

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Public Service and Health
Department of Sports and Health Sciences
SPHE290
Foundations of Sports and Health Sciences
3 Credit Hours
8 weeks
Prerequisite(s): None**

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Course Description (Catalog)

This course introduces students to the fundamental concepts of Sports and Health Sciences including basic principals in exercise science, health and wellness, fitness and coaching studies. The student will focus on clarification of the wellness continuum including physical, emotional, intellectual, spiritual, interpersonal, and environmental wellness while implementing the methods of the health related components of physical wellness – cardiorespiratory endurance, muscular strength,

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muscular endurance, flexibility, and body composition to promote life long physical fitness, disease prevention, and health and wellness.

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Course Scope

This course provides the necessary foundation for all other course objectives within the Sports and Health Sciences curriculum. This course enables the student to understand and practically apply these concepts to real world situations. With this solid foundation, our students will gain the competitive edge necessary to advance in the field through creative and innovative application of the concepts relevant to modern sports, health and wellness.

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Course Objectives

After successfully completing this course, students will fulfill the following **Learning Objectives** (L.O.):

1. Categorize the wellness continuum - physical, emotional, intellectual, spiritual, interpersonal, and environmental - into lifelong aspects of health and wellness.
2. Interpret the relationship between each component of the wellness continuum to an individual.
3. Apply fundamental concepts of human anatomy, physiology, nutrition, health, and kinesiology to applications in sports, fitness, and wellness.
4. Examine the role of the health related components of physical wellness - cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition - within physical activity and exercise.
5. Implement the exercise guidelines of the American College of Sport Medicine (ACSM) through the use of the FITT principle to promote personal and community physical fitness, sport performance, and improved health and wellness.

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Course Delivery Method

This SPHE290 **Foundations of Sports and Health Sciences** course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning

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management system will be made available to each student. **Online assignments are due by Sunday evening** of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Resources

Required Course Textbooks:

Book Number	Authors	Book Title	Publication Info	ISBN
SPHE290-1	Thomas Fahey, Paul Insel, Walton Roth	Fit & Well Alternate Edition: Core Concepts and Labs in Physical Fitness and Wellness 10 th Edition	McGraw-Hill	ISBN-13 9780078022586

Textbook in APA format: Times New Roman 12pt

Fahey, T. D., Insel, P. M., & Roth, W. T. (2013). *Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness* (10th ed.). New York: McGraw Hill.

Required Readings: See Course Outline

Additional Resources: In the Course Materials folder there are additional course articles and up to date APA handouts.

Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
APA Style Homepage	http://www.apastyle.org/index.aspx
Purdue Owl APA website	http://owl.english.purdue.edu/owl/resource/560/01/

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NATA	http://nata.org
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Evaluation Procedures

Reading Assignments: Will be evaluated as demonstrated in forum discussions and written essays.

Supplemental Readings: Are found in the "lessons" tab in the online classroom.

Forum Assignments: All forums require an initial post of at least 500 words due by Thurs 11:59 PM EST of the assigned week and at least 2 responses to classmates of at least 250 words by Sunday 11:59 PM EST of the assigned week. Please see forum description for rubric.

Assignments: Assignment directions are found in the "Assignments" tab of the online classroom. All assignments are due no later than 11:55pm EST each Sunday of the corresponding week. All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

Quizzes: There are no formal quizzes for this course.

Evaluation Procedures	
Graded Items	Percent of Grade
Forums 1-8	35
Personal Assessments	35
Final Project	30
Total	100

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8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).
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<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	Fitness, Wellness, & Lifestyle Management	LO 1, LO 4	Text Readings: Fahey, Insel, & Roth, 2013; Chapter: 1 In Course Materials: <i>Lesson Week 1</i>	Forum Post #1 Personal Assessment: WK 1 – 1.1, 1.2
2	Principles of Physical Fitness	LO 2, LO 4	Text Readings: Fahey, Insel, & Roth, 2013; Chapter: 2 In Course Materials: <i>Lesson Week 2</i>	Forum Post #2 Personal Assessment: WK 2 – 2.1, 2.2
3	Cardiorespiratory Endurance	LO 3, LO 4	Text Readings: Fahey, Insel, & Roth, 2013; Chapter: 3 In Course Materials: <i>Lesson Week 3</i>	Forum Post #3 Personal Assessment: WK 3 – 3.1, 3.2
4	Muscular Strength & Muscular Endurance	LO 3, LO 4	Text Readings: Fahey, Insel, & Roth, 2013; Chapter: 4 In Course Materials: <i>Lesson Week 4</i>	Forum Post #4 Personal Assessment: WK 4 – 4.1, 4.2, 4.3

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5	Flexibility & Low Back Health	LO 3, LO 4	Text Readings: Fahey, Insel, & Roth, 2013; Chapter: 5 In Course Materials: <i>Lesson Week 5</i>	Forum Post #5 Personal Assessment: WK 5 – 5.1, 5.2, 5.3, 5.4
6	Body Composition	LO 3, LO 4	Text Readings: Fahey, Insel, & Roth, 2013; Chapter: 6 In Course Materials: <i>Lesson Week 6</i>	Forum Post #6 Personal Assessment: WK 6 – 6.1, 6.2
7	Assembling a Complete Fitness Program	LO 3, LO 4	Readings: Fahey, Insel, & Roth, 2013; Chapter: 7 In Course Materials: <i>Lesson Week 7</i>	Forum Post #7 Personal Assessment: WK 7 – 7.1, 7.2
8	Weight Management & Personal Fitness Program	LO 5, LO 4	Readings: Fahey, Insel, & Roth, 2013; Chapter: 9 In Course Materials: <i>Lesson Week 8</i>	Forum Post #8 Personal Assessment: WK 8 – 9.1, 9.2, 9.3 Final Project: Personal Fitness Program

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)
[Plagiarism Policy](#)
[Extension Process and Policy](#)

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[Disability Accommodations](#)

Writing Expectations

All written submissions should be submitted in a font and page set-up that is readable and organized. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

Citation and Reference Style

Attention Please: Students will follow the APA format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in APA format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of

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color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** Students have access to 10 free hours of tutoring service per year. **Tutor.com** is an award-winning online homework help and learning service that connects students to a certified tutor for one-on-one help. Get help with homework, studying, projects, essay writing, and test prep in every subject, including algebra, statistics, chemistry, physics, social studies, and English. There are thousands of academic and career services resources—worksheets, practice problems, videos in every subject, as well as financial literacy tips. They are available 24/7 so you can access them whenever you need extra help. **Tutor.com** can be accessed through the Online Library Tutorial Center link.

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Request a Library Guide for your course

(<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library:
librarian@apus.edu.

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Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

Selected Bibliography

See Weekly "Lessons" for additional suggested web sites and readings.

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