I. Catalog Description:

Interdisciplinary planning and implementation of exercise programs in school, community, and worksite settings; applied exercise physiology, non-clinical exercise assessment; exercise-education strategies to promote adherence in health-related exercise programs.

II. Rationale

Learners in this course will gain health content and apply the teaching/learning process as preparation to become effective health and physical educators.

III. State Adopted Proficiencies and IV. TExES Competencies

Alignment of Course Goals and Assignments with State Learner Proficiencies and TExES Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiency</th>
<th>TExES Competency</th>
<th>HLTH 4310 Course Goals</th>
<th>HLTH 4310 Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>001</td>
<td>A. Improve understanding of health content related to physical activity and fitness</td>
<td>Chapter readings Questionnaires Classroom teaching Observations</td>
</tr>
<tr>
<td></td>
<td>002</td>
<td>B. Increase understanding of the teaching/learning process</td>
<td>Fitness Assessments Exams</td>
</tr>
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<td></td>
<td>003</td>
<td>C. Gain experience in promoting a positive student learning environment.</td>
<td></td>
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<tr>
<td>Learner-Centered Instruction</td>
<td>001</td>
<td>C. Gain experience in promoting a positive student learning environment</td>
<td>Class discussions</td>
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<tr>
<td></td>
<td>002</td>
<td>D. Examine strategies to deliver content</td>
<td>Classroom teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Utilize evaluations for classroom teaching</td>
<td>Technology assignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity in Excellence For All Learners</th>
<th>015</th>
<th>B. Increase understanding of the teaching/learning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher responds appropriately to diverse groups of learners</td>
<td></td>
<td>F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom teaching Observations Exams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner-Centered Communication 015</th>
<th>Classroom teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observation Small groups Debate</td>
</tr>
<tr>
<td>While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.</td>
<td>C. Gain experience in promoting a positive student learning experience</td>
</tr>
<tr>
<td></td>
<td>G. Demonstrate instructional planning skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner-Centered Professional Development 015</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher, as a reflective Practitioner dedicated to all students success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.</td>
<td>Professional journal reading Ethics activity</td>
</tr>
</tbody>
</table>
V. Course Objectives and Outcomes

A-1. Examine the role of physical fitness in maintaining health throughout the life cycle.
A-2. Analyze the relationship between dieting, exercising, and maintaining a healthy weight.
A-3. Demonstrate knowledge of the fitness components.
A-5. Identify types of exercise and analyze the effects of exercise on different body systems (e.g., cardiovascular, musculoskeletal).
A-6. Explore the health benefits of physical activity throughout the life span.
A-8 Identify strategies for developing and following a personal health plan that encourages good nutrition, stress management, exercise, and appropriate body weight.
A-9 Recognizes that a healthy lifestyle can lead to health promotion and disease prevention.
B-1. Acquire a pedagogically sound and personally comfortable philosophy of teaching.
B-2. Identify and become familiar with three relevant professional journals.
B-3. Write a review of one journal article that is of professional interest and relevance.
B-4. Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning.
C-1. Learn the names of all the students in your class.
C-2. Create an emotional supportive and nurturing environment.
C-3. Incorporate at least two modalities in your delivery system (visual, auditory, kinesthetic).
C-4. Use language that is easy to understand to the students and explain difficult terms and concepts.
D-1. In the teaching lesson, use at least 2 different strategies (role-playing, debates, question-answer).
F-1. Explore the common and unique qualities of learners from diverse cultures.
G-1. Demonstrate an understanding of Bloom’s taxonomy.
G-2. Prepare an introductory abbreviated lesson plan for the classroom teaching presentation.
VI. Course Topics

The major topics to be considered are:
A. Understanding Fitness and Wellness
B. General Principles of Exercise for Health and Fitness
C. Cardiorespiratory Endurance
D. Improving Flexibility
E. Body Composition
F. Nutrition, Health, and Fitness
G. Exercise, Diet, and Weight Control
H. Preventing Cardiovascular Disease
I. Stress Management
J. Exercise and the Environment
K. Preventing Exercise-Related Injuries
L. Lifetime Fitness and Wellness
M. Responsible Decision-Making

VI. Instructional Methods

Methods and activities include:

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, video, self-appraisals)
B. Clinical Experiences (role playing, cooperative groups, student demonstrations and presentations)
C. Field Experiences (field observations)

VII. Evaluation and Grade Assignments

A. The methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>Class participation</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance</td>
<td>300</td>
</tr>
<tr>
<td>b. Creative Presentation</td>
<td>100</td>
</tr>
<tr>
<td>c. TV Show</td>
<td>100</td>
</tr>
<tr>
<td>d. One Minute Speech</td>
<td>20</td>
</tr>
<tr>
<td>e. Exercise Log</td>
<td>50</td>
</tr>
<tr>
<td>f. ECDC Presentation</td>
<td>100</td>
</tr>
<tr>
<td>f. Final Exams</td>
<td>100</td>
</tr>
</tbody>
</table>

B. Outside class

<table>
<thead>
<tr>
<th>Outside class</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Objectives/Chapter activities</td>
<td>130</td>
</tr>
<tr>
<td>b. Notebook</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Points 1000
B. Grading Scale

900 - 1000 = A  
800 – 899 = B  
700 - 799 = C  
600 – 699 = D  
599 or below F

C. Description of Course Requirements:

1. Class participation
   
a. Attendance – Class attendance and participation is a reflection of a student’s commitment to their performance. Three hundred points possible. To be an excused absence, must call or text before class begins. Absence must be university approved.
   
b. Creative Presentation – With a partner, you will utilize a creative strategy to teach others about fitness/health! Worth 100 points).
   
c. TV Show – Your team will facilitate student learning by being assigned a chapter from the book. The 20-minute TV show will incorporate a prime time drama, game show, talk show, and commercials. All language and actions must be appropriate. An outline for your team is due one day before presentation. (Worth 100 points).
   
d. One minute speech – You will present a speech over one of the four topics: 1) your most prized possession, 2) greatest victory, 3) most valuable lesson, & 4) most memorable moment. (Worth 20 points).
   
e. Exams – Midterm and final. 100 points each.
   
f. ECDC Presentation – Teaching lesson for elementary students.

4. Assignments

a. Objectives and End of chapter assessments and out of class assignments– Each are worth 5 to 10 points
   
b. Notebooks – Each student will keep a notebook with the following 7 tabs: 1. handouts, 2. missions, 3. journal, 4. articles, 5. critical thinking, and 6. creative activities, and 7. notes.
5. Other Important Points

a. Your class attendance is **very important**. When you're in class, we learn from you as much as you learn from us. Your knowledge, experiences, attitudes and values, and behaviors will all help in the learning process. You're rewarded for participating in class with 15 points and penalized 15 points for missing class with an unexcused absence. Only three **excused** absences are acceptable: 1) illness, 2) death in the family, and 3) class field trip.

If you miss class because of an **excused** absence, simply write your own note and turn it in on your return to class. On your note, identify the **date you missed**, **why you missed**, and **sign it yourself**.

b. Late assignments: Late assignments **will not** be accepted. If you miss class, you are responsible for turning in the work when it is due. If you miss the due date because of an excused absence, the work will be accepted with an **excused** note **attached** to the work.

c. Academic honest and integrity. Students are expected to do their own work at all times. See university catalog.

d. Please turn all cells phones off and refrain from looking at them during class.

e. Be on time to class. Three or more tardies will result in a penalty of 10 points each.

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a 0.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. Check with the calendar to determine the last day to drop a class with an automatic grade of “W” this term.
IX. Tentative Schedule

Week 1  Introductions, Get Acquainted, Course Syllabus
Week 2  One minute presentations, Chapter 1, Rhythms program, Workout, Behavior Change Project, Chapter 2, Notebook
Week 3  Chapter 1
Week 4  Chapter 2
Week 5  Chapter 3
Week 6  Chapter 4
Week 7  Chapters 5
Week 8  Creative Presentations
Week 9  Chapter 6
Week 10 Chapter 6, HEB
Week 11 Midterm Grades
Week 12 Chapter 7
Week 13 Continue 8
Week 14: Chapter 9, Corpus Christi Athletic Club Week 15: TV Shows
Week 16: Closing Ceremonies, Final Exam, Notebooks and Logs due

X. Textbook


XI. Bibliography

The knowledge bases that support course content are:


XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamu.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.