### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPE 243</td>
<td>EXERISE SCIENCE FIELD EXPERIENCE</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class or Lecture Hours</th>
<th>Laboratory Work Hours</th>
<th>Clinical or Work Hours</th>
<th>Studio Hours</th>
<th>Co-op, Internship</th>
<th>Course Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>14 week</td>
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#### Performance on an Examination/Demonstration
(Placement Score; minimum CLEP score)

- NONE

#### Internship/Clinical Delivery Methods
(Traditional, Online, Hybrid, Tele-course)

- NONE

#### Course Description:

Provides essential experiences and networking opportunities for 225 hours in a supervised exercise science setting suitable to student interests. Emphasizes career planning and the application of anatomy and physiology, basic nutrition, exercise measurement and prescription, exercise physiology, program management and promotion, and safety.

#### Prerequisites:

HPE151, 134, & 241, CPR & First Aid for the Professional

#### Co-requisites:

HPE242 & PTA105

#### Last Revised:

August 2020

#### Required Text/Other Materials:

None
Course Coordinator:
Mike DeAngelis MS, CSCS deangelm@mccc.edu 609-570-3758

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.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.nsca-lift.org](http://www.nsca-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.sportsnutritionsociety.org](http://www.sportsnutritionsociety.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- The student will be able to…

1. state the mission and objectives of their chosen organizational/institutional;
2. describe the organizational structure (including the roles and responsibilities) and identify possible career opportunities within their chosen organization;
3. describe of the roles and responsibilities for their exercise science profession of interest;
4. analyze and identify the future growth of their chosen organization/institution, and their profession of interest;
5. initiate, develop, promote, implement and manage an approved term project that will benefit their chosen institution/organization/program, and/or their profession;
6. identify and assess the strengths and weakness of their chosen organization/institution, and recommend areas of improvement that would benefit their chosen organization/institution; and
7. assess and depict their five year career 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
1. log, evaluate, interpret, and discuss daily experiences and observations;
2. initiate, justify the purpose of, and hypothesize the results and impact that their proposed project will have on their chosen organization/institution and/or the population serviced;
3. design/illustrate the particular details, collaborate, and implement their proposed/approved project,
4. assess, analyze, and interpret the outcomes of their project;
5. propose/recommend areas of improvement and/or course of action based project analysis/interpretation.

Course Goals: 1-6; ILG: 1,2,4,5,8,10, & 11.

UNIT #2
1. describe, examine, and assess their experience over the fifteen weeks;
2. describe and discuss the type of organization/institution, the organizational structure, the population serviced, and the services offered;
3. illustrate and assess the student's roles and responsibilities;
4. evaluate, describe, and discuss of how the MCCC Exercise Science curriculum prepared the student for these roles and responsibilities;
5. evaluate, describe, and discuss what areas of organizational/institutional excellence the student observed;
6. evaluate, describe, and discussion of what areas of organizational/institutional improvement the student observed;
7. hypothesize the future (5 yr.) growth of the chosen organization/institution;
8. summarize, describe, and discuss how the experience influenced the students knowledge, skills, ability, and interest in the field of exercise science.

Course Goals: 1-7; ILG: 1,2,3,4,8,10, & 11.

Evaluation of Student Learning

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

- Daily Journal – (20pts) 20%
- Field Experience (Term)Project – (25pts) 25%
- Term Paper (Experience Summary) – (25pts) 25%
• Supervisor’s Evaluation – (20pts) 20%  ○ Each site supervisor will be required to write an evaluation on the student’s progress. This will include an assessment of the student’s professionalism, their impact on the staff; their impact on the programs/services offered; their impact on the population serviced; their impact on the business; areas of excellence; and areas of improvement for professional growth and/or to be hired by the organization/institution.

• Exit Interview with Instructor/ Exercise Science Coordinator – (10pts) 10%  ○ The student will be required to schedule an appointment with their Instructor to submit all required course work and to discuss and summarize their experience.