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 the 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>The teacher possesses ... and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.</td>
<td>002</td>
<td>B. Increase understanding of the teaching/learning process</td>
<td>Fitness Assessments Exams</td>
</tr>
<tr>
<td></td>
<td>003</td>
<td>C. Gain experience in promoting a positive student learning environment.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Learner-Centered Instruction</strong></th>
<th><strong>001</strong></th>
<th><strong>Class discussions</strong></th>
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</thead>
<tbody>
<tr>
<td>To create learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.</td>
<td><strong>002</strong></td>
<td><strong>Classroom teaching</strong></td>
</tr>
<tr>
<td><strong>Classroom teaching</strong></td>
<td><strong>Chapter readings</strong></td>
<td><strong>Technology assignment</strong></td>
</tr>
<tr>
<td><strong>D. Examine strategies to deliver content</strong></td>
<td><strong>E. Utilize evaluations for classroom teaching</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Equity in Excellence For All Learners</strong></th>
<th><strong>015</strong></th>
<th><strong>Chapter readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher responds appropriately to diverse groups of learners</td>
<td><strong>F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students</strong></td>
<td><strong>Classroom teaching</strong></td>
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<tr>
<td><strong>G. Demonstrate instructional planning skills</strong></td>
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<tr>
<th><strong>Learner-Centered Communication</strong></th>
<th><strong>015</strong></th>
<th><strong>Classroom teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.</td>
<td><strong>C. Gain experience in promoting a positive student learning experience</strong></td>
<td><strong>Observation</strong></td>
</tr>
<tr>
<td><strong>G. Demonstrate instructional planning skills</strong></td>
<td><strong>D. Examine strategies to deliver content</strong></td>
<td><strong>Small groups</strong></td>
</tr>
<tr>
<td><strong>E. Utilize evaluations for classroom teaching</strong></td>
<td><strong>F. Apply strategies for planning health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students</strong></td>
<td><strong>Debate</strong></td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Learner-Centered Professional Development</strong></th>
<th><strong>015</strong></th>
<th><strong>Exams</strong></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><strong>A. Improve understanding of teaching as a profession and overall professional competence</strong></td>
<td><strong>Professional journal reading</strong></td>
</tr>
<tr>
<td><strong>B. Increase understanding of the teaching/learning process</strong></td>
<td><strong>C. Gain experience in promoting a positive student learning experience</strong></td>
<td><strong>Ethics activity</strong></td>
</tr>
</tbody>
</table>

**V. Course Objectives and Learning 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. Wellness through healthy lifestyles
B. Physical fitness assessments
C. Behavior Change
D. Health-related physical fitness components  
E. Exercise safety  
F. Exercise adherence  
G. Nutrition  
H. Lifetime weight and fat control  
I. Stress management  

VII. Instructional Methods and Activities  

Methods and activities include:

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, video, self-appraisals) (Each student will plan, implement, and evaluate their own fitness program using acquired concepts learned in class. In addition, using one of the textbooks written by the professor, each student will use the 106 Enduring Themes to become educated and then assess and plan strategies for an overall wellness program.

B. Clinical Experiences (role playing, cooperative groups, student demonstrations and presentations). Two Team Skits will be utilized where students will use creative thinking, problem-solving, and decision-making to promote health concept application.

C. Common Intellectual Experiences
   1. Students are assigned readings in which they are required to participate in discussion forums. Also given learning activities through the course to support high-impact educational practices.

D. Diversity and Global Learning
   1. Students are educated in the area of fitness and overall health from different regions of the country as well as internationally. They are required to examine these differences and discuss them with partners in class as well in open class discussions.
VIII. Evaluation and Grade Assignments

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

<table>
<thead>
<tr>
<th>I. Class participation</th>
<th>Points possible</th>
</tr>
</thead>
</table>
a. Attendance           | 300             |
b. Creative Presentation| 100             |
c. TV Show              | 100             |
d. One Minute Speech    | 20              |
e. Exercise Log         | 100             |
f. Tuesdays with Morrie | 100             |
h. Solo presentation    | 100             |
i. ECDC presentation    | 100             |
j. Behavior Change Project | 100          |

II. Professional Journals

| a. WebMD article review (10 pts each) | 120 |

IV. Outside class

| a. Class Journals (10 pts. each)          | 80  |
b. Enduring Themes (1 pt each)             | 115 |
c. Class Missions (10 pts each)            | 100 |
d. (Connect Modules) 10 pts each           | 100 |
e. Volunteer (3 hours)                     | 100 |

Total Points 1640

B. Grading Scale

90% or more of points = A
80% to 89% of points = B
70% to 79% of points = C
60% to 69% of points = D
Below 60% = non passing grade
IX. Course Schedule

Weeks 1  Chapter 1: Intro. To Wellness, Fitness and Lifestyle Management
   Assessments with chapter
   One-minute speech
   Behavior Change Project Introduced
   Teambuilding Activities

   Chapter 2: Principles of Physical Fitness:
   (Behavior Change 1st part due)
   Assessments with chapter 2 due

Weeks 2  Chapter 3: Cardiorespiratory Endurance
   Assessment with chapter 3 due
   Library assignment – 10 Website addresses related to fitness introduced

   Chapter 4: Muscular Strength and Endurance
   Assessments with chapter 4 due
   Presentations

Weeks 3  Chapter 5: Flexibility and Low Back Health
   Assessments due
   Presentations

   Chapter 6: Body Composition
   Assessments due from chapter 6

Weeks 4  Putting Together a Complete Fitness Program
   Assessments Due

   Chapter 8 Nutrition   HEB Field Trip   TV Shows
   Assessments Due

Weeks 5  Chapter 9 Weight Management   TV Shows
   Assessments Due

   Chapter 10 Stress   Closing Ceremonies, Notebook Due
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. One hundred and fifty points possible.
   b. Creative Presentation – With your team, you will utilize a creative strategy to teach others about fitness/health. You must sing/dance for full credit! Worth 100 points.
   c. TV Show – Your team will facilitate student learning by being assigned a chapter from the book. The 30-minute TV show will incorporate a prime time drama, game show, talk show, and three 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 are being planned. 100 points each.

2. Professional Journals
   a. Favorite Journals - Identify and describe three professional journals in your career path. Write a paragraph that briefly describes the journal and a second paragraph that explains why this journal is of particular interest to you. (Worth 50 points).
   b. Journal Review – Complete a journal article review by reading a journal article and then answer the following questions: What are three main ideas? What are the strengths and weaknesses of the article? Was there any bias by the author(s)? How can you apply what you learned from the article to your everyday life and career path? (Worth 50 points)
4. Assignments

a. Objectives and End of chapter assessments and out of class assignments—Each are worth 5 to 10 points (140 points possible).

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 20 points and penalized 20 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.

L

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

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

e. Please be on time to class. Tardies will result in a penalty of 10 pointes each.

X. Textbooks

XI. Bibliography

The knowledge bases that support course content are:


Texas Essential Knowledge and Skills (TEKS). (www.tea.state.tx.us/teks)

X. 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.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

*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 examinations materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following: 1. Written reprimand, 2) Requirement to re-do work in question, 3) Requirement to submit additional work, 4) Lowering of grade on work in question, 5) Assigning grade of “F” to work in question, 6) Assigning grade of “F” for the course, and 7) Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or penalty assessed (See XII above.)

XIII. DISABILITY 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 CCH 116.

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.