Instructor: Lindsay G. Jackson, M.Ed.
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Office hours: By appointment.
Phone: 843-953-5558 (HEHP 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 & Student Learning Outcomes: This course will provide a variety of activities including, but not limited to: lectures, guest lectures, readings, discussion, debates, presentations, writing exercises and other experiences, which are designed to assist the student in meeting the Course Objectives and Learning Outcomes. By the conclusion of the course, students will have the ability to:

1. Utilize a working knowledge of the academic areas in Health & Human Performance.
2. Identify professional associations and governing bodies related to exercise science and physical education, while understanding the benefits of membership within these organizations.
3. Describe the basic fitness concepts, testing principles and interpretation.
4. Distinguish the various sub-disciplines of exercise science and describe the content and scientific foundations upon which each is based.
5. Develop basic writing skills for the various disciplines of physical education and exercise science.
6. Discuss how historical perspectives in physical education and exercise science have influenced and shaped the fields today.
7. Illustrate a perspective on recent writings in physical education and exercise science and develop an understanding of these writings through discussion, debate, reflection and other activities.
8. Differentiate between scholarly and non-scholarly journal articles.
9. Create and discuss personal professional short-term goals and long-term goals.
10. Formulate and understand the importance of a personal philosophy statement.
11. Experience and/or observe working with others within the various fields of physical education and exercise science.

**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:

- CoF 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](http://mpss.mhhe.com/)
- 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/](http://blogs.cofc.edu/scs/)

* For technical support with McGraw-Hill Connect, please contact the Customer Experience Group at [http://mpss.mhhe.com/](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/](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](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](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 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.
- You should only email the instructor if the question is personal in nature or includes sensitive information.
- Students who prefer a phone conversation can make arrangements via email.
- Remember the "Ask 3 Then Me" Policy (video link). If you have questions regarding the material, assignments, technical issues, and/or other related matters concerning the course, you must take the initiative and use the tools available to you to find the answers. Prior to emailing the instructor, please be prepared to illustrate that you have sought out at least three avenues to obtain information regarding a question or problem you are having. There are discussion postings (I Have a Question), CofC Student Support ([http://blogs.cofc.edu/scs/about-us/support-services/](http://blogs.cofc.edu/scs/about-us/support-services/)), McGraw-Hill Connect Customer Experience Group ([http://mpss.mhhe.com/](http://mpss.mhhe.com/) or (800) 262-4729) and many other avenues available to you online to assist you in locating the answers you need. Please use them! Many of your fellow students may already know how to resolve your issue. Chances are, someone in the class may have had the same question you do, so please use the “I Have a Question” Discussion Board. Instructors receive hundreds of emails each week. Please understand that the instructor does not intend to be rude when not responding to emailed questions before the “Three-Before-Me” policy is met. Questions that have already been answered will not receive a response.

**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](http://www.albion.com/netiquette/corerules.html)

Attendance & Participation: Students are expected to attend and participate in each class “meeting”, for online courses this will include viewing each lecture post and interviews with collaborators. Students are expected to attend meetings having pre-read class materials. Students are expected to contribute to class discussions. To be active, one must be prepared for class having read and viewed lecture material before the discussion and associated activities.

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 OAKS.

Course Schedules will be posted within OAKS Calendar & Checklist functions.
**Evaluation Grading Scale:**

- **A** = 90-100%
- **A-** = 88-89%
- **B+** = 85-87%
- **B** = 80-84%
- **B-** = 78-79%
- **C+** = 75-77%
- **C** = 70-74%
- **C-** = 68-69%
- **D+** = 66-67%
- **D** = 64-65%
- **D-** = 62-63%
- **F** = less than 62%

**Evaluation Criteria Summary:**

- **20%** Professional Development = 200 pts (see [Professional Development](#))
- **10%** LearnSmart Assignments: 1 assignment/chapter @12 chapters (2 dropped) = 100pts
- **15%** Tests: 2 Tests @ 75 points each = 150 pts
- **10%** Article Critique Assignments: (2 @ 50pts each) = 100 pts
- **10%** History = 100 pts
  - + Historical Review Video Questions => 50 pts
  - + Biographical Posts => 50 pts
- **10%** Current Trends = 100 pts
  - o Debate Topics => 25 pts
  - o Scavenger Hunt (within “Careers…” module) => 25 pts
  - o Research Proposal => 25 pts
  - o Personal Philosophy => 25 pts
- **10%** Participation: Various Discussion posts = 100 pts
- **15%** Final Exam: Comprehensive Evaluation of Course Objectives = 150 pts

➢ Total Evaluation 100% = 1000pts

**Article Critiques:** Students will select, read and write critiques on scholarly articles approved by the instructor. The Article Critiques will include a brief summary of each article and a critical analysis of the content of the article. A rubric will be distributed in class and formatting details will be discussed at the time of assignment.
Now is your opportunity to 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. This assignment individualizes your EXSC/PEHD 201 experience, so please take full advantage of this assignment!

The Professional Development assessment is based on a 200-point maximum; although there are more than 200 points available on this list, the max point value for the professional development portion of the course is 200 points.

The point structure is such that students must choose from more than one category. You can also 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. Students are expected to be punctual and dress appropriately when representing HEHP and the College of Charleston.

Final submissions, proof and verification of items are due no later than April 23, 2017 (11:59 PM EST); although, it is encouraged that you turn these items in throughout the semester to prevent approval mishaps. You can submit items to the appropriate dropbox 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, SHAPE, etc.) NOTE: these activities typically require you to pay a fee. One membership only for credit. Max Value from category A = 25 pts

B. Join a Student Organization & Attend Meetings: Join the Student Sports Medicine Association, the HEHP Major’s Club, OPTA 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.) Max Value from category B = 50 pts

C. Serve as a Volunteer in various activities related to health, exercise, physical activity, and/or physical education during the semester. Examples include (but are not limited to) road runs and walks for health causes, health fairs, blood drives, etc. If you choose a blood drive or fun run, it is important to note that you must volunteer to assist with the event coordination in some way. Simply participating in an event is not valid. Some additional programs that students have been involved with in the past include:

- **Move, Groove and Get Active – The Autism Project**
- **Chucktown Squash** (follow link or contact Remy Starker: remy@chucktownsquash.com)
- **REACH Fitness Mentor**
- **Farm to School Initiative**
- **Jump Rope for Heart** (CofC contact Dr. Susan Balinsky: BalinskyS@cofc.edu)
• LowCountry Teen CERT program
• LowCountry AIDS Services

These are simply ideas to get you motivated, and is in no way meant to be a complete list. Be creative! Just simply get out, and help out in your community! Your involvement 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.) **Max Value from category C = 100 pts**

D. **Shadow a professional** in the areas of public health, 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.) **Max Value from category D = 50 pts**

E. **Write your Curriculum Vitae or Resume**: What is the difference? Which do you choose? A curriculum vitae 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. A curriculum vitae is 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. **Max Value from category E = 50 pts**

F. **Evaluate 3 professions that might 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.

Max Value from category F = 50 pts

G. **Obtain a 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. **Max Value from category G = 25 pts.**

Please Note: Paid positions are not applicable for professional development credit, i.e. paid internship, paid participation in research. Professional Activities may not be part of a student’s work or team-related requirements. Student-athletes may not receive 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.

**Final Reflection:**

In addition to participating in the professional development, you will also be required to submit a written reflection summarizing the professional development activities. Think of the final reflection as your summary and justification for earning the credit. The final reflection must be submitted in order to receive credit for the activities, and should include the following:

- Documentation of any memberships &/or certifications
- Documentation of adequate amount of hours earned.
- Description of each experience as instructed in the respective category.
- A statement of at least three specific ways the experience is meaningful and relevant to your future career.
- A thoughtful statement about future directions and how those are influenced by your professional development.