



## Syllabus

The mission of York College is to transform lives through Christ-centered education and to equip students for lifelong service to God, family, and society.

### **PED 443 Physiology of Exercise**

#### **Course Description**

This course is a study of the physical processes of the body and how they relate to exercise. It includes an overview of motor development at all ages. Applications will be made to teaching, coaching, and athletic conditioning.

**Course Prerequisite(s): PED 433 Kinesiology and BIO 314 Human Anatomy & Physiology I**

#### **Course Learning Outcomes:**

1. The student will learn the foundations of energy, metabolism, work, and power.
2. The student will learn how the human body systems respond to exercise.
3. The student will learn methods to improve exercise performance.
4. The student will learn how to measure levels of fitness and exercise performance.
5. The students will learn how growth and development are affected by exercise through gender, aging, and environment factors

**This course is in partial fulfillment of the following Program Learning Outcomes in bold:**

#### **York College Teacher Education Program Outcomes**

- **Standard #1: Learner Development**
  - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences**
  - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments**
  - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge**
  - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the

content.

- **Standard #5: Application of Content**
  - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment**
  - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction**
  - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies**
  - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice**
  - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**
  - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**This course is in partial fulfillment of the following General Education Program Learning Outcomes:**

**Critical Thinking**

- a) Define a problem or critical issue and account for information presented
- b) Understand and interpret relationships among concepts
- c) Draw valid conclusions based on information presented

**Ethical Inquiry**

- a) Recognize ethical issues in decision making
- b) Distinguish between appropriate and inappropriate information sources
- c) Cite sources appropriately

**Effective Communication**

- a) Construct and organize content in a manner appropriate for the intended audience
- b) Demonstrate effective written or oral presentation skills

**Social Responsibility**

- a) Recognize the contribution of individuals to society
- b) Explain the factors that affect society on an interpersonal, civic, or cultural level
- c) Discover the contributions of artistic expression to the enrichment of the social and cultural environment

### **Absences and Tardiness**

York College believes that regular class attendance is essential to learning; however, it provides for necessary absences. Punctuality in all classes is required. Individual teachers set their own attendance standards. However, you cannot be absent from any course for more than the equivalent of three weeks of a semester and receive credit in that course. Absences in excess of this amount constitute failure in the course and may result in withdrawal from the course with a grade of “WF” (withdrawn failing).

### **Academic Honesty**

Academic dishonesty is taken seriously by York College. Cheating on assignments or examinations, plagiarizing, or any other act which violates the rights of another student in academic work or that involves misrepresentation of your own work may result in a grade reduction on the assignment/quiz/test or a grade reduction in the class (including the possibility of failing the class). If a student is found responsible for academic dishonesty, a report is filed with the Provost’s office and is considered a violation of the [Honor Code](#).

### **Special Needs**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to Mrs. Marti Soderholm, Director of Special Populations. She may be contacted by phone at (402) 363-5616 or e-mail: [msoderholm@york.edu](mailto:msoderholm@york.edu) for an appointment. Pending the results of your evaluation, appropriate accommodations may then be provided for you.

If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the ADA Compliance Officer. If you have general questions about the Americans with Disabilities Act (ADA), contact the ADA Compliance Officer, Todd Sheldon, at (402) 363-5601 or by e-mail: [tsheldon@york.edu](mailto:tsheldon@york.edu)