



# COURSE OUTLINE

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>HPE 151</b>
<b>1</b>	<b>INTRODUCTION TO EXERISE SCIENCE</b>	<b>1</b>	
<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Class or Hours Work Hours</b>	<b>Laboratory Hours</b>	<b>Clinical or Studio Hours</b>	<b>Practicum, Co-op, Internship</b>
			<b>Course Length</b>
			<b>14 week Lecture</b>

### NONE

**Performance on an Examination/Demonstration**  
(Placement Score; minimum CLEP score)

### Traditional & online

**Delivery Methods**  
(Traditional, Online, Hybrid,  
Tele-course)

### **Course 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.

### Prerequisites/Co-requisites

**NONE**

### Last Revised:

**August 2020**

### Course Coordinator:

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### Required Text/Other Materials:

**NONE**

### **Information Resources:**

### *Web Sites:*

[www.acsm.org](http://www.acsm.org) – American College of Sports Medicine

[www.aahperd.org](http://www.aahperd.org) – American Alliance for Health, Physical Education, recreation & Dance

[www.bls.gov](http://www.bls.gov) – Bureau of Labor Statistics

[www.clubindustry.com](http://www.clubindustry.com) – Club Industry

[www.cresseyperformance.com](http://www.cresseyperformance.com) – Eric Cressey Performance

[www.fitnessbusiness-pro.com](http://www.fitnessbusiness-pro.com)

[www.healthpromotionjournal.com](http://www.healthpromotionjournal.com)

[www.ihrsa.org](http://www.ihrsa.org) – International Health, Racquet, and Sports Clubs Association

[www.isapa.org](http://www.isapa.org) – International Society for Aging and Physical Activity

[www.jap.physiology.org](http://www.jap.physiology.org) - Journal of Applied Physiology

[www.nasca-lift.org](http://www.nasca-lift.org) – National Strength and Conditioning Association    [www.nasm.org](http://www.nasm.org) – National Academy for Sports Medicine

[www.naspem.org](http://www.naspem.org) – North American Society for Pediatric Exercise Medicine

[www.nata.org](http://www.nata.org) – National Athletic Training Association

[www.physsportsmed.com](http://www.physsportsmed.com) – The Physician and Sportsmedicine

[www.specialolympics.org](http://www.specialolympics.org) – Special Olympics

[www.sportsnutritionociety.org](http://www.sportsnutritionociety.org) – International Society for Sports Nutrition

[www.ymca.com](http://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 Goals**

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

1. define and describe the many career opportunities available in exercise science;
2. describe and distinguish the mission, objectives, role and responsibility of each of the careers within the profession and society;
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.);
4. identify, distinguish, and examine current issues in health, wellness, and fitness effecting the exercise science professional today;
  5. prepare a term paper and conduct a presentation on the exercise science profession that they wish to pursue; and
  6. work in a team/group setting to create a health, wellness, &/or fitness promotion plan.

**Course-specific Institutional Learning Goals (ILGs)/General Education Goals:**

**Institutional Learning Goal 1.** Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 2.** Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Institutional Learning Goal 3.** Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Institutional Learning Goal 4.** Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**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 6.** Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7.** History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8.** Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples  
**Institutional Learning Goal 9.** Ethical Reasoning and Action. Students will understand ethical frameworks, issues and situations.

**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.

## **UNITS of STUDY in DETAIL**

### ***UNIT 1: Orientation to Careers Opportunities in Exercise Science***

- 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.

**Course Goals: 1-3 & 5; ILG 1,3,10, & 11.**

### ***Unit #2: Orientation & Self-discovery of the Perspective Career of Interest***

- 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.

**Course Goals: 1-5; ILG 1,5,10, & 11.**

### ***Unit 3: Orientation to Health, Wellness, and Fitness promotion***

- 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.

**Course Goals: 4 & 6; ILG; 1,3,5,10, & 11.**

## **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).
- 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.
- 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.
- 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.
- 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.

<b>Class Participation – 20%</b>	<b>80 pts</b>
<ul style="list-style-type: none"><li>• Attendance (20)</li><li>• Discussions/Panel Sessions (30)</li><li>• Health Promotion Project (30)</li></ul>	
<b>Term Paper and Presentation – 30%</b>	<b>120 pts</b>
<ul style="list-style-type: none"><li>• Paper (60)</li><li>• Presentation (40)</li><li>• Class Evaluation (20)</li></ul>	
<b>Mid-term Examination – 25%</b>	<b>100 pts</b>
<input type="checkbox"/> Based 100% scale	
<b>Final Examination – 25%</b>	<b>100 pts</b>
<input type="checkbox"/> Based 100% scale	
<b>TOTAL POSSIBLE POINTS</b>	<b>400 pts</b>