://www.americaonthemove.org/register/RegisterChoose.asp) to track your steps. Please register as an individual.

**Personal Fitness Plan:** As a future teacher you will need to start considering yourself as a role model and examine your own level of physical activity/fitness. To assist in this process, you will develop a personal fitness plan. The assignments listed above will aid your ability to assess your progress toward your goal, as will the content of this course. See related information on the course web site.
PHYSICAL BEST HEALTH/FITNESS SPECIALIST CERTIFICATION

This certification is designed to identify those individuals with extensive knowledge about providing health-related fitness instruction in K-12 settings. This certification can be one more way to make you stand out from other job candidates upon graduation. The test will be administered the last week of class and requires the use of your Physical Best books.

ACADEMIC REQUIREMENTS

Students must be present in class to submit assignments. No late work will be accepted. Unless otherwise stated, all assignments are due on the indicated date at the beginning of class. If students are dissatisfied with a grade, any discussion of that grade must occur within one week of receipt to be reconsidered. NO grades will be changed after that one week ‘grace period.’

<table>
<thead>
<tr>
<th>GRADE COMPONENT</th>
<th>GRADE %</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Class activities/Quizzes</td>
<td>30</td>
<td>90 - 100% = A</td>
</tr>
<tr>
<td>Lab activities</td>
<td>30</td>
<td>80 - 89% = B</td>
</tr>
<tr>
<td>PADs/Pedometer logs</td>
<td>20</td>
<td>70 - 79% = C</td>
</tr>
<tr>
<td>Fitness</td>
<td>10</td>
<td>60 - 69% = D</td>
</tr>
<tr>
<td>Physical Best certification test</td>
<td>10</td>
<td>&lt;60% = E</td>
</tr>
</tbody>
</table>

HPER 2150 Tentative Block Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Date</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Classes start at 4:00pm NO CLASS</td>
<td>1/11</td>
<td>Course Orientation Knowledge Pre-test PAR-Q</td>
</tr>
<tr>
<td>1/16</td>
<td>MLK Jr. Day NO CLASS</td>
<td>1/18</td>
<td>Meet in 1076 LAB 1 Fitness Testing: FITNESSGRAM DUE: PAD1 (2 week days, 2 weekend days)</td>
</tr>
<tr>
<td>1/23</td>
<td>Meet in Computer Lab LAB 2 Fitness Data Management Assigned Reading: Fitnessgram/Activitygram manual, pg. 113-132</td>
<td>1/25</td>
<td>Goal Setting PHAT Exercise Assigned Readings: pg. 13-38, JOPERD article DUE: PAD2 (1 week day, 1 weekend day) Online pedometer log 1</td>
</tr>
<tr>
<td>1/30</td>
<td>Foundations of Health-Related Fitness Assigned Reading: pg. 1-38 DUE: Personal Fitness Plan</td>
<td>2/1</td>
<td>Quiz 1: Foundations of H-R Fitness Training Principles Assigned Reading: pp. 39-48 DUE: PAD3 (1 week day, 2 weekend days)</td>
</tr>
<tr>
<td>2/6</td>
<td>Aerobic Fitness Assigned Reading: pg. 63-81 DUE:</td>
<td>2/8</td>
<td>Meet in 1076 LAB 3 Aerobic Lab DUE: PAD4 (2 weekend days)</td>
</tr>
<tr>
<td>2/13</td>
<td>Quiz 2: Aerobic Fitness Muscular Strength/Endurance Assigned Reading: pg. 83-104</td>
<td>2/15</td>
<td>Meet in 1076 LAB 4 Strength/Endurance Lab DUE: PAD5 (1 week day, 1 weekend day) Online pedometer log 2</td>
</tr>
<tr>
<td>2/20</td>
<td>Quiz 3: Muscular Strength/Endurance Flexibility Assigned Reading: pg. 105-119</td>
<td>2/22</td>
<td>Meet in 1076 LAB 5 Flexibility Lab DUE: PAD6 (2 weekend days)</td>
</tr>
<tr>
<td>Date</td>
<td>Monday</td>
<td>Date</td>
<td>Wednesday</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>2/27</td>
<td>SPRING BREAK NO CLASS</td>
<td>3/1</td>
<td>SPRING BREAK NO CLASS</td>
</tr>
</tbody>
</table>
| 3/6  | Nutrition, Body Composition  
**Assigned Reading**: pg. 49-60, 121-134  
**DUE**: Online pedometer log 3 | 3/8 | **Meet in 1076 LAB 6**  
Body Composition Lab  
**DUE**:  
**PAD7** (3 week days)  
Online pedometer log 3 |
| 3/13 | **Meet in 1076 LAB 7**  
**Quiz 4**: Nutrition, Body Composition  
Group preparation Lab | 3/15 | **Meet in 1076 LAB 8**  
Student activities I  
**DUE**:  
**PAD8** (1 week day, 1 weekend day) |
| 3/20 | **Meet in 1076 LAB 9**  
Student activities II | 3/22 | **Meet in 1076 LAB 10**  
Student activities III  
**DUE**:  
**PAD9** (1 week day, 2 weekend days) |
| 3/27 | **Meet in 1076 LAB 11**  
Student activities IV | 3/29 | **Meet in 1076 LAB 12**  
Student activities V  
**DUE**:  
**PAD10** (2 week days, 1 weekend day)  
Online pedometer log 4 |
| 4/3  | **Meet in 1076 LAB 13**  
Student activities VI | 4/5 | **Meet in 1076 LAB 14**  
Fitness Testing: FITNESSGRAM |
| 4/8  | Assessment Principles  
**Assigned Reading**: pg. 201-219 | 4/10 | Assessing Health-related Fitness  
**Assigned Reading**: pg. 221-239  
**DUE**:  
Personal Fitness Plan summary |
| 4/17 | **Quiz 5**: Assessment  
Personal Fitness Plan presentations | 4/19 | Knowledge Post-test  
Course wrap-up, student evaluations |
| 4/26 | 2:45 final: Physical Best Certification Test |