



Figure 1: Owens Logo.

**Course Syllabus
SEMESTER XXXX
School of Nursing and Health Professions**

<i>Course Name:</i>	Intro to Exercise Science
<i>Course & Section Number:</i>	EXS 101 – GENERAL SYLLABUS
<i>Meeting Day(s) & Time(s):</i>	
<i>Credits:</i>	3
<i>Contact Hours:</i>	3 lecture hours
<i>Text:</i>	NSCA's Essentials of Personal Training, 3 rd edition ACSM's Introduction to Exercise Science, 4 th edition
<i>Instructor's Name:*</i>	
<i>Office Hours & Location:</i>	
<i>OCC Phone:</i>	
<i>OCC Email:**</i>	
<i>Additional Contact Information:</i>	

*Please call me ; it is my preferred name. If you have a preferred name, please let me know so that I can use it.

**Please only use your student OCC email to contact me.

Catalog description:

This course is the introduction to exercise science and the sub-disciplines. It is designed to help students define professional goals and explore the many careers in exercise science. Students

will begin to gain the competencies essential and the commitment required to be in the field of exercise science.

Prerequisites/Corequisites:

None

Course Materials:

NSCA's Essentials of Personal Training, 3rd edition

ACSM's Introduction to Exercise Science, 4th edition

*If a **print book, e-book, or access code** is required for class, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called "Find Books" on the course schedule for each course section. See the example below.*

EXS101-002		Intro to Exercise Science					3	25	5
2025 Fall Semester		2025-08-25 - 2025-12-11		Face-to-Face	[Course Info] [Find Books]				
M W	9:30 AM - 10:45 AM	2025-08-25 - 2025-12-11			Lecture	MS 133	Toledo		
Fee Breakdown: Course Materials \$30.00									
Last day to add: Aug 29, 2025 -- Last day to drop: Dec 11, 2025									
Refund deadlines: Aug 29, 2025 (100%) -- Sep 05, 2025 (60%) -- Sep 12, 2025 (50%)									

What You Will Learn in the Course

Course Objectives:

Course will...

- Identify and define the basic concepts of physical activity, fitness, and wellness.
- Identify potential career opportunities, educational requirements, and certifications in exercise science and the sub-disciplines.
- Identify professional organizations, journals and best practices that support the profession,
- Investigate the skills and knowledge essential for a practitioner in the field of exercise science.
- Utilize effective communication skills to present scholarly physical activity, fitness and wellness topics.

Student Learning Outcomes:

Student will:

Outcome	Where Assessed
1. Identify the national and state health agenda for wellness.	Chapter 13 review questions
2. Explain the importance of healthy eating, exercise, and preventative medicine.	Quizzes, tests, chapter 13 review questions, food log, lab write-ups
3. Describe the components of wellness and the relationship between physical activity, exercise and sport.	Chapter 1 review questions, quizzes, tests, sport observation, heart rate worksheet, lab write-ups
4. Outline the knowledge, skills and abilities necessary to succeed in careers.	Chapter 1 review questions, Professional observations, lab write-ups
5. Recognize how federal and state consumer protection laws affect products and services.	Chapter 13 review questions, Professional observations, quiz, tests
6. Describe the role and function of professional organizations, industry association, and networking to develop and maintain professional relationships.	Chapter 1 review questions, virtual SNHP IPE event, Professional observations
7. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience.	Chapter 1 review questions, Professional Observations

Program Outcomes:

The following program outcomes are assessed in this course:

Outcome	Where Assessed
1. Display ethical and professional behavior as it pertains to the role of exercise science in modern healthcare.	Introduced: Professional observations, SNHP IPE event
2. Integrate physiological or psychological principles and strategies of physical fitness to effectively support clients in achieving behaviors for optimal health and wellness.	Introduced: class discussions, lab activities
3. Assess wellness or movement indicators in individuals.	Introduced: class discussions, lab activities
4. Design evidence-based exercise training programs utilizing various types of training modalities.	N/A

Institutional General Education Competencies

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Competency	Where Assessed
1. Communicate Effectively	Introduced: Professional observations, written assignments,
2. Act with professional responsibility.	Introduced: Professional observations, SNHP IPE event, written assignments
3. Demonstrate sensitivity to others' beliefs and values.	Introduced: Professional observations, SNHP IPE event
4. Think analytically, critically and creatively.	N/A

IPE Learning Outcomes:

Interpret the knowledge, skills, abilities and experiences of other professions—appropriate to the specific care situation—to inform care decisions that provide care that is ethical, safe, timely, efficient and equitable.

Differentiate the unique cultures, values, roles/responsibilities and expertise of one's own and other health professions.

Demonstrate effective communication techniques in facilitating discussions and interactions that enhance team function and quality care.

Technology, Lab, and File Requirements:

The Blackboard Learning System is an online course environment available for all Owens courses, even those that are not web-based. Blackboard Ultra offers students a resource where they can communicate and collaborate with instructors and fellow students outside of the physical classroom. The Health and Exercise Science classes integrate Blackboard into each course and it is essential for all students to become familiar with the system. Check the STUDENT HELP AND RESOURCES tab on the blackboard shell for information on technical support and Software/Hardware requirements for utilizing Blackboard to complete assignments and communicate with peers and faculty.

Academic Support:

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: writing, economics, science, and math. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information:

Student Code of Conduct:

All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct:

All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

[Anti-Discrimination and Harassment](#)

[Anti-Discrimination and Harassment Procedures](#)

[Title IX/Sexual Misconduct Procedures](#)

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs:

provost@owens.edu

*The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection:

Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of general education or program assessment. Please save all

your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or prospective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See <https://studentprivacy.ed.gov/ferpa> regulations for more information.

Use of AI:

Most Restrictive

Use of AI Tools: This course requires you to complete various assignments that assess your understanding or application of the course content. You are expected to do your own work and cite any sources you use properly. You are not allowed to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to complete any part of your assignments. Any attempt to use these tools will be considered academic misconduct and will be dealt with according to the university's academic integrity policy. Students are expected to complete all work independently and without the assistance of AI-generated content. If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor *before* submitting your work.

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Attendance/Class Time: I will be respectful of your time and begin and end class on time. If class needs to be canceled for any reason, I will notify students as soon as possible by email announcement.

Grading Assignments: Assignments that are submitted by the due date will be graded and recorded in the Blackboard grade center within 3 days of the due date. Assignments that are submitted after the due date *may* take up to 10 days before I am able to get to it.

Answering emails: I will do my best to respond to your emails within 12 hours on weekdays and within 24 hours on weekends. Please only use your Owens email to contact me.

Announcements: I will post any updates and/or reminders on the Blackboard Announcement page, as well as send it out to your Owens email account.

Student Hours: These posted times (see above under office hours) are designated for me to be available to meet with and assist you, outside of normal class time, with any concerns/questions you may have regarding this course or program.

Facilitating successful completion of the course: I welcome questions, concerns and experiences relevant to the topic and course. If I feel there is a need, I will reach out to the student or class as a whole to address that need. I will make referrals to other campus resources as needed. I am aware that life is happening and this class is not the only thing you have going on.

Student Responsibilities:

Attendance/Participation: Class discussions, activities and participation are an integral component of learning and understanding the course material and therefore, attendance is part of your grade in this class. If you are going to be absent, please notify the instructor prior to missing the class, if possible. Please look at the assignment calendar to see what was missed (topic, assignments, etc.), review the power points and contact the instructor if you have any questions.

Class will begin on time, so please plan accordingly. I understand things happen. It will only become an issue if your lateness becomes habitual: 5 points *could* be deducted from your final grade.

Participation in lab activities is vital to the learning process and successful completion of this program. If you are unable to participate in an activity, please let me know as soon as possible. I may be able to modify.

Assignment submission: Students are to be familiar with the assignment calendar and how to submit assignments (on the assignment instructions on the blackboard shell). If you are unable to submit an assignment by the end of the day on the due date (on assignment calendar), you are encouraged to still submit it. (Please read the specific instructions for Discussion Boards.) Although full credit *may not* be given if the assignment is late, you will be able to earn *at least* partial credit.

Check Email/Blackboard Shell: Any announcements and updates will be sent to your email and/or posted on the Blackboard shell. Students are encouraged to check their email *at least* once daily and to log into their Blackboard shell several times a week to remind themselves of upcoming assignments, etc.

Tests/Quizzes: All dates for assignments and tests are listed on the assignment calendar. All tests and quizzes will be administered on Blackboard and taken during the designated class time. Please bring your laptop/tablet with you on these days. If you do not have a device, please let me know ahead of time and I will make other arrangements for you.

Phones: I have found phones to be a distraction in class. Please silence your phone and keep it out of sight. However, there may be circumstances that you may need to have your phone available for personal reasons. If this is necessary, please be discreet and leave the classroom.

Contacting the instructor: Email is the best way to reach me, outside of student hours. Please include your course number and section in the subject line. There is also a short power point on the Blackboard shell regarding polite, professional email communication.

Asking for help/clarification: I expect questions and that's okay. **Unless I am told otherwise, I will assume that every student understands everything said in class, on the Blackboard shell and through emails.** Sometimes the best thing you can say is "I am not following this concept" or "I have no idea where to begin with this assignment." All classes, and courses in this program, will build on and further develop the information we discuss. Please don't hesitate to reach out as soon as you have questions or need clarification.

Social Media use: The use of YouTube, Facebook, Instagram, Twitter, SMARTkapp or any other internet share site to distribute any course, campus lab, or clinical photos, audio recordings, or video recordings is strictly prohibited unless written permission is received from all people involved. Using these sites to display comments about faculty, peers, staff, and/or patients is in conflict with our Inclusion Statement. Such comments may result in disciplinary action. Written permission involves completion of “OWENS COMMUNITY COLLEGE CONSENT FORM”.

Classroom Environment:

Respectful Class Communication:

Our classroom is safe place. Faculty and students show respect for each other in class, discussion boards and all communication.

Use proper netiquette at all times on discussion boards. This will be addressed in the Discussion Board Rubric and Instructions, found on the syllabus/information tab.

Philosophy:

I support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students in this class are encouraged to speak up and participate during discussions. Because the class will represent a diversity of individual beliefs, backgrounds and experiences, every member of this class will show respect for every other member of this class while we demonstrate diligence in understanding how other peoples’ perspectives, behaviors and worldviews may be different from their own.

How Grades are Determined and Major Assignments

Evaluation Measure The grade points for the areas of work are as follows.	Student Learning Outcomes Assessed	Value
2 Professional Observations	4, 5, 6, 7	10 x 2 = 20 points
6 Quizzes	2, 3, 5	6 x 5 = 30 points
3 Tests	2, 3, 5	3 x 25 = 75 points
6 assignments	1-7	6 x 5 = 30 points
3 Lab Write-ups	2, 3, 4	3 x 20 = 60 points
IPE Event	9, 10, 11	35 points
Final	2, 3, 5	50 points
Total		300 points

Grading Procedure:

Grades will be calculated on the following scale:

90% and Above	A (270-300 points)
80% to Less than 90%	B (240-269.5 points)
70% to Less than 80%	C (210-243.5 points)
60% to Less than 70%	D (180-209.5 points)
Less Than 60%	F (< 180 points)

Tentative Class Assignments:

Week	SLO	Topic
1	1, 3	Topic: Syllabus; Concepts of Physical Activity, Fitness, and Wellness/National and State Health Agenda for Wellness; Healthy People 2030; VARK Readings: ACSM Ch.1/ACSM Ch. 13 Assignments: ACSM Ch.1 Review Questions/Observe a Sport Quiz: Quiz 1(Syllabus)
2	4, 5, 6, 7	Topic: Careers and Professional Issues in Exercise Science Readings: ASCM Ch. 12 Assignments: Sport Observation
3	2, 3	Topic: Intro to Muscular, Nervous & Skeletal Systems /Intro to CV & Respiratory Systems Readings: NSCA Ch.1/NSCA Ch.2 Assignments: Intro to EXS Ch.3 Review Questions
4	2, 3	Topic: Intro to Bioenergetics/Intro to Biomechanics Readings: NSCA Ch.3/NSCA Ch.4 Assignments: Intro to EXS Ch.4 Review Questions Sign up for IPE in class
5		Topic: Review for test Test: Test 1 over NSCA Ch.1-4
6	2, 3, 5	Topic: Resistance Training Adaptations & Aerobic Training Adaptations/Nutrition Readings: NSCA Ch.5 & 6/NSCA Ch.7 Assignments: 5 Day Food Log Quiz: Quiz 2 (Ch.5 & 6)
7	2, 3	Topic: Exercise Psychology & Exercise Adherence/Review/Visitations/scheduling classes Readings: NSCA Ch.8 Assignment: Food Log
8	2, 3, 4	Topic: Counseling and Coaching, Effective Communication, Client Consultation & Health Appraisal/Fitness Assessment Selection and Administration Reading: NSCA Ch.9/NSCA Ch.10 Test: #2 over NSCA Ch.5-8
9	2, 3, 4	Topic: Fitness Testing Protocols Reading: NSCA Ch.11 Lab 1: Fitness Assessments Lab EXS Lab Quiz: Quiz 3 (Ch.9 & 10))
10	2, 3	Topic: Warm-up, Flexibility, Body Weight Exercises Readings: NSCA Ch.12

Week	SLO	Topic
		Lab 2: Flexibility Lab EXS Lab Assignment: First Visitation Reflection; Lab 1 write up
11	2, 3	Topic: Resistance Training Exercises/Program Design Readings: NSCA Ch.13 & 15 Lab 3: Resistance Lab EXS Lab Assignment: Lab 2 write up Quiz: Quiz 4 (Ch.12)
12	2, 3	Topic: Cardiovascular Activity & Program Design/ Review for test 3 Readings: NSCA Ch.14 & 16 Assignment: HR worksheet (in class); lab 3 write up Quiz: Quiz 5(Ch.13 & 15) IPE Virtual Event:
13	2, 3, 6	Topic: Special Needs Modifications Readings: NSCA Ch. 18 Test: #3 over NSCA Ch.9-16
14	5	Topic: Facility Layout; Legal Issues Readings: NSCA Ch. 24; 25 Assignment: Second Visitation Reflection Quiz: Quiz 6(Ch.18)
15		Topic: Review for final
16		Exam: Comprehensive Final

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.