

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EXSC 640**

#### **PUBLIC HEALTH AND PHYSICAL ACTIVITY**

#### **COURSE DESCRIPTION**

This course focuses on the integration of public health and exercise science. The techniques used to measure physical activity, the effects of physical activity on health, and strategies for physical activity promotion will be examined. The scientific findings and applications that led to the emergence of the field of physical activity and public health are also examined.

#### **RATIONALE**

The purpose of this course is to make students aware of the interrelationships between various diseases and disabilities that develop with inactivity. This course will allow the student to see the interactions between the area of public health and exercise science.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Describe how the emergence of the new field of physical activity and public health has occurred where the disciplines of public health and kinesiology overlap.
- B. Explain the health effects (and risks) of physical activity on chronic conditions, including cardiorespiratory and metabolic diseases, overweight and obesity, musculoskeletal disorders, functional health, cancers, and mental health.
- C. Explain the adverse effects of physical activity.

- D. Discuss common testing methods, evidence on the benefits of physical activity, and recommendations for physical activity promotion for populations.
- E. Evaluate evidence-based strategies for increasing physical activity, including informational, behavioral and social, and environmental and policy approaches.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be between 350–500 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be between 200–250 words. The student must include at least 1 citation from either the course textbook or other scholarly source.

- D. Physical Activity Log

The student will record his/her personal physical activity/exercise program for 14 days and submit a 1–3 page analysis and summary of his/her workout patterns.

- E. Nutrition Log

The student will record his/her dietary habits over a 3 day, concurrent period and submit a 1–3 page analysis and summary based on the recommended daily values of: Carbohydrates, Fats, Protein, Vitamins, Water, and Minerals.

- F. Community Physical Activity Assessment and Promotion Plan

### CPA Annotated Bibliography

The student will write a brief summary in APA format of 3 scholarly articles that he/she plans to use for the CPA Assessment and Promotion Plan, to include his/her chosen community group and a brief explanation of his/her plan.

### CPA Assessment and Promotion Plan

The student will write an 8–12 page, not including references, paper on Community Physical Activity/Wellness Promotion Initiative. The paper must include at least 5–8 scholarly sources in current APA format.

- G. Midterm Exam

The exam will cover the Reading & Study material for modules 1–4. The exam will be open-book/open-notes, contain multiple-choice and essay questions, and have a 2-hr. time limit.

**VI. COURSE GRADING AND POLICIES****A. Points**

Course Requirements Checklist	10
Discussion Board Forums (4 at 100 pts ea)	400
Physical Activity Log	100
Nutrition Log	100
Community Physical Activity/Wellness Assessment and Promotion Plan	
CPA Annotated Bibliography	50
CPA Assessment and Promotion Plan	150
Midterm Exam (Modules 1–4)	200
<b>Total</b>	<b>1010</b>

**B. Scale**

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

**C. Policies (any policies that are additional to the general policies listed under the Course Content area in the Bb course)**

[Insert any other policies here, apart from the universal Late Assignment Policy listed in letter “C” above (assignment rubrics go in a separate document).]

**D. Disability Assistance**

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **EXSC 640**

Textbooks: Kohl & Murray, *Foundations of Physical Activity and Public Health* (2012)

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Kohl & Murray: chs. 1–2 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1	10 0 100
<b>2</b>	Kohl & Murray: chs. 3–4 2 presentations	DB Forum 2	100
<b>3</b>	Kohl & Murray: chs. 5–6 2 presentations	Physical Activity Log Nutrition Log	100 100
<b>4</b>	Kohl & Murray: chs. 7–8 2 presentations	Midterm Exam	200
<b>5</b>	Kohl & Murray: chs. 9–10 2 presentations	CPA Annotated Bibliography	50
<b>6</b>	Kohl & Murray: chs. 11–12 2 presentations	DB Forum 3	100
<b>7</b>	Kohl & Murray: chs. 13–14 2 presentations	CPA Assessment and Promotion Plan	150
<b>8</b>	Kohl & Murray: chs. 15–16 2 presentations	DB Forum 4	100
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

CPA= Community and Physical Activity

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.