COLLEGE OF CHARLESTON
School of Education Health and Human Performance
Department of Health and Human Performance

PEHD 201-04 Introduction to Physical Education
EXSC 201-04 Introduction to Exercise Science
Fall 2017

3 Semester Credit Hours

Time & Location: 9:25-10:40am Physical Education Center Room 116

Instructor: Mrs. Jody Ruff
Office: Physical Education Center Room 223
Office Hours: Tuesday and Thursday 12:15-1:15pm. Please schedule an appointment as I share an office with several Professors.
Phone and E-mail: 953-3307 (Ms. Nancy Phelps, Administrative Assistant) ruffj@cofc.edu

Prerequisites: None. PEHD/EXSC 201 is a prerequisite for all 300 and 400 level PEHD/EXSC courses.


Additional references will be posted in OAKS.

Course Description: A required introductory course for physical education majors. Content will include a study of history, principles, objectives, philosophy, current trends and issues, and literature related to physical education, health and exercise science.

Course Objectives: Educational opportunities within the course are designed to prepare the student to:

1. Understand the philosophical concepts of exercise science and physical education by
   a. Identifying various traditional philosophies and explaining how each applies to the field
   b. Writing and explaining a working definition of exercise science and physical education in general and a designated subfield in particular, and
   c. Writing personal philosophy based on future career goals and ethical standards.
2. Develop an historical foundation as a basis for current developments in the field by
   a. Describing the major contributions of various disciplines,
   b. Identifying historic leaders in the profession and describing their contributions to
      the field, and
   c. Relating reasons for understanding the history of exercise science and physical
      education to the current status of each field.
3. Relate exercise science and physical education to physical activity and health in society.
4. Identify professional associations and governing bodies related to exercise science and
   physical education and describe their roles within the various sub-disciplines of exercise
   science through licensure and certification.
5. Identify the various sub-disciplines of exercise science and describe the content and
   relate the content and scientific foundation of each sub-discipline of exercise science to a
   variety of exercise science professions.

**Student Learning Outcomes:** This course will provide a variety of lectures, guest lectures,
readings, discussion, debates, presentations, writing exercises and other experiences designed to
help the student meet SLO’s. By the end of the course, students will be able to:

1. Describe the academic areas in Health & Human Performance.
2. Summarize basic fitness concepts, testing principles and interpretation.
3. Demonstrate basic writing skills for the disciplines of physical education and exercise
   science.
4. Understand the professional associations in physical education and exercise science.
5. Know the historical perspectives in physical education and exercise science.
6. Develop an effective multimedia presentation that is informed by research.
7. Interpret recent writings in physical education and exercise science and develop an
   understanding of these writings through discussion, debate, reflection and other activities.
8. Create a Dream Board consisting of short and long-term goals toward achieving a
   profession in physical education or exercise science.

**Course Requirements:**

1. **Professional Development:** 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.
   **Proof and verification of items is due no later than November 30, 2017.** A journal
   with relevant details and reflections for each activity will be submitted in Google Drive.

   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 PE-PAYS/HEHP 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 will be verified.) (1 hour = 5 pts.)

Value = 5 pts./meeting  Maximum points allowed = 20 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, 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.
Move, Groove and Get Active – The Autism Project
Chucktown Squash –
REACH Fitness Mentor
Farm to School Initiative
(1 hour = 5 pts.)
Value= 5 – 50 pts.

f. CPR Certification: Students may present a photocopy (front and back) of a valid CPR certification card. Also include a copy in your student portfolio. 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 **50 point maximum**. You may choose from more than one category or choose and applicable activity/experience not listed. Taylor 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.

2. **Presidential Fitness Test:** Students will complete the Presidential Adult Physical Fitness test and write a reflection based on the results and draft an overall fitness goal with at least 2 specific and measurable goals.

   **Due Date:** TBA  
   **Value = 25 pts.**

3. **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.

   **Value = 25 pts.  Due Date = Oct. 19th in class.**

4. **Problem-Based Learning:** Working in small groups, students will be required to explore a health or exercise-related problem, offer potential solutions, and defend their answer with research. Some of the work for this assignment will take place outside of class. More information will be provided.

   **Value = 100 pts  Due Date: Nov 28th in class.**

5. **Student Portfolio:** During the semester students will develop a professional portfolio containing all student generated work from the semester. This must be created using a Google Account with a C of C Username. Students are encouraged to begin building their page in the first day of class and update it as assignments are completed. **Due Date= Aug 29th = 10pts. / Nov. 30th = 40 pts.**
6. **Tests**: Test 1 – Sept. 26th  
   Test 2 – Nov. 09th  
   Value = 200 pts. (2 Tests @ 100 pts.)

7. **Class assignments**: Points will be awarded for in-class small-group work and homework.  
   Value = 25 pts.

8. **Resume** – You will create an updated resume for future use in your career ie. Applying for Medical/Graduate school or job in your related field. Work will be in cooperation with Career Services. **Value = 25 pts. Due Date: Oct.10th in class.**

9. **Dream Board Projects**- You will create a dream or vision board displaying the plans and dreams you have for your life in the following areas: body, mind, family, society and finances. Separate instructions will be provided in class for this project. **Value = 100 pts. Due Date: Nov. 16th in class.**

**Attendance**: 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 = 75 pts.**

**Participation**: 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.

**Evaluation Criteria Summary:**

1. Professional Development/Journal 50 points
2. Presidential Fitness Test/Report 25 points
3. Article Critique 50 points
4. Problem-Based Learning 100 points
5. Student Portfolio/Google Drive 50 points
6. Tests 2 @100 pts. 200 points
7. Class Assignments 25 points
8. Resume 25points
9. Dream Board  
10. Attendance  

Grading Scale:  

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<thead>
<tr>
<th>Percentage</th>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>91-100%</td>
<td>637-700</td>
<td>A</td>
</tr>
<tr>
<td>88-90</td>
<td>616-636</td>
<td>A-</td>
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<tr>
<td>85-87</td>
<td>595-615</td>
<td>B+</td>
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<tr>
<td>82-84</td>
<td>574-594</td>
<td>B</td>
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<tr>
<td>79-81</td>
<td>553-573</td>
<td>B-</td>
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<td>76-78</td>
<td>532-552</td>
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Make-up policy: Make-up work will be given at the discretion of the professor and is decided upon individually. Only extenuating circumstances warrant a make-up. It is the student’s responsibility to see the instructor if he/she has missed any work. Contact with the professor must be timely---as soon as the student returns to school after an absence or during an absence, if possible. Late Assignments will be penalized 25% of the total point value per day including weekends. Failure to contact the instructor about late work will result in a zero for that assignment. Students have 24 hours after the due date to email the instructor or no points will be assigned. NO ASSIGNMENTS WILL BE ACCEPTED AFTER November 30, 2017. All assignments not submitted digitally must be typewritten. No hand-written assignments will be accepted.
Extra Credit: none

**Honor System:** Students must do their own work. Please visit the 2014-2015 Student Handbook- (Academic Honor System) for a description of the College’s Honor System which is fully supported in this class.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive and XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using and unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Student can find the complete Honor Code and all processes in the **Student Handbook** at [http://www.cofc.edu/generaldocuments/handbook.pdf](http://www.cofc.edu/generaldocuments/handbook.pdf)

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, supplemental instruction, study skills appointments and workshops. Students of all abilities have become more successful using these programs
throughout their academic career and the services are available to you at no additional cost. For more information regarding these services, please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

**Center for Disability Services:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**Electronic Devices:** Electronic devices will be used ONLY when specified by the instructor. During class, all laptops, cell phones, iPads must be put away. Inappropriate use of technology (e.g. texting in class, Facebooking, tweeting, snapchat, Instagram, etc.) will result in one absence per occurrence.

**Course Content:**

Unit 1: Principles and Scope of Exercise Science and Physical Education

A. Topics

- Physical Education Define
- Components of Fitness and Skill-Related Fitness
  Principles of Training
- Benefits of Exercise
- Healthy People 2020
- 2008 Physical Activity Guidelines for Americans
  Summary
  - Exercise Science Defined
  - Scientific and Philosophical Foundations
  - Research and Article Critiques
  - Physical Activity, Exercise and Chronic Disease

B. Required Readings:


b. The President’s Challenge Adult Fitness Test

c. 2008 Physical Activity Guidelines for Americans.

d. American College of Sports Medicine Position Stands

e. Professions of Physical Education, Exercise Science and Sport

f. Values and Ethics

g. Resume Writing
Unit 2: Historical Perspectives of Physical Education and Exercise Science as a Profession

A. Topics
   • Early Influences
   • Consolidation and Specialization
   • Opportunities and Challenges In Physical Education and Sport Science
   • The Future and Possible Changes in Physical Education, Exercise Science and Sports

B. Problem- Based Learning Assignment– Group Project
   (Instructions and Rubric will be posted on Oaks and discussed in class.)