# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HPE 151</td>
<td>INTRODUCTION TO EXERISE SCIENCE</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>1</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>14 week</th>
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<tbody>
<tr>
<td>Class or Work Hours</td>
<td>Laboratory Hours</td>
<td>Clinical or Studio Hours</td>
<td>Practicum, Co-op, Internship</td>
<td>Course Length</td>
</tr>
<tr>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
<td>Lecture</td>
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**Performance on an Examination/Demonstration**
(Placement Score; minimum CLEP score)

**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:

Mike DeAngelis, MS CSCS, deangelm@mccc.edu 609-570-3758

## Required Text/Other Materials:

NONE

## Information Resources:

**Web Sites:**

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

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<thead>
<tr>
<th>Class Participation – 20%</th>
<th>80 pts</th>
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<tbody>
<tr>
<td>Attendance (20)</td>
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<tr>
<td>Discussions/Panel Sessions (30)</td>
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<td>Health Promotion Project (30)</td>
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<table>
<thead>
<tr>
<th>Term Paper and Presentation – 30%</th>
<th>120 pts</th>
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<tbody>
<tr>
<td>Paper (60)</td>
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<tr>
<td>Presentation (40)</td>
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<td>Class Evaluation (20)</td>
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<table>
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<tr>
<th>Mid-term Examination – 25%</th>
<th>100 pts</th>
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<tr>
<td>□ Based 100% scale</td>
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<table>
<thead>
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<th>Final Examination – 25%</th>
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<td>□ Based 100% scale</td>
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**TOTAL POSSIBLE POINTS** 400 pts