

# USC Dornsife

*Physical Education Program*

## PHYSICAL CONDITIONING: PHED 106A

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### **Physical Education & Mind Body Health (PEMBH) Mission**

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social

### **COURSE DESCRIPTION:**

This class is an introductory level physical conditioning course with the emphasis on improving cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility. Students will be exposed to practical application of both anatomy and exercise physiology.

### **COURSE OBJECTIVES:**

#### **To gain knowledge and understanding of:**

1. The 5 health related components of physical fitness: cardiorespiratory endurance, muscle strength, muscle endurance, body composition and flexibility.
2. Basic anatomy, exercise physiology and wellness principles.
3. The importance of nutrition and exercise lifestyle
4. How to assess and improve fitness level.
5. How to develop an individual fitness program, setting goals.
6. Variety of training methods used to improve overall physical fitness.

### **PHYSICAL EDUCATION PROGRAM OBJECTIVES:**

#### **Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:**

- Define the various health components of fitness.
- Recognize the physical and mental benefits of increased activity.
- Understand anatomy, basic bio mechanical principles and terminology.

**Students will be exposed to a variety of activities providing them the opportunity to:**

- Empower themselves by setting and working toward realistic individual goals.
- Apply learned fundamental skills.
- Utilize physical activity as a tool to manage stress.

**Students will demonstrate proficiency through knowledge and acquired skills enabling them to:**

- Understand and utilize various training methods.
- Assess individual levels of fitness components.
- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

**REQUIRED TEXTBOOK:**

Class reader available on Brightspace under Content.

**BRIGHTSPACE:** <http://brightspace.usc.edu>

We will use resources and information posted on Brightspace™ including lecture reviews.

**EQUIPMENT:**

Proper workout attire, water, towel, notebook, and pen/pencil are required. You will not be allowed to participate in the designated physical activity if you do not have proper workout attire and will lose participation points..

**LOCKERS:**

**USC PHED is NOT responsible for any lost, stolen or damaged property.** If you choose to bring any valuables to class, it is strongly recommended that they be locked up during class. Locker rooms are available in the PE building and the Lyons Center.

**INJURIES:**

Please notify me of any injuries, illness or medical conditions- including pregnancy- prior to starting the practice. This is confidential and necessary to avoid complications and to help adapt the practice to your specific needs as best we can.

**CLASS MEETING INFORMATION:**

Classes will meet in front of the main entrance of the P.E. building and on rainy days inside the lobby, unless specified otherwise by instructor.

**PARTICIPATION/ATTENDANCE:**

Consistent attendance and active participation is a minimum requirement for completing a performance class and is a large determinant and component of your final grade.

### **Evaluation Criteria:**

S.M.A.R.T. Goals – 5pts

Muscle Quiz – 10pts

Midterm – 15pts

Final Exam – 25pts

Fitness Pre-Test 15pts

Fitness Post-Test 15pts

Participation – 15pts - Attend, arrive on time, and participate in individual routine for entire class period.

**MAKE-UPS WILL NOT BE GIVEN FOR ANY OF THE COGNITIVE OR PSYCHOMOTOR COMPONENTS**

### **GRADING SCALE**

94pts – 100pts = A

90pts – 93pts = A-

87pts – 89pts = B+

83pts – 86pts = B

80pts – 82pts = B-

77pts – 79pts = C+

73pts – 76pts = C

70pts – 72pts = C-

67pts – 69pts = D+

63pts – 66pts = D

60pts – 62pts = D-

0pts – 59pts = F

## USC PHYSICAL CONDITIONING – FALL 2025 COURSE OUTLINE\*

|   |  |  |
|---|--|--|
| Week 1<br>August 25-29                          | Course Introduction/Health- and Skill-Related Components<br><i>Course Reader: Pages 1 to 7</i>   |  |
| Week 2<br>September 1-5<br>Labor Day 9/1        | Cardiorespiratory Training**<br><i>Course Reader: Pages 8 to 10</i>  | Fitness Program Design/Goals<br><i>Course Reader: Pages 8 to 11, 33</i>                  |
| Week 3<br>September 8-12                        | Target Heart Rate/Karvonen Method<br><i>Course Reader: Pages 10-11 / page 33 – Appendix C</i>  | Fitness Pre-Testing (page 33)<br>S.M.A.R.T. Goals – <i>Course Reader Page 5 &amp; 34</i> |
| FRIDAY, SEPTEMBER 12                            | <b>LAST DAY TO REGISTER &amp; ADD/DROP CLASSES</b><br>DROP CLASS WITHOUT MARK OF “W” OR CHANGE ENROLLMENT OPTION TO P/NP OR AUDIT & PURCHASE/WAIVE TUITION |  |
| Week 4<br>September 15-19                       | Strength Training Anatomy Conditioning   | Strength Training Anatomy<br><i>Course Reader: Pages 12 to 14, 28</i>                    |
| Week 5<br>September 22-26                       | Flexibility Training<br><i>Course Reader: Pages 15 to 16</i>   | Muscle Quiz<br><i>Course Reader: Pages 15 to 16</i>                                      |
| Week 6<br>September 29-October 3                | Circuit Training   | Body Composition<br><i>Course Reader: Pages 20-21</i>                                    |
| Week 7<br>October 6-10                          | Interval Training  | Frisbee Football   |
| Week 8<br>October 13-17                         | <b>Midterm Review*</b>   | <b>Midterm Exam*</b>   |
| Week 9<br>October 20-24                         | Speed and Agility Training   | Nutrition<br><i>Course Reader: Pages 22-25</i>   |
| Week 10<br>October 27-October 31                | Plyometric Training  | Weight Management<br><i>Course Reader: Pages 26-27</i>                                   |
| Week 11<br>November 3-7                         | Bootcamp Workout   | Injury Prevention and Treatment<br><i>Course Reader: Pages 28-29</i>                     |
| Week 12<br>November 10-14                       | Create Your Own Workout  | Training Myths and Misconceptions<br><i>Course Reader: Pages 30-31</i>                   |
| FRIDAY, NOVEMBER 14                             | <b>LAST DAY TO DROP CLASSES WITH MARK OF “W”</b>   |  |
| Week 13<br>November 17-21                       | Create Your Own Workout  | Fitness Post-Testing   |
| Week 14<br>November 24-28<br>Thanksgiving 11/27 | Fun Day  | NO CLASS - THANKSGIVING  |
| Week 15<br>December 1-5                         | <b>Final Review</b>  | <b>Final Exam</b>  |

\*Please note this is a tentative outline and may be subject to change.  
Any changes will be announced in class and/or via email.

\*\* No class Monday in observance for Labor Day

**As Trojans, we will:** *Act with integrity in the pursuit of excellence. Embrace diversity, equity, and inclusion, and promote well-being. Engage in open communication and be accountable for living our values.*

<https://culturejourney.usc.edu/explore/unifying-values/#our-unifying-values-and-behaviors>

### **COVID-19 (Class Guidelines)**

USC (Covid-19) Resource Center <https://we-are.usc.edu/>

## **Academic Conduct & Support Systems**

### **Academic Integrity**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Student & Disability Accommodations**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu)

### **Support Systems**

[Counseling and Mental Health](#)

**(213) 740-9355 – 24/7 on call**

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### [988 Suicide and Crisis Lifeline](#)

#### **988 for both calls and text messages – 24/7 on call**

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

### [Relationship and Sexual Violence Prevention Services \(RSVP\)](#)

#### **(213) 740-9355(WELL) – 24/7 on call**

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

### [Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#)

#### **(213) 740-5086**

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### [Reporting Incidents of Bias or Harassment](#)

#### **(213) 740-5086 or (213) 821-8298**

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

### [The Office of Student Accessibility Services \(OSAS\)](#)

#### **(213) 740-0776**

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

### [USC Campus Support and Intervention](#)

#### **(213) 740-0411**

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

### [Diversity, Equity, and Inclusion](#)

#### **(213) 740-2101**

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

### [USC Emergency](#)

#### **UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call**

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#)

**UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call**

Non-emergency assistance or information.

[Office of the Ombuds](#)

**(213) 821-9556 (UPC) / (323-442-0382 (HSC)**

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#)

**(323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)**

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.