



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Aerobics I

Course Prefix and Number – PHED 1103

Department - Kinesiology

Division – Life Sciences

Course Type: (check one)

Academic General Education Course (from ACGM – but not in WCJC Core)

Academic WCJC Core Course

WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 1:0:3

Equated Pay hours for course - 1

Course Catalog Description – Helps students assess their own fitness and learn how to exercise properly through instruction and participation in aerobic dance.

Prerequisites/Corequisites - None

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Dr. Ty Pate	Signature 	Date 9-13-07
Department Head Gene Bahnsen	Signature 	Date 9-14-07
Division Chair Kim Raun	Signature 	Date 9-26-07
Vice President Dr. Ty Pate	Signature 	Date 9-13-07



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

Note: All one hour kinesiology activity courses have the following components:

1. Warm-up/Stretching/Flexibility
2. Exercise bout or activity
3. Cool down

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. To improve cardiovascular fitness	1. 3-minute step test

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.
None

IV. Suggested Course Maximum - 24

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**

Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**

Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist

Page 1: Competencies

Course Prefix & Number: PHED 1103	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



Page 2: Perspectives

Course Prefix & Number:	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	
3. Recognize the importance of maintaining health and wellness;	Students will note an improvement in pulse rate taken at regular intervals during each class period as a result of regular exercise during the semester.
4. Develop a capacity to use knowledge of how technology and science affect lives;	
5. Develop personal values for ethical behavior;	
6. Develop the ability to make aesthetic judgments;	
7. Use logical reasoning in problem solving;	
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	



Page 3: Exemplary Educational Objectives

Course Prefix & Number:	
Component Area: Kinesiology	
Exemplary Educational Objective	Method of Assessment
1. To explore through self awareness one's strengths and limitations.	
2. To engage in activities that provide for personal development.	Students will take the 3 minute step test as a pre-test and a post-test and will compare their results to the national norm chart to gauge improvement.
3. To recognize and assume one's position as a citizen in a democratic society through working together and developing the total person for the good of society.	
4. To develop an appreciation for aesthetics of movement.	
5. To recognize excellence in human endeavor.	