



**Fayetteville State University**  
**School of Education**  
**Department of Health, Physical Education and Human Services**

**1. LOCATOR INFORMATION**

Semester	Fall 2009
Credit Hours	1
Course Number and Name:	PEDU 140-Conditioning Exercise
Course Location & Meeting Time	_____
Office Hours	_____

Instructors	Office Location	Office Telephone	Email
Mr. Samuel Hanger	Modular 106A	672-2263	shanger@uncfsu.edu
Mr. Alphonza Kee	HPEC 325	672-1396	akee@uncfsu.edu
Mr. Derwin Sheppard	HPEC 318	672-2559	dsheppar@uncfsu.edu

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@broncos.uncfsu.edu](mailto:username@broncos.uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**2. COURSE DESCRIPTION**

If teachers of physical education and other health related educational professionals are to be effective facilitator of learning, instructions must be based upon a background of knowledge and awareness of various concepts and principles that comprise specific knowledge bases.

Conditioning exercise is a program of activities designed to inform students of the component parts of fitness (muscular strength and endurance, cardiovascular endurance, flexibility and body composition) and their relationship to his/her individual needs.

**3. TEXTBOOK**

Physical Education Activity Handbook

**4. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK**

The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; and caring dispositions and ethical responsibility.

**5. COURSE GOALS AND OBJECTIVES:**

At the conclusion of this course, the student will be able to demonstrate at least 74% proficiency on the following performance indicators on written examinations, psychomotor skills tests or written and oral reports.

1. Define terms/terminology related to fitness, conditioning and health maintenance.
2. Design and monitor fitness programs.
3. Execute the Cooper 12 minute run to determine cardiovascular fitness.
4. Demonstrate the following fitness test for muscular strength, endurance, and flexibility. Flexed-Arm Hang, Situps, and Push-ups.

## 6. GENERAL REQUIREMENTS

1. Class Attendance
2. All students are required to wear the official University physical education uniform. (white top, royal blue bottom)
3. Complete the Cooper 12 minute run to determine cardiovascular endurance.
4. All students are expected to actively participate in all assigned activities and/or class discussions.
5. Other projects as assigned.

## 7. EVALUATION CRITERIA

### Grade Scale

92-100 = A

87-91 = B

73-82 = C

64-72 = D

Below = F

## 8. COURSE OUTLINE (with Assignment Schedule)

Date	Topic	Assignment Due
Wks 1-2	Physical fitness basics	
Wks 3-4	History of physical fitness movement	Reflective paper
Wks 5-6	Cardiovascular fitness	
Wks 7-8	Developing cardiovascular endurance	
midterm		Physical fitness terminology exam
Wks 9-10	Beginning weight training	
Wks 11-12	Nutrition	Power point presentation
Wks 13-14	Weight control	
Wks 15-16	Exercise and stress reduction	Final paper due

9. **TEACHING STRATEGIES (E.g., large and small group activities, individual and group projects, reflections, lecture-discussion, demonstration, discussion, and Internet research.**

10. **DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

## 11. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Anderson, B. (1980). Stretching. Bolinas, CA, Shelter.

Bishop, J. (1999). Fitness Through Aerobics (4<sup>th</sup> ed.). Boston, Allyn and Bacon.

Donatelle, R. (2007). Health, The Basics (7<sup>th</sup> ed.). San Francisco, Pearson.

Greenberg, J. (2002). Comprehensive Stress Management (7<sup>th</sup> ed.). Boston, McGraw-Hill.

Powers, S. & Dodd, S. (1999). Total Fitness: Exercise, Nutrition and Wellness (2<sup>nd</sup> ed.). Boston, Allyn and Bacon.