COURSE OUTLINE

Course Number  Course Title  Credits
HPE151  Introduction to Exercise Science  1

Hours:  Co- or Pre-requisite  Implementation
Lecture/Lab/Other  None  Semester & Year
1/0/0  None  Spring 2022

Catalog description:
A series of lectures, guest presentations, and student initiated field interviews introduces the student to the history and future of exercise science; wide-ranging careers; current issues in health, wellness, and fitness; and various professional and certifying organizations.

General Education Category:  Course coordinator:
Not GenEd  Mike DeAngelis MS, CSCS, 609-570-3758, deangelm@mccc.edu

Required texts & Other materials:
Web Sites:
www.acsm.org – American College of Sports Medicine
www.aahperd.org – American Alliance for Health, Physical Education, recreation & Dance
www.clubindustry.com – Club Industry
www.cresseyperformance.com – Eric Cressey Performance
www.fitnessbusiness-pro.com
www.healthpromotionjournal.com
www.isapa.org – International Society for Aging and Physical Activity
www.jap.physiology.org - Journal of Applied Physiology
www.nsca-lift.org – National Strength and Conditioning Association
www.nasm.org – National Academy for Sports Medicine
www.naspem.org – North American Society for Pediatric Exercise Medicine
www.nata.org – National Athletic Training Association
www.physsportsmed.com – The Physician and Sportsmedicine
www.specialolympics.org – Special Olympics
www.ymca.com

Other Journals (not found on the above web sites):
American Journal of Health Behavior
Clinical Exercise Physiology

Other Organizations/Associations:
American Association for Active Lifestyles & Fitness
American Association for Health Education
American Association for Leisure & Recreation
National Association for Girls & Women in Sport
National Association for Sport & Physical Education
National Dance Association
Course Student Learning Outcomes (SLO):
Upon successful completion of the course, the student will be able to…

1. define and describe the many career opportunities available in exercise science; (ILG 10, PLO 2)
2. describe and distinguish the mission, objectives, role and responsibility of each of the careers within the profession and society; (ILG 5, PLO 2)
3. identify and distinguish the most reputable certifying organizations/associations/boards in the exercise science industry (what their certification requirements are; what certifications are most appropriate for particular career options; and how to obtain a certification through these organizations.); (ILG 10, PLO 2.3)
4. identify, distinguish, and examine current issues in health, wellness, and fitness effecting the exercise science professional today; (ILG 3, PLO 1,3,4)
5. prepare a term paper and conduct a presentation on the exercise science profession that they wish to pursue; and (ILG 1, PLO 2)
6. work in a team/group setting to create a health, wellness, &/or fitness promotion plan. (ILG 1,11, PLO 4)

Course-specific Institutional Learning Goals (ILG):
Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.
Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Exercise Science A.S. (PLO)
1. Succeed academically upon transfer to a baccalaureate program related to exercise science;
2. Secure employment in the field of exercise science;
3. Demonstrate the knowledge, skills, and ethical integrity necessary to succeed and grow as a health, wellness, fitness, and/or athletic performance professional;
4. Apply scientific and physiological principles to the promotion and enhancement of health, wellness, fitness, and athletic performance;
5. Assess and evaluate an individual’s health and performance;
6. Prescribe workouts for generally healthy individuals as well as for athletic populations and those with special considerations;
7. Conduct safe and effective training sessions with generally healthy individuals.

Units of study in detail – Unit Student Learning Outcomes:
UNIT 1: Orientation to Careers Opportunities in Exercise Science (SLO: 1-3 & 5)
• perform a self-assessment and analyze personal and professional interests and dislikes;
• define, identify and discuss the different career opportunities within exercise science;
• identify, distinguish, and discuss the different professional organization/membership opportunities for the different exercise science related fields;
• identify, distinguish, and discuss the different certifications and licenses for the different exercise science related fields;
• identify, distinguish and discuss the different education requirements for the different exercise science related fields;
• identify, distinguish, and discuss the job responsibilities for the different exercise science related fields; and
• identify, distinguish, and discuss the different settings for the different exercise science related fields.

Unit #2: Orientation & Self-discovery of the Perspective Career of Interest (SLO 1-5)
• conduct field interviews (in the exercise science profession of their interest);
• define their chosen exercise science profession;
• describe the education and other professional requirements for obtaining and succeeding in the chosen profession;
• depict the roles and responsibilities of the chosen profession;
• analyze its impact on society;
• analyze/hypothesize the growth potential for the chosen profession;
• assess and support their interest for wanting (or not) to pursue a career in this chosen profession;
• evaluate and provide feedback on classmate presentations; and
• create a resume that will define the education and professional requirements necessary for achieving the student’s career of choice.

Unit 3: Orientation to Health, Wellness, and Fitness promotion (SLO: 4 & 6)
• promote health, wellness, and/or fitness for a chosen organization, association, or other personal cause;
• work in a group setting to create a health, wellness, and/or promotion plan to raise funds and awareness for a chosen organization, association, or other personal cause;
• re-evaluate and modify the original plan;
• analyze, project the outcome, and hypothesize possible modifications for further success.

Evaluation of student learning:
Achievement of the course objectives will be evaluated through the use of the following tools:

• Students will be required to participate in individual and group (2-4 panelists/group) discussions that will promote identification, description, interpretation, discovery, and/or justification of their beliefs/findings relevant to class topics. In addition, students will be required to assess the presentations of their classmates (based on content, professionalism, style, and relevance to the course). (SLO 1-6)
• Students will also be responsible for participating in and accomplishing one or more short projects relevant to current health, fitness, and wellness issues and/or current health promotion. (SLO 4,6)
• The students will be required to research the exercise science related profession that they may be interested in pursuing as a group. They will then couple that information with that of interviews (min. 2/student) that they will conduct with professionals in their field of choice. This project will require the student to define the chosen exercise science profession; describe the
education and other professional requirements for obtaining and succeeding in the chosen profession; depict the roles and responsibilities of the chosen profession; analyze its impact on society; analyze/hypothesize the growth potential for the chosen profession; and finally, to assess and support their interest for wanting (or not) to pursue a career in this chosen profession. (SLO 1,2,5)

• The group presentation will be accompanied by a YouTube or other video explaining the career that they wish to pursue in an eye catching, entertaining, and professional manner. (SLO 1,2,5)

• The Mid-term and Final will be an objective and subjective assessment of student learning which will include classification, definition, identification, listing, naming, contrasting, and/or discussion of course appropriate material. (SLO 1-4)

Class Participation – 20% 80 pts
• Attendance (20)
• Discussions/Panel Sessions (30)
• Health Promotion Project (30)
(SLO 1-6)

Term Paper and Presentation – 30% 120 pts
• Paper (60)
• Presentation (40)
• Class Evaluation (20)
(SLO 1,2,5)

Mid-term Examination – 25% 100 pts
□ Based 100% scale
(SLO 1-4)

Final Examination – 25% 100 pts
□ Based 100% scale
(SLO 1-4)

TOTAL POSSIBLE POINTS 400 pts