

George Mason University
College of Education and Human Development
Health and Physical Education
PHED 276 (001) – Health-Related Fitness Education
2 Credits, Fall 2017
Tuesdays, 3:00-5:40 pm, RAC 2203 (Classroom) and 2227B (Cage Gym)

Faculty

Name: Nicholas Thompson
Office hours: By appointment
Office location: Fairfax/Prince William Campus
Email address: nthomp11@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Prepares teacher candidates to develop, implement, and assess fitness concepts, and strategies to K-12 students. Requires fitness tests participation.

Course Overview

Through lectures and structured activity sessions, teacher candidates will learn about aerobic fitness, muscular strength and endurance, flexibility and body composition concepts, principles and strategies appropriate for K-12 students. Participation will be required in the activity sessions.

Course Delivery Method

This course will be delivered using a Lecture format with integrated labs.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

1. Apply fitness concepts, principles and strategies in the achievement and maintenance of a health-enhancing level of physical activity and fitness;
2. Administer the various fitness tests commonly used in K-12 schools;
3. Develop activities to assess students' knowledge and skills in health-related fitness;
4. Demonstrate appropriate technique when performing fitness exercises;
5. Explain different methods to develop strength and conditioning for K-12 students;
6. Apply the FITT principle to improve performance;
7. Apply the specificity, overload, and progression (SOP) principle to the design of a physical activity program to achieve physical benefits; and
8. Identify safety procedures to prevent injuries when performing fitness exercises.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

National Standards for Initial Physical Education Teacher Education (2008) (National Association for Sport and Physical Education (NASPE))

Standard 2: Skill-Based and Fitness-Based Competence* Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

Required Texts

Corbin, C. B., Le Masurier, G. C. (2014). *Fitness for Life* (6th ed). Champaign, IL: Human Kinetics.

Suggested readings

Ayers, S. F., & Sariscsany, M. J. (2011). *Physical education for lifelong fitness: The physical best teacher's guide* (3rd Ed.). Champaign, IL: Human Kinetics.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

Assignments and Examinations

Fitness Assessment 15%

Working in partners, students will participate and properly assess each other's vital signs, body composition, cardiorespiratory endurance, muscular endurance, muscular strength and flexibility using the Fitnessgram and other tests commonly used in K-12 schools.

Skill Assessment Assignment 15%

Students will create and present an appropriate assessment to use in a gymnasium setting to evaluate a functional exercise.

Presentation 25%

Students will present an assigned topic related to health-related fitness development. The presentation must include a theoretical and practical component and present examples of activities and projects/assignments appropriate for all levels (elementary, middle and high school).

Weekly Health/Fitness Assignments 20%

Students will complete weekly assignments both in the classroom and/or practical fitness related to the textbook and fitness-health science in action worksheets.

Final Exam 25%

The final exam will cover material from weeks 1-12.

• Other Requirements

Attendance and Satisfactory Participation:

Everyone is personally responsible for punctually attending each class. The interaction between instructor and students in conjunction with skill practice is crucial to students' success in this course.

- In accordance with the GMU Attendance Policies (University catalog, 2004-2005 p.33), "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation."

The following scale will be used:

- Two (2) absences are permitted
- Two (2) "tardies"* = 1 absence
- Two (2) "early departures"* = 1 absence
- 3-4 absences = 10 points
- 5 absences or more = 15 points

*Attendance is taken within 5 minutes of the start of class. A student will be considered late once attendance has been taken. Leaving more than 15 minutes before the end of the class will be considered an early departure.

Student Conduct

All students will be held accountable for misconduct in the classroom and fitness facility. Students are also expected to follow academic integrity standards as stated in the Student Handbook. Not adhering to these policies may result in a deduction from final grade and possible referral to the dean.

Cell Phones- TURN VOLUME OFF

The use of a cell phone and other non-essential electronic devices will not be permitted during class time. Please turn the sound OFF!

Make-Up for Missing Class

Only one absence can be made up completely. The student, within two weeks of missing the class, makes-up the missing gym session and also completes a review of a fitness related article. The paper must be a minimum of two pages in length, with a copy of the associated article attached. The content of the summary is as follows: key points in the article, sections you found interesting, the knowledge gained from the article and its relevance to the information you learned in this course. The font size is to be twelve (12) and please remember to double space. Be sure to use APA format.

• Course Performance Evaluation Weighting

Fitness Assessment	15%
Skill Assessment Assignment	15%
Lesson Plans & Presentation	25%
Weekly Health/Fitness Assignments	20%
Final Exam	25%

• Grading Policies

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic Classroom	Topic Gymnasium	Readings
Week 1 Aug. 29	Course overview, Lesson plan dynamics	Intro to fitness in the gym	Unit 1 - Corbin & Le Masurier Ch. 1 Corbin & Le Masurier Ch. 2
Week 2 Sept. 5	Fitness Education standards and Fitness gram & Goal Setting for students in public schools *Lesson Plan Project given out	Fitness exercices/activities	Unit 1 & 2- Corbin & Le Masurier Ch. 3 Corbin & Le Masurier Ch. 4
Week 3 Sept. 12	Basic Fitness Training Principles, Fitness Testing, Understanding Heart Rate in Fitness *Skill Assessment Assignment give out	Fitness Testing	Unit 2- Corbin & Le Masurier Ch. 5 Corbin & Le Masurier Ch. 6
Week 4 Sept. 19	PACER, Trunk Test, Sit & Reach testing and how to apply these to a fitness plan	Fitness Testing	Unit 3- Corbin & Le Masurier Ch. 7-8-9
Week 5 Sept. 26	Muscular Strength and Endurance & Pushup/Curl up (with and without equipment) Dealing with a Department Budget Circuit Training and Dynamic/Static Stretching	Fitness exercices/activities	Corbin & Le Masurier Ch.10
Week 6 Oct. 3	Muscle Fitness, Machine vs. Free weights	Fitness Assessment Presentations	Corbin & Le Masurier Ch. 11-12
Oct. 10	Columbus Day recess – No class (MONDAY SCHEDULE)		N/A
Week 7 Oct. 17	Dealing with a Department Budget Circuit Training and Dynamic/Static Stretching)	Fitness Assessment Presentations	SMART PE
Week 8 Oct. 24	Changing a Department Culture/Heart Rate training	Circuit Training and Dynamic/Static Stretching)	SMART PE
Week 9 Oct. 31	Class held at Osbourn Park High School (3:30pm-5:00pm)		Corbin & Le Masurier Ch. 13-14
Week 10 Nov. 8	Strength Training Program Design, Body Composition	Lesson Plan Presentations	Corbin & Le Masurier Ch. 15

Week 11 Nov. 14	Nutrition & Meal Program Design, Fitness Assessment	Lesson Plan Presentations	Corbin & Le Masurier Ch. 16 & 18
Week 12 Nov. 21	Personal Wellness Plan	Lesson Plan Presentations	Corbin & Le Masurier Ch. 19-20
Week 13 Nov. 28	Final Exam	Fitness Testing	