

Common Course Outline
PEFT 106
Fitness for Life – Aerobic Fitness
3 Semester Hours

The Community College of Baltimore County

Description

Fitness for Life

Prerequisites: Reading Skill 1; English Skill 1.

The Fitness for Life course embodies the synthesis of performance and wellness concepts and skills. It employs a specific movement activity to assist the student in the comprehension and expression of the following: integrating physical activity as a personal health behavior, the universality of the body, body organization and awareness, moving as meditation, fitness appraisal and interpretation of results, nutritional concepts, training principles, and fitness across the life span. The course concept and skill will be developed through the following:

Aerobic Fitness

Development of aerobic fitness through an individually developed program of jogging, running, cycling, swimming and other aerobic activities. The objective is to increase cardiovascular endurance and increase the maximum amount of oxygen that the body can process within a given time. (A fitness lab test is recommended.)

Overall Course Objectives

Upon successful completion of the course, the student will be able to:

1. assess personal fitness levels and analyze dietary intake through fitness testing and computer analysis.
2. establish realistic goals based upon wellness assessments and develop a lifestyle strategy to achieve these goals.
3. examine personal and family health histories.
4. identify and describe the health-related components of physical fitness.
5. describe in writing the relationship of personal fitness to wellness.
6. examine the relationship of risk factors to disease and determine effective coping strategies.
7. identify a variety of cultural, racial, hereditary, and gender related characteristics that express the quality of wellness.
8. demonstrate knowledge of body mechanics and safe movement practices during activity.
9. apply the principles of aerobic conditioning, strength training, and flexibility to promote wellness.
10. describe in writing the value and process of integrating their psychomotor, cognitive, and affective experience during movement activity.
11. demonstrate discipline, assertiveness, social responsibility, and emotional control during the movement experience.
12. Express through writing or discussion a personal perspective on the aesthetic of movement.

Major Topics

1. Introduction to Fitness & Wellness
 - a. definition of wellness
 - b. factors influencing movement
2. Appraising Physical Fitness & Wellness
 - a. health history & past physical activity participation
 - b. health risk appraisal
3. Improving Fitness
 - a. cardiorespiratory fitness
4. Muscular Fitness
5. Flexibility
6. Body Composition
7. Nutritional Concepts
 - a. principles of nutrition
 - b. nutritional components
 - c. food pyramid & dietary guidelines
 - d. analysis of dietary intake
8. Lifetime Physical Activity
9. Other Topics
 - a. stress management
 - b. performance enhancing drugs
 - c. multicultural perspectives
 - d. consumer: fitness & wellness choices
 - e. exercise injuries & safety

Course Requirements

Specific assignments and procedures for evaluating student performance in this course will be described in the individual class syllabus, but may include the following:

1. Attendance & participation
2. Written exams
3. Wellness journals/monitoring heart rate
4. Fitness profile
5. Dietary Analysis
6. Lifetime plan of action
7. Extra Day Activity Log/Journal

Other Course Information

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending classes, completing all homework and other assignments, participating in class activities and preparing for tests.

We take seriously our responsibility to maintain high-quality programs and will periodically ask you to participate in assessment activities to determine whether our students are attaining the knowledge, attitudes and skills appropriate to various courses and programs. The assessment activities may take many different forms such as surveys, standardized or faculty-developed tests, discussion groups or portfolio evaluations. We ask that you take these activities seriously so that we can obtain valid data to use for the continuous improvements of CCBC's courses and programs.