Instructor: Lindsay G. Jackson, M.Ed.
Email: jacksonlg@cofc.edu
Office hours: By appointment.
Phone: 843-953-5558 (HHP Administrative Assistant)
Prerequisites: None. PEHD/EXSC 201 is a prerequisite for all 300 & 400+ level PEHD/EXSC courses.
Course Delivery: This course is delivered online in an asynchronous format.
   * Connect with SmartBook version required
Any supplementary readings will be provided in OAKS.

Course Description: This section of EXSC/PEHD 201 is a required introductory course for physical education & exercise science majors. Content will include a study of history, principles, objectives, philosophy, current trends and issues, and literature related to the professions associated with exercise science and physical education.

Course Objectives: This course will provide a variety of activities designed to help the student:
1. Gain a working knowledge of the academic areas in HHP.
2. Understand basic fitness concepts, testing principles and interpretation.
3. Develop basic writing skills for the disciplines of physical education and exercise science.
4. Learn the professional associations in physical education and exercise science and understand the benefits of membership.
5. Develop an understanding of the historical perspective in physical education and exercise science.
6. Gain perspective on recent writings in physical education and exercise science and develop an understanding of these writings through discussion, debate, reflection and other activities.

Technology Requirements: A high speed internet connection is required to successfully complete this course. Lack of access or computer technical issues will not be considered as an excuse for missing or late work. Please note that technology failure or lack of access to technology will not be considered as an excuse for late or missed work.

It is the student's responsibility to ensure that you have access to the following:
- C of C OAKS page
- Webcam, microphone, and audio capabilities
- Adobe Reader and Adobe Flash Player
- A reliable internet connection for the duration of the course
- See associated info on System Requirements for McGraw-Hill's Connect
- Access to Google Apps using your C of C account
Technological Support: The instructor is not responsible for assisting you with technical support. For technical support, please contact the Student Computing Support Desk at (843) 953-8000 or studentcomputingsupport@cofc.edu. Remember to check for computing downloads and tutorials at http://blogs.cofc.edu/scs/.

For technical support with McGraw-Hill Connect, please contact the Customer Experience Group at http://mpss.mhhe.com/ or call (800) 262-4729.

Student Code of Conduct: Students are encouraged to review the Honor System of The College of Charleston online: http://studentaffairs.cofc.edu/honor-system/
The honor code specifically prohibits lying, cheating, attempted cheating, and plagiarism. Any violation of the Student Code of Conduct will be referred to the Dean of Students.

Accessibility Statement: The College of Charleston is committed to providing access for all participants. Students with a documented disability requesting accommodations in this course must be registered with the Center for Disability Services/SNAP and must discuss needed accommodations with the instructor preferably prior to the first week of class but before the end of the drop/add period. Please visit their website at http://disabilityservices.cofc.edu/index.php or call (843) 953-1431 for further information on their services.

Center for Student Learning: Please utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. The CSL offers various academic tutoring utilizing different delivery methods via supplemental instruction, study skills appointments, academic coaching, workshops and more. For more information regarding these free services, please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Course Communication: Students should schedule an appointment with the instructor in advance unless office hours or availability has been announced on OAKS.

- For personal questions, email the instructor.
- For course related questions, please use the discussion board so that other students may benefit from your question and the answer. You may post questions to the discussion board titled “I Have a Question.” Students are encouraged to help answer questions.
- Student questions posed to the instructor during the week will be replied to within 24-48 hours. Questions posed on weekends or holidays will be replied to within 48-72 hours.
- Students who prefer a phone conversation can make arrangements via email.

Community Statement: For this class it is expected that all students treat each other with respect and are welcoming of different perspectives. All students are expected to attend and participate in each module via viewing lectures, completing assignments and participating in interactive discussions. Importantly, all communications in this course should follow a professional format regarding spelling, punctuation and word choice.

Writing Criteria: Discussion Forum postings, though casual, should still reflect proper grammar and style. Proper writing style and format are the minimum requirements to achieve A or B grades.

Network + etiquette = Netiquette: One might have the intent of posting something with sarcasm, but that sarcasm does not necessarily come across in the online environment.
- Stay positive in all communication, and be sensitive and reflective to others in an effort to enhance the learning community.
- Use appropriate capitalization. All capital letters is the equivalent of yelling.
• Keep the dialog professional, using appropriate language. Be cautious of offensive language.
• Use clear subject lines.
• Use abbreviations or acronyms only if the entire class knows them or define them for others to know.
• Be mindful of “flames”. These are outbursts of extreme emotion or opinion.
• Think before hitting the post (enter/reply) button. It can’t be taken back.
• Be forgiving. Anyone can make a mistake.
• In order to avoid unintentionally offending someone in this course, please take a moment to review some recommendations for proper behavior online: http://www.albion.com/netiquette/corerules.html

**Attendance & Participation:** Students are expected to attend and participate in each class meeting. Each student is allowed one (1) unexcused absence for the semester. After the second, 15 points will be taken from the student’s point total. An Authorized Absence will only apply when verifiable documentation is presented to the instructor. Each student is allowed to be late once. After that, 10 points will be deducted from the Point total each time the student is late. Value = 100 pts.

Students are expected to attend class having pre-read class materials. Students are expected to contribute to class discussions. If one falls ill during class, that student should excuse him/herself from class. To be active, one must be prepared for class having read lecture material BEFORE class.

**Important Note:** The activities listed serve as a reference to the types of activities we will complete in this course. This list is subject to change. Specific information about each required activity will be provided in the respective Learning Module.

**Evaluation Criteria Summary:**

- **10% LearnSmart Assignments:** 1 assignment/chapter @12 chapters (2 lowest dropped) = 100 pts
- **15% Tests:** 2 Tests @ 75 points each = 150 pts
- **10% Article Critique Assignment** = 100 pts
- **20% Professional Development** = 200 pts
- **20% History & Current Trends:** Class Work & Discussion posts = 200 pts
- **10% Participation:** Attendance, other in-class work, & Discussion posts = 100 pts
- **15% Final Exam:** Comprehensive Evaluation of Course Objectives = 150 pts

➢ Total Evaluation 100% = 1000pts

**Evaluation Grading Scale:**

- A = 90-100%  C = 70-74%
- A- = 88-89%  C- = 68-69%
- B+ = 85-87%  D+ = 66-67%
- B = 80-84%  D = 64-65%
- B- = 78-79%  D- = 62-63%
- C+ = 75-77%  F = less than 62%
Professional Development (200 points = 20% Course Score)

Choose from a variety of activities that will enhance your understanding of the fields of exercise science and physical education. These activities are designed to help you explore your future profession and reflect on the experience. Final submissions, proof and verification of items are due no later than December 5, 2016; although, it is encouraged that you turn these items in throughout the semester. You can submit items to the appropriate drop box within OAKS. As you complete portions of this requirement, your point total will be updated within OAKS. Maximum total = 200 points.

a. Professional Organization Membership: Become a student member of a state, regional, or national exercise science, health or physical education professional organization (American College of Sports Medicine, AAHPERD, etc.) NOTE: these activities typically require you to pay a fee. **Value = 25 pts.**

b. Join the Student Sports Medicine Association, the HHP Major’s Club or an applicable student organization with ties to exercise science, physical education. Attend meetings and/or work on a club project. Write a brief paragraph summarizing each meeting and/or project. Be sure to have a faculty sponsor and or club president sign a sheet indicating that you attended a meeting or function with the club. (Attendance must be verified.) (1 hour = 5 pts.) **Value = 5 – 50 pts.**

c. Serve as a volunteer in activities related to health, exercise, physical activity, and/or physical education during the semester. (Road runs and walks for health causes, health fairs, blood drives, Jump Rope for Heart, LowCountry Teen CERT program, etc….). Your participation must be documented by a signature and phone number/e-mail of a contact person who can verify your participation. Write a brief description of each experience relating your experience to your intended career path. (1 hour = 5 pts.) **Value= 5 – 50 pts.**

d. Shadow a professional in the area of occupational therapy, nursing, sport medicine, etc. Your participation in this activity must be verified by the signature of a person who can verify your participation and the person’s phone number and e-mail address. Write a 3-5 paragraph description of your involvement, duties, and the overall impact the assignment had on your professional goals. (1 hour = 5 pts.) **Value = 5 – 50 pts.**

e. Serve as a volunteer in one of the many community-based causes supported by the Department of Health and Human Performance (1 hour = 5 pts.) **Value= 5 – 50 pts.**

- Move, Groove and Get Active – The Autism Project
- Chucktown Squash
- REACH Fitness Mentor
- Farm to School Initiative

f. Write your Curriculum Vitae or Resume: What is the difference? Which do you choose? A curriculum vitae (CV) is a written summary of educational and professional experience. It serves as an ongoing record of professional accomplishments; they are intended to be complete records of one’s professional work. Curriculum vitae are most commonly used in educational or research settings and sometimes is required for graduate school applications. Resumes are used when seeking employment
in the private sector. Resumes are brief in design (1-2 pages) and are usually targeted with only relevant information listed. Based on your future plans and career goals, decide which will best suit your needs in the immediate future. On a separate page, include a 3-5 paragraph explanation as to why you chose to complete a resume vs a CV or vice versa. This explanation should include your career goals and future plans to attain these goals. For more info, please see examples in OAKS.  
**Value = 50 pts.**

g. Choose 3 professions that could be in your future: 1st, 2nd, & 3rd choice. Within each of these 3 professions you should describe:

- **Salary (for choices 1, 2, & 3): Range - High/low**
  - National Average (and choose 2 below)
    - South Carolina
    - Neighboring State
    - Home State or One Other
  - Educational Requirements (for all choices) – Be specific
  - Job Outlook (for all choices) – Be Specific
  - Daily Tasks (for all choices)
  - Work Environment (for all choices)
    - Pro’s & Con’s

- **1st Choice: Interview someone who works in your preferred career (If unable to find someone for your 1st Choice, then find someone for 2nd or 3rd choice). Interviews can be Person-to-Person, online video, &/or an email exchange**
  - *Remember to include name & contact info for person interviewed*
  - *You must also include the Q & A exchange (transcript of your interview)*

- **Personal Insight on Choices 2 & 3:** Select two professional associations in line with your other career choices & review their website. Describe at least three ways that your potential membership within the professional association could benefit your career. In your answer, provide a web link to the professional association when describing its benefits.
  - *NOTE: If you have to substitute a choice for your interview, then review a website for 1st choice. Either way, you will have one interview exchange and two professional association reviews.*

**Value= 50 pts.**

h. CPR Certification: Students may present a photocopy (front and back) of a valid CPR certification card. Students are encouraged to complete this certification, as it will be necessary for future classes. **Value = 25 pts.**

The Professional Development assessment is based on a 200-point maximum. You may choose from more than one category or choose an applicable activity/experience not listed. Any activity not listed must have prior approval by instructor. Tailor your choices to career interests and/or areas you would like to know more about. This assignment individualizes your EXSC/PEHD 201 experience. Please take full advantage of this assignment! Students are expected to be punctual and dress appropriately when representing this Department and the College of Charleston.
Please Note: Professional Activities may not be part of a student’s work or team-related requirements. For example, student-athletes may not receive assignment credit for time spent in the training room. Team-related volunteer experiences are valuable, but efforts must be made to arrange professional experiences independent of team requirements. Time spent in the training room must be approved at least 2 weeks PRIOR to observations.

**Article Critique:** Students will select, print, read and write a critique on an article approved by the instructor. The Article Critique will include (1) a brief summary of each article and (2) a critical analysis of the content (its presentation and value) of the article. A rubric will be distributed in class and formatting details will be discussed.