BACCALAUREATE AND MASTER'S DEGREES

NEW PROPOSAL FORM: ONE-STEP PROCESS

(Submit One Copy)

REVISED FORMAL PROPOSAL

Institution: Georgia College & State University (GC)

Institutional Contact: Dr. Sandra Jordan, Provost & Vice President of Academic Affairs

Date: January 18, 2011

School/Division: College of Health Sciences

Department: Department of Kinesiology

Departmental Contact: Dr. Lisa Griffin, Chair

Name of Proposed Program/Inscription: Bachelor of Science in Exercise Science

Degree: Bachelor of Science

Major: Exercise Science

CIP Code: 31.0505 **Anticipated Starting Date:** August, 2012

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1. Program Description and Objectives:

a. Objectives of the program

The learning experiences and outcomes of the proposed Exercise Science program and major are designed to ensure preparation of quality exercise science professionals (corporate, private business, and community fitness, cardiac rehabilitation, personal training etc) as well as "pre-professionals" who will seek post-baccalaureate professional preparation in an allied health field (physical therapy, occupational therapy, physiotherapy, medicine, etc). Graduates of this program will continue to make meaningful contributions to exercise and health related fields exhibiting the highest standards of ethical behavior and professionalism.

The proposed ***stand alone major*** in Exercise Science at Georgia College (GC) will allow our current program presently offered as an "emphasis" under the B.S. Degree in Health Education to meet the ever increasing student demand for the Exercise Science major at Georgia College and better meet the strong market demand for Exercise Science field within the state and region. The proposed ***stand alone major*** program will enable the Department of Kinesiology to seek external program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (See Appendix A).

The following program goals for the GC Exercise Science program have been modeled after the American College of Sports Medicine's (ACSM) "Knowledge, Skills, and Abilities (KSA)" for exercise and fitness specialists (See Appendix B), and will be the goals for the proposed program:

Goal 1:
Students will demonstrate the knowledge, skills, and abilities identified by the American College of Sports medicine (ACSM) Certified Health Fitness Specialist (HFS) (refer to Appendix B).

Goal 2:
Students will demonstrate ability to integrate their knowledge and skills in a professional allied health setting.

Goal 3:
Students will demonstrate skills in risk factor and health status identification, fitness assessment, and exercise prescription.

Goal 4:
Students will demonstrate the ability to effectively educate and/or counsel individuals regarding lifestyle modification.

Goal 5:
Students will design and organize health and fitness programs for a wide range of apparently healthy individuals (low risk), athletic populations, and/or various populations with chronic medical conditions (diabetes mellitus, osteoporosis, etc.).

b. Needs the program will meet

The United States is battling a serious health care crisis. According to the Centers for Disease Control and Prevention, 34% of U.S. adults age 20 and over are considered obese, and therefore more prone to heart disease, diabetes and many other serious health conditions. The state of Georgia has an estimated 27.2% of the adult population classified as "obese". As for children, data from the Center for Disease Control and Prevention's Behavior Risk Factor Surveillance System (BRFSS) shows that in 1991, four states had obesity prevalence rates of 15-24%, and four states had rates of 25% or more (Georgia is included in the latter group). At the national level, about 15.5% of adolescents (ages 12 to 19) and 15.3% of children (ages 6 to 11) are obese. Personal trainers are essential in this war as they provide fitness results in a safe and efficient manner and effectively guide people towards optimal health. According to the International Health, Racquet and Sportsclub Association a trade association serving the health and fitness club industry) in 1999 four million Americans were using personal trainers. Since 2004, that number has hovered near the six million mark. (http://download.ihrsa.org/pubs/IHRSA_PT_Preview.pdf). It is clear there is a strong need for highly qualified exercise science professionals throughout the country and specifically in the state of Georgia.

The proposed ***stand alone major*** in Exercise Science will be designed to meet the ever increasing demand in the market place for highly qualified fitness specialists who have completed specialized baccalaureate degree programs in exercise science. In order to assure that graduates meet the highest professional preparation standards at the entry level, GC will seek national recognition through program accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). While the current Exercise Science emphasis under the Health Education umbrella degree has experienced success in preparing students for entry level careers in exercise related fields such as personal training, strength and conditioning, group exercise instruction, cardiac rehabilitation, health fitness specialist, and coaching; GC seeks to meet both the breadth and

depth of professional competence demanded in the workforce for our graduates through continuing the Exercise Science program as a ***standalone major.***

The Bureau of Labor Statistics also estimates that in the next 10 years the demand for physical and occupational therapists will increase by 30% and 26%, respectively. Distinct undergraduate programs that successfully prepare students for entering this profession are needed. The current Exercise Science concentration has an outstanding record placing its graduates in physical therapy and occupational therapy schools in Georgia. It has also served to provide excellent "pre-professional" training for students seeking to enter graduate school for medical school, physician assistant, chiropractic medicine, dental school, as well as Master's programs in exercise physiology, cardiac rehabilitation, and nutrition. The ***stand alone major*** would continue to prepare these students who are seeking admission into advanced post baccalaureate allied health fields; with the advantages of completing a course of study which will be nationally accredited in the specialty area of Exercise Science.

c. Brief explanation of how the program is to be delivered

The Bachelor of Science in Exercise Science will be designed to prepare students through strong didactic, laboratory, and clinically based field experiences. The curriculum will provide students with every opportunity to become skilled in the areas of exercise testing and prescription while incorporating the Knowledge, Skills and Abilities set forth by the American College of Sports Medicine (ACSM) (Refer to Appendix B). These are the guiding principles used by CAAHEP for accrediting undergraduate Exercise Science programs. The GC Exercise Science Laboratory will also be utilized as a learning environment for both teaching and research purposes.

Program delivery will be predominately through face to face experiential and clinical pedagogical approaches using state of the art educational technology available at Georgia College. Blended, online learning formats will be used, where appropriate, throughout the academic year to enhance the program of study and deepen the level of student/faculty engagement in and beyond the classroom.

d. Prioritization within the institution's strategic plan

The proposed program supports the following GC's Strategic Direction regarding undergraduate education. University Strategic Directions 1 and 2 include the following respectively; "Continue to build excellence and distinction in the Georgia College undergraduate educational experience consistent with the university's educational values and its undergraduate public liberal arts mission"…and "Continue to enhance the academic reputation of Georgia College based on recognition of exemplary academic programs and the distinctive qualities and achievements of its academic schools and units." The proposed program directly supports The College of Health Sciences (COHS) Strategic Plan Goal One; to "Enhance undergraduate programs which are designed to create competent qualified health science professionals".

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

The College of Health Sciences (COHS) Strategic Plan Goal One is to "Enhance undergraduate programs which are designed to create competent qualified health science professionals." The mission of the Georgia College Exercise Science Program is to provide undergraduate programs in disciplines which emphasize health

education, promotion, maintenance, and restoration. Liberal arts constructs permeate the health science major thereby enhancing an understanding of the diverse, changing and complex health needs and values of society. The Exercise Science program will produce competent and caring professionals with a comprehensive world view that promotes leadership, initiative, accountability, stewardship and a moral and ethical respect for others.

The Exercise Science program at GC offers a unique and varied educational environment to all of its students with a 'hands on' learning approach. Functional application skills are presented in addition to foundational didactic components to provide a rich, highly engaged learning environment. Students in the GC Exercise Science program obtain critical thinking which will be applied in their clinical experiences and internships and demonstrate they are prepared to enter all domains of the exercise science arena. Through this experiential learning approach GC students are able to pursue their professional goals in the field.

The proposed program will enable the Department of Kinesiology to seek external program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The national accreditation will lend additional credibility to our program through the external review process and will assure that the Exercise Science program is addressing national level professional education standards and following current "best practice" national guidelines as delineated by the American College of Sports Medicine, the American Medical Association, etc.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

This proposal for the stand alone major in Exercise Science (under a Bachelor of Science degree designation) is designed to; a) meet increasing student and workforce demand, b) position GC for seeking national accreditation of the Exercise Science program, c) allow appropriate recognition of an existing program which has grown necessarily in response to workforce demand to significantly divergent from its current placement under the "Health Education" degree designation as an emphasis, and d) enhance the program's ability to attract a students who are interested in an applied health science field of study and professional application.

Currently, three (3) institutions in the University System of Georgia offer a bachelor's degree in Exercise Science (Georgia State University, Columbus State University, and Georgia Gwinnett College). Georgia Colleges & State University is currently the only institution of higher education that offers such a program emphasis in the middle Georgia region. The demand for the program has been persistent over the past five years, even though Georgia College has offered it as an emphasis under the umbrella of the Health Education Degree. As the consumer and healthcare market has grown and become more sophisticated in terms of program delivery expectations, students have expressed a desire to graduate from a designated major in Exercise Science and the eligibility of the appropriate credentialing such educational preparation offers. Georgia College is well positioned to meet this market demand and has the faculty and programmatic resources already available to offer the major without additional cost to the university.

Georgia College has a unique undergraduate mission as the state's designated public liberal arts university. There is a strong emphasis on transformative, active learning experiences in and out of the classroom. This principle is central to the proposed major in exercise science which will provide a unique and varied educational environment to all its students with this highly engaged learning approach. Georgia College offers an educational context in which an intimate learning environment characterized by high quality student/faculty interactions can be further enhanced by smaller class sizes, student/faculty research collaborations, service

learning, and clinical experiences. The proposed Exercise Science major will provide access to students in central Georgia and statewide to a unique degree program offered in a public liberal arts university.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

The proposed Exercise Science major will replace the existing Exercise Science Emphasis currently under the B.S. in Health Education. All of the current curricular offerings within the emphasis would be the same as well as program delivery. Current instructional resources (-faculty, supervisory administration, support staff, facilities, specialized laboratories, and equipment) all currently in place to support the program.

Personnel: Currently five (5) tenure track faculty, 1 full-time lecturer, 1 part-time lecturer make up the instructional core of the program. The faculty would continue to provide this support for the proposed program. Three Exercise Science faculty members and 1 part-time "pre-major" advisor will provide specialty mentorship and advisement for the student majoring in Exercise Science. Administrative support for the program is provided by the Chair of the Department of Kinesiology and 1 full-time administrative assistant. It is expected that all personnel will continue to support the program in their current capacity.

Library: Currently 2086 books on exercise and related topics as well as more than 10,000 books on general health related topics are available to students via the GIL Library. Additionally, GC has a subscription to the SportDiscus on-line journal database that contains 550 sports and exercise related journals that provide students access to full-text, peer-reviewed articles. Additionally, students have the potential to access thousands of journals via the GC library's inter-library loan program.

Facilities, Equipment and Supplies: The majority of exercise science courses are taught in the Health Sciences Building (HSB) that contains eight "smart classrooms" equipped with the latest instructional technology (projectors, smart board computers, video/DVD players with audio, clicker technology, etc.). An additional classroom will be used in the new designed GC Wellness & Recreation Center which will be ready for occupancy late Fall, 2011. Classes and laboratory sessions are also held in the Exercise Science, Athletic Training, Movement, and Computer laboratories as well as the Fitness Assessment Laboratory located in the GC Wellness Center. The HSB Exercise Science laboratory contains state-of-the-art equipment for measuring body composition, strength, blood lactate, blood cholesterol, range-of-motion, balance, cardiorespiratory capacity, anaerobic capacity, EKG, and muscle activation/recruitment. This equipment allows students to learn and practice various clinical exercise tests and evaluations that are typically performed by professional exercise physiologists, exercise specialists, and clinical exercise professions (e.g. cardiac rehabilitation experts). Additionally, the HSB Athletic Training Instructional Laboratory contains equipment which enables students to interact with various therapeutic modalities such as ultrasound, electrical stimulation, cryotherapy, etc. The HSB Movement Laboratory allows students to engage in analysis of human movements and field based fitness assessment techniques. In the various fitness areas in the Wellness Center (cardiorespiratory and strength training, aerobic exercise room, and personal fitness assessment laboratory) students have the opportunity to become familiar with a wide variety of types of equipment and their specific uses in human performance enhancement and maintenance of personal fitness. The open court/gymnasium areas of the Centennial Center provide space for group exercise classes. All of these facilities provide students with meaningful out-of-classroom experiences that enhance their overall education and communication skills as well as allowing students to gain critical "applied" exercise experiences that are not available at other institutions.

Capital Expenditures: No additional capital expenditures will be necessary to deliver the proposed major program.

Comprehensive Review: Per Board of Regents policy, newly approved programs are reviewed seven years after launch. If successfully reviewed, the proposed stand alone Exercise Science program will then become part of the regular institutional cycle. If unsuccessful, the program will present a plan of action to the Provost or designee. Programs accredited by external entities may not substitute an external review for institutional program review, but material submitted as part of an external accreditation process may be used in the institutional review. Institutions may align program review cycles with required external accreditation review, so long as no program review cycle at any level exceeds ten (10) years.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

See Appendix C

a. Clearly differentiate which courses are existing and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

The courses which are currently required under the Exercise Science emphasis offered under the B.S. in Health Education will remain the same; therefore all courses listed currently exist at Georgia College. All courses required for the B.S. in Exercise Science are currently offered; therefore no changes will be required.

Proposed B.S. in Exercise Science
List of Course Requirements

CORE CURRICULUM

Georgia College seeks to provide its students with a liberal education that enables and critically assess their own cultural inheritance as well as to impart a deeper appreciation of the histories and cultures of races, nations, and societies throughout the world. The core curriculum requirements for all Bachelor's Degrees are 60 semester hours in Areas A-F. Area F courses are listed under each department as additional requirements. Since Area F is specific to each major, native or transfer students who change majors will be required to complete the Area F of the new major, regardless of credits shown in Area F for an earlier major.

Area A. Essential Skills	9 hrs.
Area B. Institutional Options	4 hrs.
Area C. Humanities/Fine Arts	6 hrs.
Area D. Science & Mathematics	11 hrs.
I. Science & Mathematics for Non-Science Majors	
II. a. Science & Mathematics for Science Majors	
II. b. Science and Mathematics for Health Professions Majors	
Area E. Social Sciences	12 hrs.
Area F. Courses appropriate to the major field of the student	18 hrs.

Area F Program Prerequisites
BIOL 2160 – Human Anatomy & Physiology I (4 hrs)
BIOL 2170 – Human Anatomy & Physiology II (4 hrs)
KINS 2103 – Prevention & Care of Athletic Injuries (3 hrs)
KINS 2331 – Medical Terminology (1 hr)
KINS 2323 – Nutrition (3 hrs)
PSYC 2102 – The Developing Individual (3 hrs)

Major Requirements
KINS 3203 – Physiology of Exercise (3 hrs)
KINS 3103 – Structural Kinesiology (3 hrs)
KINS 3223 – Biomechanics (3 hrs)
KINS 3400 – Methods of Resistance Training (2 hrs)
KINS 3243 – Exercise Leadership (2 hrs)
KINS 3262 – Exercise Testing for Normal & Special Populations (2 hrs)
KINS 4203 – Exercise Prescription for Normal & Special Populations (3 hrs)
KINS 4213 – Essentials of Strength & Conditioning Programs (3 hrs)
KINS 4233 – Principles of Cardio-pulmonary Rehabilitation (3 hrs)
KINS 4803 – Special Topics (3 hrs)
KINS 4813 – Research in Health & Physical Activity (3 hrs)
KINS 3212 – Clinical Experience I (2 hrs) (60-70 hrs. practicum experience at a fitness facility)
KINS 3272 – Clinical Experience II (2 hrs) (90 hrs. practicum experience at a hospital or clinical setting)
KINS 4222 – Clinical Experience III (2 hrs) (130 hrs. personal training at a fitness facility)
KINS 4242 – Clinical Experience IV (2 hrs) (130 hrs. outpatient clinics throughout state)
KINS 4806 – Senior Internship (6 hrs) (40 hrs/wk internship at student choice facility)

b. Append course descriptions for all courses (existing and new courses).

See Appendix D – Course Descriptions

c. When describing required or elective courses, list all course prerequisites.

See Appendix D – Course Descriptions

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

All courses in the curriculum currently exist and no new classes will be added to the curriculum. All courses have been previously approved via all appropriate internal levels (department, college, university). Therefore no new documentation is provided.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

See Appendix A – Accrediting Agency Information (Council on Accreditation of Allied Health Professions/ Exercise Science)
See Appendix B – Proposed Knowledge, Skills, and Abilities related to Curriculum (American College of Sports Medicine)

f. Indicate ways in which the proposed program is consistent with national standards.

The proposed program will meet CAAHEP accreditation standards and will continue to be aligned with the knowledge, skills, and abilities (KSA's) required to pass the American College of Sports Medicine (ACSM) Certified Health Fitness Specialist exam. This exam is the gold-standard by which all clinical exercise professionals are judged. ACSM updates the KSA's every 2-3 years to better reflect current knowledge and best practice in the field. In order to maintain CAAHEP accreditation, the program will be required to continually update its goals and objectives to insure they continue to align with the most current KSA's provided by ACSM.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Students complete clinical experiences each semester in the Exercise Science Program during their junior and senior years. These clinical experiences provide the students with the exposure to experiential learning required to excel in the professional fields of exercise science and wellness. (See Appendix E for course syllabi). Placement at the various clinical education settings is made each semester to ensure that students have the opportunity to interact with a variety of patient/client populations (i.e., college-aged patients, secondary school-aged patients, elderly, children), a variety of clinical settings (i.e., corporate/industrial wellness centers, hospital physical and occupational rehabilitation centers, outpatient rehabilitation clinics, general medical, college/university, high school), and a with variety of field-based professional peers/ supervisors

Clinical education settings are identified by the Exercise Science Coordinator in conjunction with the additional faculty members in Kinesiology. After a new clinical education site has been contacted, a Proposed Clinical Facility Form is completed by the Exercise Science Coordinator collaboratively with the actual proposed clinical site supervisor. The Proposed Clinical Facility Form is used to identify the student learning outcomes thereby ensuring that each new clinical education setting can meet the educational needs of the undergraduate Exercise Science student. This form is signed by the supervisor at the new clinical education setting. Once the Proposed Clinical Facility Form has been completed and signed by the Exercise Science Coordinator and the Kinesiology Department Chair it is then submitted to the College of Health Sciences Dean, an affiliation agreement, a Memorandum of Understanding (MOU), is completed to establish an official relationship between GC and the clinical education setting. All MOU's are reviewed by GC Legal Counsel and approved by the VP for Financial Affairs (See Appendix F for listing of agencies, clinics, hospitals, businesses, etc which are currently affiliated with the Department of Kinesiology/College of Health Sciences as field/clinical practica and internships sites).

Students are supervised onsite by the approved clinical site supervisor. The GC university clinical coordinator (exercise science faculty member) requires a daily electronic journal (sent each week), weekly electronic "check ins" and receives/reviews supervisor evaluations for each student completing an internship with a respective clinical site. Periodic site visits are made by the university supervisors during a student's placement to observe and evaluate student performance in the field.

h. Indicate the adequacy of core offerings to support the new program.

It is likely that additional sections of selected core course, especially BIOL 2160 and 2170 (Anatomy and Physiology I and II) and KINS 2103 (Prevention and Care of Athletic Injuries) will need to be offered to meet the expected demand and increased enrollment in the proposed Exercise Science major.

6. Admissions criteria. Please include required minimal scores on appropriate standardized tests and grade point average requirements.

The university requirements for a successful freshman applicant will demonstrate a student's potential for success by; a) completing a rigorous College Preparatory Curriculum with a competitive grade point average, b) demonstrating a strong SAT or ACT score results and the provision of a well developed personal essay. Any student admitted to GCSU in "good standing" may declare an Exercise Science major at anytime during their coursework. Students who declare a major prior to completion of 30 semester hours of coursework, will have their cumulative GPA reviewed after the completion of 30 semester hours. Students must have a minimum 2.5 cumulative GPA or greater in order to continue their coursework (beyond 30 semester hours) as an Exercise Science Major. Students who declare as a major after completion of 30 semester hours of coursework must have a cumulative GPA of 2.5 or greater at the time of declaration in order to be admitted to the major.

At the end of every subsequent semester after completion of 30 semester hours of coursework or following declaration as a major (for those who declare after completion of 30 hours), the student's cumulative GPA will be reviewed again. If at this point the student's cumulative GPA has fallen below the required minimum of 2.5, the student will be placed on probation and allowed to continue as a major for one (1) additional semester to attempt to return their cumulative GPA to the 2.5 minimum. If the student does not return their cumulative GPA, during the subsequent semester, to the minimum 2.5, they will not be allowed to continue in the Exercise Science Program.

Students in the major will be required to earn a grade of "C" or better in all Area F core courses and all courses required within the Exercise Science major. If a student earns a grade lower than a "C", the student must repeat the course during the next available course offering. Students may repeat an area F core or Exercise Science major course one time only. Failure to achieve a C or better upon repeating a course will result in an inability to progress further in the major.

7. Availability of assistantships (if applicable).

Not applicable since it is an undergraduate program.

8. Student learning outcomes and other associated outcomes of the proposed program.
Student learning goals and measurable performance outcomes will be as follows:

<u>Program Goal 1:</u>
Students will demonstrate adequate levels knowledge, skills, and abilities as identified by the American College of Sports medicine (ACSM) Certified Health Fitness Specialist (HFS).

Desired Performance Outcomes

1. Students will demonstrate an understanding of musculoskeletal anatomy and basic biomechanical principles.
2. Students will demonstrate knowledge of exercise physiology including muscle physiology, cardiovascular physiology, and respiratory physiology.
3. Students will demonstrate the ability to conduct safe and effective fitness tests and health risk appraisals.
4. Students will demonstrate knowledge of and skills required for basic emergency procedures and first aid.
5. Students will demonstrate the ability to develop safe and effective exercise programs for normal & special populations.
6. Students will demonstrate a basic understanding of sound nutritional concepts and safe weight management techniques.

Program Goal 2:
Students will be able to integrate exercise science knowledge, skills, and abilities in appropriate professional allied health settings.

Desired Performance Outcome

1. Students will demonstrate the ability to work effectively in professional allied health settings.
2. Students will demonstrate the appropriate application skills and techniques working with clients in multiple professional allied health settings.

Program Goal 3:
Students will demonstrate skills in risk factor and health status identification, fitness assessment, and exercise prescription.

Desired Performance Outcomes

1. Students will demonstrate the ability to obtain medical health histories and conduct health risk appraisals.
2. Students will be able to accurately and reliably conduct fitness assessments.
3. Students will be able to recommend appropriate exercise programming guidelines for normal and special populations.

Program Goal 4:
Students will effectively educate and/or counsel individuals regarding lifestyle modification.

Desired Performance Outcomes

1. Students will demonstrate the ability to assess an individual's lifestyle patterns and design and assist individuals with implementing appropriate behavioral change strategies/ techniques.
2. Students will develop and implement an wellness education program for individuals and/or groups.
3. Students will be able to effectively function as a productive team member in a professional allied health setting.

Program Goal 5:

Students will design and organize effective health and fitness programs for a wide range of apparently healthy individuals (low risk), athletic populations, and/or various special populations (diabetes mellitus, osteoporosis, etc.).

Desired Performance Outcomes

1. Students will demonstrate the ability to develop safe exercise programming for special populations.
2. Students will demonstrate the ability to develop safe and effective fitness programs for healthy, low risk individuals of various ages.
3. Students will demonstrate the ability to create effective training routines for athletic populations.

9. Administration of the program:
a. Indicate where the program will be housed within the academic units of the institution.

The proposed Exercise Science program will not require a new organizational unit within the university. The program will be administered by the Department of Kinesiology (College of Health Sciences). Substantive changes from an organizational perspective will not occur and therefore the anticipated impact on institutional SACS accreditation is minimal.

b. Describe the administration of the program inclusive of coordination and responsibility.

Courses will be taught via a collaborative approach among eight (8) faculty members in the Department of Kinesiology (Athletic Training, Human Performance, Health Promotion, and Community Health) and 3 Exercise Science faculty members who teach 95% of the courses contained in the major's curriculum.

The overall administration of the program will be supervised by the Department of Kinesiology Chairperson with an Exercise Science Program Coordinator. Curricular and academic policy changes will be discussed among the Exercise Science faculty then submitted for approval recommendation by the Department Curriculum Committee, the Kinesiology Chairperson, the College of Health Sciences Curriculum Committee, the Dean of the College of Health Sciences, the University Curriculum & Assessment Policy Committee, University Senate, and the Provost/ President, respectively.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

Not Applicable**.** The proposed stand alone major/program does not exceed 120-semester credit hours.

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

The proposed stand alone major in Exercise Science will be designed to meet the standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In order to meet CAAHEP accreditation standards, programs must align their program goals and objectives to the knowledge, skills, and abilities set forth by the American College of Sports Medicine in their *Guidelines for Exercise Testing and Prescription*

which also represent the KSA's that are required for passage of the ACSM certified Health Fitness Specialist and Personal Trainer certification exams. The current program goals and objectives of the B.S. degree in Health Education: Exercise Science concentration, currently align with the ACSM KSA standards so this makes the proposed program well positioned to apply for CAAHEP accreditation.

Georgia State University is the only USG institution that has an accredited exercise science degree program. By moving to a B.S. in Exercise Science, and seeking CAAHEP accreditation the program will enjoy well earned academic visibility and prestige among peer institutions and marketability of the program to students interested in attending GCSU. All academic programs within the College of Health Sciences who are eligible for external accreditation are currently accredited by appropriate discipline specific accrediting entities. The proposed Exercise Science program would be following this College policy in achieving CAAHEP accreditation. Seeking accreditation of the proposed Exercise Science program supports GCSU's Strategic Directions 1 & 2 ; e.g. the enhancement of the breadth, depth, and quality of academic (undergraduate) programs.

Please refer to Appendix A for full details regarding the CAAHEP accreditation process.

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

Enrollments will not be cohort based. Completion of degree requirements through the program will be predicated upon maintaining successful progression through the program as specified in major student performance standards and satisfactory completion of all planned educational experiences.

Year	Past Enrollment	Current Enrollment	Projected Enrollment
2008	85		
2009	90		
2010		100	
2011-2012			**120**
2012-2013			**135**
2013-2014			**150**
2014-2015			**160**

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

Faculty Name	**Rank**	**Highest Degree**	**Degrees Earned**	**Academic Discipline**	**Current Workload* cr. hr. per Semester**
Mike Martino/ Exercise Science Coordinator	Associate Professor	PhD	BA, MA, PhD	Exercise Physiology	11 – Instructional/ 1 - Administrative
Chris Black	Assistant Professor	PhD	BS, MS, PhD	Exercise Physiology	12 - Instructional

Kelly Manning	Assistant Professor	Ph.D.*	BS, MS, PhD	Exercise Physiology	12 - Instructional
Kirk Armstrong/ Athletic Training Coordinator	Assistant Professor	EdD	BS, MS, EdD	Athletic Training	11- Instructional/ 1 Administrative
Scott Butler	Assistant Professor	PhD	BA, MS, PhD	Community Health	12 - Instructional
Barbara Funke/ Health Coordinator	Professor	PhD	BS, MS, PhD	Community Health	11 Instructional/ 1 -Administrative
Lisa Griffin/ Department Chair	Associate Professor	EdD	BS, MS, EdD	Physical Education	6 -Instructional/ 6 - Administrative
Amanda Jarriel/ AT Clinical Coordinator	Lecturer	MEd	BS, MEd	Athletic Training	13 cr. hr. – Instructional/ 2 - Administrative
Allison Everett/ KINS Advisor	Lecturer	MEd	BS, MEd	Exercise Science	7- Instructional/ 5- Administrative
Bridget Corbett	Adjunct Faculty	MS	BS, MS	Nutrition	6 - Instructional
Explanation of how workload will be impacted by the new program: Since there will be no curricular changes, the only workload change may be in more sections of core courses being added in summer sessions to accommodate growth in program					
Expected responsibilities in the program: The same instructional, administrative and staffing responsibilities are expected to exist with proposed stand alone major as currently exist with the program being offered as an emphasis in Health Education.					

Total Number of Faculty: 8

b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

Initially no new faculty will be needed. If the program grows beyond expected enrollment within the next three years, the addition of an Exercise Science clinical coordinator may be necessary.

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

a. Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

The instructional load for full time faculty is normally equivalent to 12 credit hours per semester. Workload calculations comply with GC recommended policy. Other responsibilities impacting instructional load are negotiated on a per case basis. The Exercise Science Program Coordinator will receive 3 credit hour reduction per academic year for the purpose of providing field supervision, mentoring the students, reviewing potential clinical sites & site approval logistics, and student recruitment. Summer teaching and/or administration is not included in 10-month faculty contracts. GC Faculty teaching courses in the summer will be compensated at current summer teaching salary rates. Twelve month GC faculty/administrators will teach courses inclusive within their normal workload expectation and will receive no additional compensation above their contractual salary during the summer or the academic year. Table 1 indicates the anticipated workload of existing faculty, administration, and staff who will be directly involved with delivering the program. No new EFT is needed to deliver the proposed stand alone major, since the program does not include any additional coursework than what is already in place within the Department of Kinesiology and has been taught by faculty in the Department utilizing the same EFT allocated to the current program emphasis. Minimal additional instructional support resources will be needed to implement and sustain the program and are only included in anticipation of increasing enrollment. Table 1 also delineates the portion of current EFT available for instructional and administrative support of the proposed program provided which will be provided existing faculty/ administrators. The portion of their budgeted salaries which support the current emphasis will be used to support the proposed stand alone major. Since the current emphasis in Exercise Science will be deactivated upon approval of the proposed major in Exercise Science, Table 1 lists all personnel as existing.

Table 1
B.S. Exercise Science Support EFT, COST and Funding Source

Type of Resources Available to support Exercise Science Program	**Source of Funding**			**Support Cost Estimates**	**Comments/ Explanation**
	Existing EFT	**Real-located**	**New**	[Annual Salary + fringe] / **Proportionalized Annual Salary of Personnel Supporting UG Program**	**Percentage of instructional workload dedicated to UG Exercise Science Program/ Remaining workload dedicated to other UG KINS or KINS Graduate Program.**
.50 EFT Assoc. Prof. – Exercise Science	**.75 AY (+ .25 Summer)**			[$54,680 base salary +$16,404 fringe] / **S27,340 + $8,202 = $35,542**	Dr. Michael Martino will serve as Program Coordinator for the Exercise Science Program . 40% instructional support and 10% administrative support.
.60 EFT Ast. Prof. -Exercise Science	**.75 AY (+ .25 Summer)**			[$50,700 base salary + $15,210 fringe]/ **$30,420+$9,126=$39,546**	Dr. Chris Black will provide 60% instructional support.
.65 EFT Ast. Prof. – Exercise Science	**.75 AY (+ .25 Summer)**			[$52,573 base salary +$15,772 fringe]/ **$34,172+10,251=$44,423**	Dr. Kelly Manning will provide 65% instructional support
.30 EFT Lecturer /Advisor– Exercise Science	**.75 AY (+ .25 Summer)**			[$40,000 base salary + S12,000 fringe]/ **$12,000 + $3,600= $15,600**	Allison Everett will provide 15% instructional support and 15% advisement support to program.

.125 EFT Ast. Prof. - Health	**.75 AY (+.15 Summer)**			[$48,996 base salary+ $14,698 fringe]/ **$6,125+1,837=$7,926**	Dr. Scott Butler will provide 12.5% instructional support.
.083 EFT Prof. - Health	**.75 AY (+ .25 Summer)**			[$64,104 base salary + $19,231 fringe]/ **$5,321+$1,596=$6,917**	Dr. Barbara Funke will provide 8.3% instructional support.
.16 EFT KINS Dept. Chair	**1.0 FY**			[$85,000 base salary + $25,500 fringe]/ **$13,600+ $4,080 = $17,680**	Dr. Lisa Griffin will provide 16% administrative support.
.21 EFT Ast. Prof.-Athletic Training	**.75 AY (+ .25 Summer)**			[$50,000 base salary + $15,000 fringe] **$10,500+$3,150 = $13,650**	Dr. Kirk Armstrong will provide 21% instructional support.
.21 EFT Lecturer-Athletic Training	**.75 AY (+.15 Summer}**			[$44,883 base salary + $13,465 fringe]/ **$9,425+$2,828 = $12,252**	Mandy Jarriel will provide 21% instructional support.
.16 EFT Administrative Assistant-Staff	**1.0 FY**			[$33,946 base salary + $10,184 fringe]/ **$5,431+ $$1,629 = $7,060**	Toyia Barnes will provide 16% administrative support.
.38 EFT – Instructor (part-time) - Nutrition	**.38 AY**			**$4,500 AY – no fringe**	Bridgette Corbett will provide instructional support for 9 credit hours annually.
1- 9 mth. Graduate Assistant stipend	✓			**$ 4,356 stipend**	Will assist faculty in exercise science lab-based instruction
1 - grad. ast. tuition waiver	✓			**$ 3,726 in-state**	Current tuition waivers allocated in COHS/academic year
Additional travel support for field-based supervision		✓		**$1,000**	Funding will be reallocated to Kinesiology from COHS Deans Operating Budget

Table 2
Fiscal Analysis

	First Year FY 2012	**Second Year FY 2013**	**Third Year FY 2014**	**Fourth Year FY 2015**
I. ENROLLMENT PROJECTIONS				
Student Majors (currently in program)	100	88	103	114
Shifted from other programs	5	17	5	3
New to the institution	15	40	42	43
Total Majors	**120**	**135**	**150**	**160**
Course Sections Satisfying Program Requirements				
Previously existing (All program courses already exist)	**32**	**32**	**33**	**34**

New	**0**	**1**	**1**	**1**
Total Program Course Sections	**32**	**33**	**34**	**35**
Credit Hours Generated by Those Courses				
Existing enrollments	5,100	4,488	5,253	5,814
New enrollments	1,020	2,907	2,397	2,346
Total Credit Hours	**6,120**	**7,395**	**7,650**	**8,160**
DEGREES AWARDED	**22**	**32**	**36**	**42**
II. EXPENDITURES	**EFT/ Dollars**	**EFT/ Dollars**	**EFT/ Dollars***	**EFT / Dollars***
Personnel – reassigned or existing positions				
Faculty	**1.93 EFT /$132,568**	**1.93 EFT /$132,568**	**1.93 EFT /$132,568**	**1.93 EFT /$132,568**
Part-time Faculty	**.38 EFT/ $4,500**	**.38 EFT/ $4,500**	**.38 EFT/ $4,500**	**.38 EFT/ $4,500**
Graduate Assistants	**$4,356**	**$4,356**	**$4,356**	**$4,356**
Administrators	**.26 EFT/ $16,334**	**.26 EFT/ $16,334**	**.26 EFT/ $16,334**	**.26 EFT/ $16,334**
Support Staff	**,16 EFT/ $5,431**	**,16 EFT/ $5,431**	**,16 EFT/ $5,431**	**,16 EFT/ $5,431**
Fringe Benefits	**$46,299**	**$46,299**	**$46,299**	**$46,299**
Other Personnel Costs	**0**	**0**	**0**	**0**
Total Existing Personnel Costs	**$209,488**	**$209,488**	**$209,488**	**$209,488**

EXPENDITURES (Continued)				
Personnel – new positions				
Faculty	**0**	**0**	**0**	**0**
Part-time Faculty	**0**	**0**	**0**	**0**
Graduate Assistants	**0**	**0**	**0**	**0**
Administrators	**0**	**0**	**0**	**0**
Support Staff	**0**	**0**	**0**	**0**
Fringe Benefits	**0**	**0**	**0**	**0**
Other personnel costs	**0**	**0**	**0**	**0**
Total New Personnel Costs	**0**	**0**	**0**	**0**
**** Assumption of 2.5% COL/Merit Increase***	**NA**	**NA**	**NA**	**NA**
Start-up Costs (one-time expenses)				
Library/learning resources	**0**	**0**	**0**	**0**
Equipment	**0**	**0**	**0**	**0**
Other ***(furnishings for new faculty office)***	**0**	**0**	**0**	**0**
Physical Facilities: construction or major renovation ***(Remodel of existing classroom for art***	**0**	**0**	**0**	**0**

therapy studio)				
Total One-time Costs	**0**	**0**	**0**	**0**
Operating Costs (recurring costs – base budget)				
Supplies/Expenses ***(will be picked up in existing course fees w/ additional enrollment)***	**0**	**0**	**0**	**0**
Travel ***(Internship Supervision)***	**0**	**$500**	**$1,000**	**$1,000**
Equipment	**0**	**0**	**0**	**0**
Library/learning resources	**0**	**0**	**0**	**0**
Other	**0**	**0**	**0**	**0**
Total Recurring Costs	**0**	**$500**	**$1,000**	**$1,000**
Total Existing Personnel Costs	**$209,488**	**$209,488**	**$209,488**	**$209,488**
Additional New Cost for Program	**0**	**$500**	**$1,000**	**$1,000**
GRAND TOTAL COSTS	**$209,488**	**$209,988**	**$210,488**	**$210,488**
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds	**1,071,000**	**942,480**	**1,103,130**	**1,220,940**
New student workload				
New Tuition In-state (IS) calculated	**214,200**	**610,470**	**503,370**	**492,660**
Federal funds	**0**	**0**	**0**	**0**
Other grants	**0**	**0**	**0**	**0**
Student fees	**$2,700**	**$2,700**	**$2,900**	**$3,000**
Other (Clinic Revenues)	**0**	**0**	**0**	**0**
New state allocation requested for budget hearing	**0**	**0**	**0**	**0**
*****Assumption of 2.5% COL/Merit Increase***	**NA**	**NA**	**NA**	**NA**
Nature of Funds (summer revenues)	**$12,000**	**$14,000**	**$16,000**	**$18,000**
Base budget	**$9,500**	**$9,500**	**$9,500**	**$9,500**
One-time funds	**0**	**0**	**0**	**0**
GRAND TOTAL REVENUES	**$1,297,400**	**$1,579,150**	**$1,634,900**	**$1,744,100**

Facilities Information for New Academic Programs

Proposed Location for the Program: Georgia College Campus, Milledgeville, GA

Floor area required for the program (gross and net square feet): 103,677 square feet (sf)

Type of spaces required:

- Number of classrooms — 9 (8 in HSB, 1 in Wellness Ctr)
- Number of labs — 5 (4 in HSB, 1 in Wellness Ctr)
- Number of offices — 12 (1 in HSB & 9 in Parks Memorial Bldg)
- Other spaces — 3 Gymnasia & 1 Aerobics Room, Natatorium, 2 -Weight training Room & 2 Cardio Workout Rooms (in Wellness Center) = 89,000 sf

Place an "X" beside the appropriate selection:

X Existing facility will be used as is (**103,677 sf**):

_____ Existing facility will require modification (area square footage):

Projected renovation cost: NA
Estimated relocation cost: NA
Total funding required: NA
Source of Funding:

NA Construction of new facilities will be required (area square footage):

Estimated construction cost:
Estimated total project cost:
Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

Other comments: NA

Note: A system office Facilities Project Manager(through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

APPENDIX A

CAAHEP Accreditation Standards

Commission on Accreditation of
Allied Health Education Programs

Standards and Guidelines ***for the Accreditation of Educational Programs in Exercise Science***
Standards initially adopted in 2004 and 2006
Adopted by the
American Association of Cardiovascular and Pulmonary Rehabilitation
American College of Sports Medicine
American Council on Exercise
American Kinesiotherapy Association
Cooper Institute
Medical Fitness Association
National Academy of Sports Medicine
National Strength and Conditioning Association
And Commission on Accreditation of Allied Health Education Programs

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits programs upon the recommendation of the Committee on Accreditation for the Exercise Sciences (COAES). These accreditation **Standards** are the minimum standards of quality used in accrediting programs that prepare individuals to enter the Exercise Sciences profession. The accreditation **Standards** therefore constitute the minimum requirements to which an accredited program is held accountable.

Standards are printed in regular typeface in outline form. The *Guidelines* are printed in italic typeface in narrative form.

Preamble
The Commission on Accreditation of Allied Health Education Programs, American Academy of Cardiovascular and Pulmonary Rehabilitation, American Alliance for Health, Physical Education, Recreation and Dance, American College of Sports Medicine, American Kinesiotherapy Association, Cooper Institute, Medical Fitness Association, National Academy of Sports Medicine, National Strength and Conditioning Association, cooperate to establish, maintain and promote appropriate standards of quality for educational programs in Exercise Science, and to provide recognition for educational programs that meet or exceed the minimum standards outlined in these accreditation **Standards**. Lists of accredited programs are published for the information of students, employers, educational institutions, agencies and the public.

These **Standards** are to be used for the development, evaluation, and self-analysis of Exercise Science programs. Onsite review teams assist in the evaluation of a program's relative compliance with the accreditation standards.

Description of the Profession
Graduates of Exercise Science programs are trained to assess, design, and implement individual and group exercise and fitness programs for individuals who are apparently healthy and those with controlled disease. They are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors
for health promotion. The Exercise Science professional has demonstrated competence as a leader of health and fitness programs in the university, corporate, commercial or community settings in which their clients participate in health promotion and fitness-related activities.

I. Sponsorship

A. Sponsoring Institution
A sponsoring institution must be one of the following:
1. A post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and authorized under applicable law or other acceptable authority to provide a post-secondary program, which awards a minimum of a bachelor's degree at the completion of the program.

2. A foreign post-secondary academic institution acceptable to CAAHEP.

B. Consortium Sponsor
1. A consortium sponsor is an entity consisting of two or more members that exists for the purpose of operating an educational program. In such instances, at least one of the members of the consortium must meet the requirements of a sponsoring educational institution as described in I, A.

2. The responsibilities of each member of the consortium must be clearly documented as a formal affiliation agreement or memorandum of understanding, which includes governance and lines of authority.

C. Responsibilities of Sponsor
The Sponsor must assure that the provisions of these **Standards** are met.

II. Program Goals

A. Program Goals and Outcomes
There must be a written statement of the program's goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the educational program. The communities of interest that are served by the program include, but are not limited to, students, graduates, faculty, sponsor administration, employers, physicians, the public, and nationally accepted standards of roles and functions.
Program-specific statements of goals and learning domains provide the basis for program planning, implementation, and evaluation. Such goals and learning domains must be compatible with both the mission of the sponsoring institution(s) and the expectations of the communities of interest. Goals and learning domains are based upon the substantiated needs of health care providers and employers, and the educational needs of the students served by the educational program.

B. Appropriateness of Goals and Learning Domains
The program must regularly assess its goals and learning domains. Program personnel must identify and respond to changes in the needs and/or expectations of its communities of interest. An advisory committee, which is representative of these communities of interest, must be designated and charged with the responsibility of meeting at least annually, to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change

C. Minimum Expectations
The program must have the following goal defining minimum expectations: "To prepare competent entry-level Exercise Science professionals in the cognitive (knowledge), psychomotor (skills), and affective (abilities) learning domains." Programs adopting educational goals beyond entry-level competence must clearly delineate this
intent and provide evidence that all students have achieved the basic competencies prior to entry into the field.

III. Resources
A. Type and Amount
Program resources must be sufficient to ensure the achievement of the program's goals and outcomes. Resources include, but are not limited to: faculty, clerical/support staff, curriculum, finances, offices, classroom/laboratory facilities, ancillary student facilities, clinical affiliations, equipment/supplies, computer resources, instructional reference materials, and faculty/staff continuing education.

B. Personnel
The sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the program's stated goals and outcomes.

1. Program Director
(a) Responsibilities
The Program Director must assure achievement of the program's goals and outcomes, and is responsible for all aspects of the program, including the organization, administration, continuous review, planning, development and general effectiveness of the program. The Program Director provides supervision, administration and coordination of the instructional staff in the academic and practical phases of the educational program.

Administrative and supervisory responsibilities of the Program Director should be recognized as a department assignment. The amount of time devoted to these responsibilities should be consistent with departmental or institutional policy, but should be deemed appropriate in view of the administrative responsibilities of the Program Director.

(b) Qualifications
The Program director must possess a minimum of an earned Master's Degree and work related experience that exceeds that for which the students in the program are being prepared.

A qualified Program Director should be a full-time employee of the sponsoring institution and should possess a minimum of three years of work-related experience in Exercise Science.

2. Faculty and/or Instructional Staff

(a) Responsibilities

In classrooms, laboratories, and all applied instructional settings where a student is assigned, there must be (a) qualified individual(s) clearly designated as liaison(s) to the program to provide instruction, supervision, and timely assessments of the student's progress in meeting program requirements.

All faculty members, regardless of the extent of their participation, should be familiar with the goals of the program and should be able to demonstrate the ability to develop an organized plan of instruction and evaluation.

(b) Qualifications

Instructors must possess appropriate credentials and knowledge in subject matter by virtue of training and/or experience, in teaching their assigned subjects.

Qualified faculty and/or instructional staff should possess a minimum of two years of work-related experience in Exercise Science.

C. Curriculum

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, and clinical/practical activities. Instruction must be based on clearly written course syllabi describing learning goals, course objectives, and competencies required for graduation.

For programs seeking accreditation for Exercise Science educational programs, refer to the knowledge, skills, and abilities (KSAs) published in the current edition of "ACSM's Guidelines for Exercise Testing and Prescription." The program should end in a culminating experience, such as an internship and a national credentialing examination.

D. Resource Assessment

The program must, at least annually, assess the appropriateness and effectiveness of the resources described in these standards. The results of resource assessment must be the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the program resources. Implementation of the action plan must be documented and results measured by ongoing resource assessment.

IV. Student and Graduate Evaluation/Assessment

A. Student Evaluation

1. Frequency and purpose

Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum.

2. Documentation

Records of student evaluations must be maintained in sufficient detail to document learning progress and achievements.

B. Outcomes Assessment

1. Outcomes Assessment

The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program. Outcomes assessments include, but not limited to: performance on national credentialing examinations, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures. The program must meet the outcomes assessment thresholds.

Programmatic summative measures, if used, should contribute to assessing effectiveness in specific learning domains. "Positive Placement" means that the graduate is employed full or part-time in a related field; and/or continuing his/her education; and/or serving in the military.

2. Outcomes Reporting

The program must periodically submit its goal(s), learning domains, evaluation systems (including type, cut score, validity, and reliability), outcomes, its analysis of the outcomes and an appropriate action plan based on the analysis.

V. Fair Practices

A. Publications and Disclosure

1. Announcements, catalogs, publications, and advertising must accurately reflect the program offered.

2. At least the following shall be made known to all applicants and students: the sponsor's institutional and programmatic accreditation status as well as the name, address and phone number of the accrediting agencies, admissions policies and practices, policies on advanced placement, transfer of credits, and credits for experiential learning; number of credits required for completion of the program; tuition/fees and other costs required to complete the program, policies and processes for withdrawal and for refunds of tuition/fees.

3. At least the following must be made known to all students: academic calendar, student grievance procedure, criteria for successful completion of each segment of the curriculum and graduation, and policies and processes by which students may perform clinical work while enrolled in the program.

B. Lawful and Non-discriminatory Practices

All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must be non-discriminatory and in accord with federal and state statutes, rules, and regulations. There must be a faculty grievance procedure made known to all paid faculty.

C. Safeguards

The health and safety of patients, students, and faculty associated with the educational activities of the students must be adequately safeguarded. All activities required in the program must be educational and students must not be substituted for staff.

D. Student Records

Satisfactory records must be maintained for student admission, advisement, counseling, and evaluation. Grades and credits for courses must be recorded on the student transcript and permanently maintained by the sponsor in a safe and accessible location.

E. Substantive Change
The sponsor must report substantive change(s) as described in Appendix A to CAAHEP/CoAES in a timely manner.

Additional substantive changes to be reported to CoAES within the time limits prescribed include:
1. the institution's mission or objectives if these will affect the program;
2. the institution's legal status or form of control;
3. the addition of courses that represent a significant departure in content or in method of delivery;
4. the degree awarded;
5. a substantial increase in clock or credit hours for successful completion of a program or in the length of a program.

F. Agreements
There must be a formal affiliation agreement or memorandum of understanding between the sponsor and all other entities that participate in the education of the students describing the relationship, role, and responsibilities between the sponsor and that entity.

APPENDIX B

Knowledge, Skills, and Abilities (KSAs) for students in Exercise Science
ACSM Certified Health Fitness Specialist

GENERAL POPULATION/CORE: EXERCISE PHYSIOLOGY AND RELATED EXERCISE SCIENCE

1.1.1
Knowledge of the structures of bone, skeletal muscle, and connective tissues.

1.1.2
Knowledge of the anatomy and physiology of the cardiovascular system and pulmonary system.

1.1.3
Knowledge of the following muscle action terms: inferior, superior, medial, lateral, supination, pronation, flexion, extension, adduction, abduction, hyperextension, rotation, circumduction, agonist, antagonist, and stabilizer.

1.1.4
Knowledge of the plane in which each muscle action occurs and the responsible muscles.

1.1.5
Knowledge of the interrelationships among center of gravity, base of support, balance, stability, and proper spinal alignment.

1.1.6
Knowledge of the curvatures of the spine including: lordosis, scoliosis, and kyphosis.

1.1.7
Knowledge of the stretch reflex and how it relates to flexibility.

1.1.8
Knowledge of biomechanical principles that underlie performance of the following activities: walking, jogging, running, swimming, cycling, weight lifting, and carrying or moving objects.

1.1.9
Ability to describe the systems for the production of energy.

1.1.10
Knowledge of the role of aerobic and anaerobic energy systems in the performance of various physical activities.

1.1.11
Knowledge of the following cardiorespiratory terms: ischemia, angina pectoris, tachycardia, bradycardia, arrhythmia, myocardial infarction, claudication, dyspnea, and hyperventilation.
1.1.12

Ability to describe normal cardiorespiratory responses to static and dynamic exercise in terms of heart rate, stroke volume, cardiac output, blood pressure, and oxygen consumption.

1.1.13
Knowledge of the heart rate, stroke volume, cardiac output, blood pressure, and oxygen consumption responses to exercise.

1.1.14
Knowledge of the anatomic and physiologic adaptations associated with strength training.

1.1.15
Knowledge of the physiologic principles related to warm-up and cool-down.

1.1.16
Knowledge of the common theories of muscle fatigue and delayed onset muscle soreness (DOMS).

1.1.17
Knowledge of the physiologic adaptations that occur at rest and during submaximal and maximal exercise following chronic aerobic and anaerobic exercise training.

1.1.18
Knowledge of the differences in cardiorespiratory response to acute graded exercise between conditioned and unconditioned individuals.

1.1.19
Knowledge of the structure and function of the skeletal muscle fiber.

1.1.20
Knowledge of the characteristics of fast- and slow-twitch muscle fibers.

1.1.21
Knowledge of the sliding filament theory of muscle contraction.

1.1.22
Knowledge of twitch, summation, and tetanus with respect to muscle contraction.

1.1.23
Knowledge of the principles involved in promoting gains in muscular strength and endurance.

1.1.24
Knowledge of muscle fatigue as it relates to mode, intensity, duration, and the accumulative effects of exercise.

1.1.26
Knowledge of the response of the following variables to acute static and dynamic exercise: heart rate, stroke volume, cardiac output, pulmonary ventilation, tidal volume, respiratory rate, and arteriovenous oxygen difference.

1.1.27
Knowledge of blood pressure responses associated with acute exercise, including changes in body position.

1.1.28
Knowledge of and ability to describe the implications of ventilatory threshold (anaerobic threshold) as it relates to exercise training and cardiorespiratory assessment.

1.1.29
Knowledge of and ability to describe the physiologic adaptations of the pulmonary system that occur at rest and during submaximal and maximal exercise following chronic aerobic and anaerobic training.

1.1.30
Knowledge of how each of the following differs from the normal condition: dyspnea, hypoxia, and hyperventilation.

1.1.31
Knowledge of how the principles of specificity and progressive overload relate to the components of exercise programming.

1.1.32
Knowledge of the concept of detraining or reversibility of conditioning and its implications in exercise programs.

1.1.33
Knowledge of the physical and psychological signs of overreaching/overtraining and to provide recommendations for these problems.

1.1.34
Knowledge of and ability to describe the changes that occur in maturation from childhood to adulthood for the following: skeletal muscle, bone structure, reaction time, coordination, posture, heat and cold tolerance, maximal oxygen consumption, strength, flexibility, body composition, resting and maximal heart rate, and resting and maximal blood pressure.

1.1.35
Knowledge of the effect of the aging process on the musculoskeletal and cardiovascular structure and function at rest, during exercise, and during recovery.

1.1.36
Knowledge of the following terms: progressive resistance, isotonic/isometric, concentric, eccentric, atrophy, hyperplasis, hypertrophy, sets, repetitions, plyometrics, Valsalva maneuver.
1.1.37
Knowledge of and skill to demonstrate exercises designed to enhance muscular strength and/or endurance of specific major muscle groups.

1.1.38
Knowledge of and skill to demonstrate exercises for enhancing musculoskeletal flexibility.

1.1.39
Ability to identify the major muscles. Major muscles include, but are not limited to, the following: trapezius, pectoralis major, latissimus dorsi, biceps, triceps, rectus abdominis, internal and external obliques, erector spinae, gluteus maximus, quadriceps, hamstrings, adductors, abductors, and gastrocnemius.

1.1.40
Ability to identify the major bones. Major bones include, but are not limited to the clavicle, scapula, strernum, humerus, carpals, ulna, radius, femur, fibia, tibia, and tarsals.

1.1.41
Ability to identify the joints of the body.

1.1.42
Knowledge of the primary action and joint range of motion for each major muscle group.

1.1.43
Ability to locate the anatomic landmarks for palpation of peripheral pulses and blood pressures.

GENERAL POPULATION/CORE: PATHOPHYSIOLOGY AND RISK FACTORS
1.2.1
Knowledge of the physiologic and metabolic responses to exercise associated with chronic disease (heart disease, hypertension, diabetes mellitus, and pulmonary disease).

1.2.2
Knowledge of cardiovascular, pulmonary, metabolic, and musculoskeletal risk factors that may require further evaluation by medical or allied health professionals before participation in physical activity.

1.2.3
Knowledge of risk factors that may be favorably modified by physical activity habits.

1.2.4
Knowledge to define the following terms: total cholesterol (TC), high-density lipoprotein cholesterol (HDL-C), TC/HDL-C ratio, low-density lipoprotein cholesterol (LDL-C), triglycerides, hypertension, and atherosclerosis.

1.2.5
Knowledge of plasma cholesterol levels for adults as recommended by the National Cholesterol Education Program.

1.2.6
Knowledge of the risk-factor thresholds for ACSM risk stratification, which includes genetic and lifestyle factors related to the development of CAD.

1.2.7
Knowledge of the atherosclerotic process, the factors involved in its genesis and progression, and the potential role of exercise in treatment.

1.2.8
Knowledge of how lifestyle factors, including nutrition and physical activity, influence lipid and lipoprotein profiles.

GENERAL POPULATION/CORE: HEALTH APPRAISAL, FITNESS AND CLINICAL EXERCISE TESTING
1.3.1
Knowledge of and ability to discuss the physiologic basis of the major components of physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.

1.3.2
Knowledge of the value of the health/medical history.

1.3.3
Knowledge of the value of a medical clearance before exercise participation.

1.3.4
Knowledge of and the ability to perform risk stratification and its implications toward medical clearance before administration of an exercise test or participation in an exercise program.

1.3.5
Knowledge of relative and absolute contraindications to exercise testing or participation.

1.3.6
Knowledge of the limitations of informed consent and medical clearance before exercise testing.

1.3.7
Knowledge of the advantages/disadvantages and limitations of the various body-composition techniques including but not limited to, air displacement plethysmography (BOD POD), dual-energy x-ray absorptiometry (DEXA), hydrostatic weighing, skinfolds and bioelectrical impedence.

1.3.8
Skill in accurately measuring heart rate and blood pressure, and obtaining rating of perceived exertion (RPE) at rest and during exercise according to established guidelines.

1.3.9
Skill in measuring skinfold sites, skeletal diameters, and girth measurements used for estimating body composition.

1.3.10
Knowledge of calibration of a cycle ergometer and a motor-driven treadmill.

1.3.11
Ability to locate the brachial artery and correctly place the cuff and stethoscope in position for blood-pressure measurement.

1.3.12
Ability to locate common sites for measurement of skinfold thicknesses and circumferences (for determination of body composition and waist-hip ratio).

1.3.13
Ability to obtain a health history and risk appraisal that includes past and current medical history, family history of cardiac disease, orthopedic limitations, prescribed medications, activity patterns, nutritional habits, stress and anxiety levels, and smoking and alcohol use.

1.3.14
Ability to obtain informed consent.

1.3.15
Ability to explain the purpose and procedures and perform the monitoring (heart rate, RPE, and blood pressure) of clients before, during, and after cardiorespiratory fitness testing.

1.3.16
Ability to instruct participants in the use of equipment and test procedures.

1.3.17
Ability to explain the purpose of testing, determine an appropriate submaximal or maximal protocol, and perform an assessment of cardiovascular fitness on the treadmill or cycle ergometer.

1.3.18
Ability to describe the purpose of testing, determine appropriate protocols, and perform assessments of muscular strength, muscular endurance, and flexibility.

1.3.19
Ability to perform various techniques of assessing body composition.

1.3.20
Ability to analyze and interpret information obtained from the cardiorespiratory fitness test and the muscular strength and endurance, flexibility, and body composition assessments for apparently healthy individuals and those with controlled chronic disease.

1.3.21
Ability to identify appropriate criteria for terminating a fitness evaluation and demonstrate proper procedures to be followed after discontinuing such a test.

1.3.22
Ability to modify protocols and procedures for cardiorespiratory fitness tests in children, adolescents, and older adults.

1.3.23
Ability to identify individuals for whom physician supervision is recommended during maximal and submaximal exercise testing.

GENERAL POPULATION/CORE: ELECTROCARDIOGRAPHY AND DIAGNOSTIC TECHNIQUES
1.4.1
Knowledge of how each of the following arrhythmias differs from the normal condition: premature atrial contractions and premature ventricular contractions.

1.4.3
Knowledge of the basic properties of cardiac muscle and the normal pathways of conduction in the heart.

GENERAL POPULATION/CORE:PATIENT MANAGEMENT AND MEDICATIONS
1.5.1
Knowledge of common drugs from each of the following classes of medications and ability to describe the principal action and the effects on exercise testing and prescription: antianginals; antihypertensives; antiarrhythmics; anticoagulants, bronchodilators; hypoglycemics; psychotropics; and vasodilators.

1.5.2
Knowledge of the effects of the following substances on the exercise response: antihistamines, tranquilizers, alcohol, diet pills, cold tablets, caffeine, and nicotine.

GENERAL POPULATION/CORE: EXERCISE PRESCRIPTION AND PROGRAMMING
1.7.1
Knowledge of the relationship between the number of repetitions, intensity, number of sets, and rest with regard to strength training.

1.7.2
Knowledge of the benefits and precautions associated with exercise training in apparently healthy and controlled disease.

1.7.3
Knowledge of the benefits and precautions associated exercise training across the life span (from youth to the elderly).

1.7.4
Knowledge of specific group exercise leadership techniques appropriate for working with participants of all ages.

1.7.5
Knowledge of how to select and/or modify appropriate exercise programs according to the age, functional capacity, and limitations of the individual.

1.7.6
Knowledge of the differences in the development of an exercise prescription for children, adolescents, and older participants.

1.7.7
Knowledge of and ability to describe the unique adaptations to exercise training in children, adolescents, and older participants with regard to strength, functional capacity, and motor skills.

1.7.8
Knowledge of common orthopedic and cardiovascular considerations for older participants and the ability to describe modifications in exercise prescription that are indicated.

1.7.10
Knowledge of the recommended intensity, duration, frequency, and type of physical activity necessary for development of cardiorespiratory fitness in an apparently healthy population.

1.7.11
Knowledge of and the ability to describe exercises designed to enhance muscular strength and/or endurance of specific major muscle groups.

1.7.12
Knowledge of the principles of overload, specificity, and progression and how they relate to exercise programming.

1.7.13
Knowledge of the various types of interval, continuous, and circuit training programs.

1.7.14
Knowledge of approximate METs for various sport, recreational, and work tasks.

1.7.15
Knowledge of the components incorporated into an exercise session and the proper sequence (i.e., pre-exercise evaluation, warm-up, aerobic stimulus phase, cool-down, muscular strength and/or endurance, and flexibility).
1.7.16
Knowledge of special precautions and modifications of exercise programming for participation at altitude, different ambient temperatures, humidity, and environmental pollution.

1.7.17
Knowledge of the importance of recording exercise sessions and performing periodic evaluations to assess changes in fitness status.

1.7.18
Knowledge of the advantages and disadvantages of implementation of interval, continuous, and circuit training programs.

1.7.19
Knowledge of the exercise programs that are available in the community and how these programs are appropriate for various populations.

1.7.20
Knowledge of and ability to describe activities of daily living (ADLs) and its importance in the overall health of the individual.

1.7.21
Skill to teach and demonstrate the components of an exercise session (i.e., warm-up, aerobic stimulus phase, cool-down, muscular strength/endurance, flexibility).

1.7.22
Skill to teach and demonstrate appropriate modifications in specific exercises for groups such as older adults, pregnant and postnatal women, obese persons, and persons with low back pain.

1.7.23
Skill to teach and demonstrate appropriate exercises for improving range of motion of all major joints.

1.7.24
Skill in the use of various methods for establishing and monitoring levels of exercise intensity, including heart rate, RPE, and oxygen cost.
1.7.25
Ability to identify and apply methods used to monitor exercise intensity, including heart rate and RPE.

1.7.26
Ability to describe modifications in exercise prescriptions for individuals with functional disabilities and musculoskeletal injuries

1.7.27
Ability to differentiate between the amount of physical activity required for health benefits and/or for fitness development.
1.7.28
Knowledge of and ability to determine target heart rates using two methods: percent of age-predicted maximum heart rate and heart rate reserve (Karvonen).

1.7.29
Ability to identify proper and improper technique in the use of resistive equipment such as stability balls, weights, bands, resistance bars, and water exercise equipment.

1.7.30
Ability to identify proper and improper technique in the use of cardiovascular conditioning equipment (e.g., stair-climbers, stationary cycles, treadmills, elliptical trainers, rowing machines).

1.7.31
Ability to teach a progression of exercises for all major muscle groups to improve muscular strength and endurance.

1.7.32
Ability to communicate appropriately with exercise participants during initial screening and exercise programming.

1.7.33
Ability to design, implement, and evaluate individualized and group exercise programs based on health history and physical fitness assessments.

1.7.34
Ability to modify exercises based on age, physical condition and cognitive status.

1.7.35
Knowledge to apply energy cost, VO2, METs, and target heart rates to an exercise prescription.

1.7.36
Ability to convert between the U.S. and metric systems for length/height (inches to centimeters), weight (pounds to kilograms) and speed (miles per hour to meters per minute).
1.7.37
Ability to convert between absolute mL .kg-1 .min-1 or L.min -1) and relative (mL.kg -1.min-1, and/or METs) oxygen cost.

1.7.38
Ability to determine the energy cost for given exercise intensities during horizontal and graded walking and running stepping exercise, cycle ergometry, arm ergometry, and stepping

1.7.39
Ability to prescribe exercise intensity based on VO2 data for different modes of exercise, including graded and horizontal running and walking, cycling, and stepping exercise.

1.7.40
Ability to explain and implement exercise prescription guidelines for apparently healthy clients, increased risk clients, and clients with controlled disease.

1.7.41
Ability to adapt frequency, intensity, duration, mode, progression, level of supervision, and monitoring techniques in exercise programs for patients with controlled chronic disease (e.g., heart disease, diabetes mellitus, obesity, hypertension), musculoskeletal problems (including fatigue), pregnancy and/or postpartum, and exercise-induced asthma.

1.7.42
Ability to design resistive exercise programs to increase or maintain muscular strength and/or endurance.

1.7.43
Ability to evaluate flexibility and prescribe appropriate flexibility exercises for all major muscle groups.

1.7.44
Ability to design training programs using interval, continuous, and circuit training programs.

1.7.45
Ability to describe the advantages and disadvantages of various commercial exercise equipment in developing cardiorespiratory fitness, muscular strength, and muscular endurance.

1.7.46
Ability to modify exercise programs based on age, physical condition, and current health status.

1.7.47
Ability to assess postural alignment and recommend appropriate exercise to meet individual needs and refer as necessary.

GENERAL POPULATION/CORE: NUTRITION AND WEIGHT MANAGEMENT
1.8.1
Knowledge of the role of carbohydrates, fats, and proteins as fuels for aerobic and anaerobic metabolism.

1.8.2
Knowledge of the following terms: obesity, overweight, percent fat, BMI, lean body mass, anorexia nervosa, bulimia nervosa, metabolic syndrome and body-fat distribution.

1.8.3
Knowledge of the relationship between body composition and health.

1.8.4
Knowledge of the effects of diet, exercise, and behavior modification as methods for modifying body composition.

1.8.5
Knowledge of the importance of an adequate daily energy intake for healthy weight management.

1.8.6
Knowledge of the difference between fat-soluble and water-soluble vitamins.

1.8.7
Knowledge of the importance of maintaining normal hydration before, during, and after exercise.

1.8.8
Knowledge of the USDA Food Pyramid and Dietary Guidelines for Americans-.

1.8.9

Knowledge of the importance of calcium and iron in women's health.

1.8.10
Knowledge of the myths and consequences associated with inappropriate weight loss methods (e.g., fad diets, dietary supplements, over exercising, starvation diets).

1.8.11
Knowledge of the number of kilocalories in one gram of carbohydrate, fat, protein, and alcohol.

1.8.12
Knowledge of the number of kilocalories equivalent to losing 1 pound (0.45 kg) of body fat and the ability to prescribe appropriate amount of exercise to achieve weight-loss goals.

1.8.13
Knowledge of the guidelines for caloric intake for an individual desiring to lose or gain weight.

1.8.14
Knowledge of common nutritional ergogenic aids, the purported mechanism of action, and any risk and/or benefits (e.g., carbohydrates, protein/amino acids, vitamins, minerals, herbal products, creatine, steroids, caffeine).

1.8.15
Knowledge of nutritional factors related to the female athlete triad syndrome (i.e., eating disorders, menstrual cycle abnormalities, and osteoporosis).

1.8.16
Knowledge of the NIH consensus statement regarding health risks of obesity, Nutrition for Physical Fitness Position Paper of the American Dietetic Association, and the ACSM Position Stand on proper and improper weight loss programs.
1.8.17
Ability to describe the health implications of variation in body-fat distribution patterns and the significance of the waist-to-hip ratio.

1.8.18
Knowledge of the nutrition and exercise effects on blood glucose levels in diabetes.

GENERAL POPULATION/ CORE: HUMAN BEHAVIOR AND COUNSELING
1.9.1
Knowledge of behavioral strategies to enhance exercise and health behavior change (e.g., reinforcement, goal setting, social support).

1.9.2
Knowledge of the important elements that should be included in each behavior-modification session.

1.9.3
Knowledge of specific techniques to enhance motivation (e.g., posters, recognition, bulletin boards, games, competitions).

1.9.4
Knowledge of extrinsic and intrinsic reinforcement and ability to give examples of each.

1.9.5
Knowledge of the stages of motivational readiness.

1.9.6
Knowledge of approaches that may assist less motivated clients to increase their physical activity.

1.9.7
Knowledge of signs and symptoms of mental health states (e.g., anxiety, depression, eating disorders) that may necessitate referral to a medical or mental health professional.

1.9.8
Knowledge of the potential symptoms and causal factors of test anxiety (i.e., performance, appraisal threat during exercise testing) and how it may affect physiologic responses to testing.

1.9.9
Ability to coach clients to set achievable goals and overcome obstacles through a variety of methods (e.g., in person, on phone, and on Internet).

GENERAL POPULATION/ CORE: SAFETY, INJURY PREVENTION, AND EMERGENCY PROCEDURES
1.10.1
Knowledge of and skill in obtaining basic life support, first aid, cardiopulmonary resuscitation, and automated external defibrillator certifications.

1.10.2
Knowledge of appropriate emergency procedures (i.e., telephone procedures, written emergency procedures, personnel responsibilities) in a health and fitness setting.

1.10.3
Knowledge of and skill in performing basic first-aid procedures for exercise-related injuries, such as bleeding, strains/sprains, fractures, and exercise intolerance (dizziness, syncope, heat and cold injuries).

1.10.4
Knowledge of basic precautions taken in an exercise setting to ensure participant safety.

1.10.5
Knowledge of the physical and physiologic signs and symptoms of overtraining and the ability to modify a program to accommodate this condition.

1.10.6
Knowledge of the effects of temperature, humidity, altitude, and pollution on the physiologic response to exercise and the ability to modify the exercise prescription to accommodate for these environmental conditions.

1.10.7
Knowledge of the signs and symptoms of the following conditions: shin splints, sprain, strain, tennis elbow, bursitis, stress fracture, tendonitis, patellar femoral pain syndrome, low back pain, plantar fasciitis, and rotator cuff tendonitis; the ability to recommend exercise to prevent these injuries.

1.10.8
Knowledge of hypothetical concerns and potential risks that may be associated with the use of exercises such as straight-leg sit-ups, double leg raises, full squats, hurdler's stretch, yoga plow, forceful back hyperextension, and standing bent-over toe touch.

1.10.9
Knowledge of safety plans, emergency procedures, and first-aid techniques needed during fitness evaluations, exercise testing, and exercise training.

1.10.10
Knowledge of the Health Fitness Specialist's responsibilities and limitations, and the legal implications of carrying out emergency procedures.

1.10.11
Knowledge of potential musculoskeletal injuries (e.g., contusions, sprains, strains, fractures), cardiovascular/pulmonary complications (e.g., tachycardia, bradycardia, hypotension/hypertension, tachypnea) and metabolic abnormalities (e.g., fainting/syncope, hypoglycemia/hyperglycemia, hypothermia/hyperthermia).

1.10.12
Knowledge of the initial management and first-aid techniques associated with open wounds, musculoskeletal injuries, cardiovascular/pulmonary complications, and metabolic disorders.

1.10.13
Knowledge of the components of an equipment maintenance/repair program and how it may be used to evaluate the condition of exercise equipment to reduce the potential risk of injury.

1.10.14
Knowledge of the legal implications of documented safety procedures, the use of incident documents, and ongoing safety training documentations for the purposes of safety and risk management.

1.10.15
Skill to demonstrate exercises used for people with low back pain; neck, shoulder, elbow, wrist, hip, knee and/or ankle pain; and the ability to modify a program for people with these conditions.

1.10.16
Skill in demonstrating appropriate emergency procedures during exercise testing and/or training.

1.10.17
Ability to identify the components that contribute to the maintenance of a safe environment, including equipment operation and maintenance, proper sanitation, safety and maintenance of exercise areas, and overall facility maintenance.

1.10.18
Knowledge of basic ergonomics to address daily activities that may cause musculoskeletal problems in the workplace and the ability to recommend exercises to alleviate symptoms caused by repetitive movements.

GENERAL POPULATION/CORE:
PROGRAM ADMINISTRATION, QUALITY ASSURANCE, AND OUTCOME ASSESSMENT
1.11.1
Knowledge of the Health Fitness Specialist's role in administration and program management within a health/fitness facility.

1.11.2
Knowledge of and the ability to use the documentation required when a client shows signs or symptoms during an exercise session and should be referred to a physician.

1.11.3
Knowledge of how to manage a fitness department (e.g., working within a budget, interviewing and training staff, scheduling, running staff meetings, staff development).

1.11.4
Knowledge of the importance of tracking and evaluating member retention.

1.11.6
Ability to administer fitness-related programs within established budgetary guidelines.

1.11.7
Ability to develop marketing materials for the purpose of promoting fitness-related programs.

1.11.8
Ability to create and maintain records pertaining to participant exercise adherence, retention, and goal setting.

1.11.9
Ability to develop and administer educational programs (e.g., lectures, workshops) and educational materials.

1.11.10
Knowledge of basic sales techniques to promote health, fitness, and wellness services.

1.11.11
Knowledge of networking techniques with other healthcare professionals for referral purposes.

1.11.12
Ability to provide and administer appropriate customer service.

1.11.13
Knowledge of the importance of tracking and evaluating health promotion program results.

CARDIOVASCULAR: PATHOPHYSIOLOGY AND RISK FACTORS
2.2.1
Knowledge of cardiovascular risk factors or conditions that may require consultation with medical personnel before testing or training, including inappropriate changes of resting or exercise heart rate and blood pressure, new onset discomfort in chest, neck, shoulder, or arm; changes in the pattern of discomfort during rest or exercise; fainting or dizzy spells; and claudication.

2.2.2
Knowledge of the pathophysiology of myocardial ischemia and infarction.

2.2.3
Knowledge the pathophysiology of stroke, hypertension, and hyperlipidemia.

2.2.4
Knowledge the effects of the above diseases and conditions on the cardiorespiratory responses at rest and during exercise.

PULMONARY: PATHOPHYSIOLOGY AND RISK FACTORS
3.2.1
Knowledge of pulmonary risk factors or conditions that may require consultation with medical personnel before testing or training, including asthma, exercise-induced asthma/bronchospasm, extreme breathlessness at rest or during exercise, bronchitis, and emphysema.

METABOLIC: PATHOPHYSIOLOGY AND RISK FACTORS
4.2.1
Knowledge of metabolic risk factors or conditions that may require consultation with medical personnel before testing or training, including obesity, metabolic syndrome, thyroid disease, kidney disease, diabetes or glucose intolerance, and hypoglycemia.

ORTHOPEDIC/MUSCULOSKELETAL: PATHOPHYSIOLOGY AND RISK FACTORS
5.2.1
Knowledge of musculoskeletal risk factors or conditions that may require consultation with medical personnel before testing or training, including acute or chronic back pain, osteoarthritis, rheumatoid arthritis, osteoporosis, inflammation/pain, and low back pain.

NEUROMUSCULAR: PATHOPHYSIOLOGY AND RISK FACTORS
6.2.1
Knowledge of neuromuscular risk factors or conditions that may require consultation with medical personnel before testing or training, including spinal cord injuries and multiple sclerosis.

IMMUNOLOGIC: PATHOPHYSIOLOGY AND RISK FACTORS

7.2.1

Knowledge of immunologic risk factors or conditions that may require consultation with medical personnel before testing or training, including AIDS and cancer

APPENDIX C

B.S. in Health Education: Exercise Science
Area A-E GCSU Core Requirements:

Area F Program Prerequisites	**Grade**	**Sem**
BIOL 2160 – Human Anatomy & Physiology I (4 hrs)	____	____
BIOL 2170 – Human Anatomy & Physiology II (4 hrs)	____	____
KINS 2103 – Prev. & Care of Athletic Injuries (3 hrs)	____	____
KINS 2331 – Medical Terminology (1 hr)	____	____
KINS 2323 – Nutrition (3 hrs)	____	____
PSYC 2102 – The Developing Individual (3 hrs)	____	____

Major Requirements	**Grade**	**Sem**
KINS 3203 – Physiology of Exercise (3 hrs)	____	____
KINS 3103 – Structural Kinesiology (3 hrs)	____	____
KINS 3223 – Biomechanics (3 hrs)	____	____
KINS 3400 – Methods of Resistance Training (2 hrs)	____	____
KINS 3243 – Exercise Leadership (2 hrs)	____	____
KINS 3262 – Exercise Testing for Normal & Special Pop. (2 hrs)	____	____
KINS 4203 – Exercise Prescription for Normal & Special Pop. (3 hrs)	____	____
KINS 4213 – Essentials of Strength & Conditioning Programs (3 hrs)	____	____
KINS 4233 – Principles of Cardio-Pulmonary Rehabilitation. (3 hrs)	____	____
KINS 4803 – Special Topics (3 hrs)	____	____
KINS 4813 – Research in Health & Physical Activity (3 hrs)	____	____
KINS 3212 – Clinical Experience I (2 hrs)	____	____
KINS 3272 – Clinical Experience II (2 hrs)	____	____
KINS 4222 – Clinical Experience III (2 hrs)	____	____
KINS 4242 – Clinical Experience IV (2 hrs)	____	____
KINS 4806 – Senior Internship (6 hrs)	____	____

Recommended Electives or Minor

_____	____	____
_____	____	____

Special Requirements

1. Students will be required to show proof of liability insurance prior to the junior year.
2. Only grades of C or better are permitted in Area F and the major requirements.
3. First Aid/CPR Certification Required

FRESHMAN YEAR								
FALL	**Hrs**	**Grade**	**SPRING**	**Hrs**	**Grade**	**SUMMER**	**Hrs**	**Grade**
KINS 0001 – 1ST Year Academic Seminar	1		ENGL 1102 – English Composition II	3		BIOL 2160 – Human Anatomy & Physiology I	4	
ENGL 1101 – English Composition I	3		HIST 1131 – World Civilization & Society I **Or** 1132 – World Civilization & Society II	3		BIOL 2170 – Human Anatomy & Physiology II	4	
MATH 1101 – Introduction to Mathematical Modeling **Or** 1113 – Pre-calculus **Or** 1114 -Trigonometry & Analytic Geometry	3		ARTS 1105 – Understanding Visual Culture **Or** MUSC 1105 – Music & Civilization **Or** THEA 1105 – Theatrical Heritage	2				
IDST 2205 – Global Issues & Society **Or** 2210 – Ethics & Society **Or** 2215 – Communication in Society	2		BIOL 1100 – Biological Processes **or** BIOL 1120 – Biodiversity **or** CHEM 1212 **or** PHYS 1112	4				
BIOL 1100 – Biological Processes **or** 1120 - Biodiversity **or** CHEM 1211 **or** PHYS 1111	4		ECON 2100 – Economics & Society	3				
POLS 1150 – Politics & Society	3							
****PASSING OF REGENTS EXAM REQUIRED AFTER COMPLETION OF ENGL 1102**								
TOTAL	**15 Hrs. (not including freshman seminar)**		**TOTAL**	**15 Hrs**				
SOPHMORE YEAR								
FALL	**Hrs**	**Grade**	**SPRING**	**Hrs**	**Grade**	**SUMMER**	**Hrs**	**Grade**
IDST 2310 – The Fine & Applied Arts in Civilization **Or** 2315 – America's Diverse Cultural Heritage	3		KINS 2103 – Prevention and Care of Athletic Injuries	3		KINS 2103 – Prevention and Care of AT Injuries	3	
MATH 2600 – Probability & Statistics	3		BIOL 2170 – Human Anatomy & Physiology II	4		KINS 2323 - Nutrition	3	
ENGL 2110 – World Literature **or** IDST 2305 – The Humanities & Fine Art Since 1500	3		KINS 2323 - Nutrition	3		KINS 2331 – Medical Terminology	1	
BIOL 2160 – Human Anatomy &	4		KINS 2331 – Medical Terminology	1		BIOL 2160 – Human Anatomy	4	

Physiology I						& Physiology I		
PSYC 2100 – Intro to Psychology **or** HIST 1131 **or** 1132 World Civ. & Society II **or** IDST 2505- Interpersonal Relations in Society **or** SOCI 1121 – Sociological Perspectives	3		PSYC – 2102 – The Developing Individual	3		BIOL 2170 – Human Anatomy & Physiology II	4	
****OBTAIN CPR/FIRST AID CERTIFICATION **MAKE APPLICATION TO THE PROGRAM (Spring Semester)**								
TOTAL	**16 Hrs.**		**TOTAL**	**14 Hrs**				
JUNIOR YEAR								
FALL	**Hrs**	**Grade**	**SPRING**	**Hrs**	**Grade**	**SUMMER**	**Hrs**	**Grade**
KINS 3103 – Structural Kinesiology	3		KINS 3223– BioMechanics	3		KINS 3223 – BioMechanics	3	
KINS 3203 – Physiology of Exercise	3		KINS 3262 – Exercise Testing for Normal & Special Populations	3		KINS 3203 – Physiology of Exercise	3	
KINS 3212 – Clinical Experience in Exercise Science I	2		KINS 3243 – Exercise Leadership	2		KINS 3233 – Methods of Resistance Training	2	
KINS 4813 – Research in Kinesiology	3		KINS 3272 – Clinical Experience in Exercise Science II	2			3	
KINS 3233 – Methods Of Resistance Training	2		Approved Elective	3			3	
Approved Elective			Approved Elective					
TOTAL	**15Hrs.**		**TOTAL**	**15 Hrs.**				
SENIOR YEAR								
FALL	**Hrs**	**Grade**	**SPRING**	**Hrs**	Grade	**SUMMER**	**Hrs**	**Grade**
KINS 4203 – Exercise Prescription for Normal & Spcl Pop	3		KINS 4233 – Principles of Cardiopulmonary Rehab	3		KINS 4806 – Internship	6	
KINS 4213 – Essentials of Strength and Conditioning Pro	3		KINS 4242 – Clinical Experience in Exercise Science IV	2			3	
KINS 4222- Clinical Experience in Exercise Science III	2		Approved Elective	3			3	
KINS – 4803 – Special Topics	3		Approved Elective	3			3	
Approved Elective			Approved Elective	1				
Application to Graduate due in September			***Take Exit Exam *Obtain Liability Insurance**					
TOTAL	**12 Hrs.**		**TOTAL**	**12 Hrs.**			**6 Hrs.**	
TOTAL HOURS FOR GRADUATION: 120 (not including Freshman Seminar) **MINIMUM UPPER LEVEL HOURS NEEDED: 42 (excluding minor requirements & approved electives)**								

APPENDIX D

Course Descriptions

BIOL 2160. HUMAN ANATOMY AND PHYSIOLOGY I. (3-3-4)
The structure, functions, and dysfunctions of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems, primarily for study in the health professions. This course has a laboratory fee.

BIOL 2170. HUMAN ANATOMY AND PHYSIOLOGY II. (3-3-4)
Prerequisite: BIOL 2160. A continuation of BIOL 2160 covering the endocrine, circulatory, lymphatic, immune, respiratory, urinary, digestive, and reproductive systems. This course has a laboratory fee.

KINS 2331. MEDICAL TERMINOLOGY FOR ALLIED HEALTH PROFESSIONALS. (1-0-1)
A short course on the study of prefixes, suffixes, and roots words used in medical terminology. A body systems approach focuses on abbreviations, symbols, surgical, pathological, and diagnostic procedures.

KINS 2323. NUTRITION. (3-0-3)
An exploration of food nutrients and basic nutrition principles to aid in the planning and selection of a healthy diet to promote high-level wellness.

KINS 2103. PREVENTION AND CARE OF ATHLETIC INJURIES. (2-2-3)
Prerequisite:BIOL 2160. Introduction to the recognition, evaluation, treatment, rehabilitation and reconditioning of athletic injuries. Laboratory experiences emphasize taping, bracing, wrapping and padding methods and techniques for preventing athletic related injuries/conditions.

PSYC 2102. THE DEVELOPING INDIVIDUAL. (3-0-3)
Psychology majors are expected to take PSYC 3600, Developmental Psychology, instead of 2102. An overview of principles and theories of human growth and development with an emphasis on application and analysis.

Exercise Science Major Course Descriptions

KINS 3103. STRUCTURAL KINESIOLOGY. (2-2-3)
Prerequisites: BIOL 2160 & BIOL 2170. Investigation of the full significance of human anatomical structures and their relationship to the complex functions that normally occur during physical activity.

KINS 3203. PHYSIOLOGY OF EXERCISE. (3-0-3)
Prerequisites: BIOL 2160 and BIOL 2170. Study of the effects of acute and chronic exercise on human physiology. Opportunity is provided to conduct experiments and studies on related topics.

KINS 3212. CLINICAL EXPERIENCE IN EXERCISE SCIENCE I. (1-2-2)
Prerequisite: BIOL 2170. Supervised practical experience in a fitness center, rehabilitation program, and/or a health promotion program.

KINS 3223. BIOMECHANICS. (3-0-3)
Prerequisite: KINS 3203. Introduction to biomechanics and the application of physics to human motion. Emphasis on the movement mechanics of the human body during sport,

exercise, and rehabilitation.

KINS 3233. METHODS OF RESISTANCE TRAINING. (1-2-2)
Prerequisites: BIOL 2160 and BIOL 2170. An introduction to the methods and strategies of instructing weight training.

KINS 3243. EXERCISE LEADERSHIP. (1-2-2)
Prerequisites: BIOL 2160 and BIOL 2170. Materials, methods, and techniques utilized in organizing and instructing exercise classes.

KINS 3262. EXERCISE TESTING FOR NORMAL AND SPECIAL POPULATIONS. (1-4-3) SPRING
Prerequisite: KINS 3203. Materials, methods, and techniques of exercise testing, and prescription for healthy individuals. Opportunity to conduct experiments and studies on related topics.

KINS 3272. CLINICAL EXPERIENCE IN EXERCISE SCIENCE II. (1-2-2)
Prerequisite: KINS 3212. Supervised practical experience in a fitness center, rehabilitation program, and/or a health promotion program.

KINS 4203. EXERCISE PRESCRIPTION FOR NORMAL AND SPECIAL POPULATION. (3-0-3)
Prerequisite: KINS 3262. Identification and evaluation of cardiovascular and pulmonary risk factors, materials, methods and techniques of exercise prescriptions for healthy and diseased individuals.

KINS 4213. ESSENTIALS OF STRENGTH AND CONDITIONING PROGRAMS. (2-2-3)
Prerequisites: KINS 3223 or KINS 3233. An introduction to the principles of developing and implementing strength and conditioning programs for healthy individuals utilizing resistance training, plyometrics, metabolic training, flexibility, reaction time, speed, and agility.

KINS 4222. CLINICAL EXPERIENCE IN EXERCISE SCIENCE III. (1-2-2)
Prerequisite: KINS 3272. Supervised practical experience in a community wellness center, cardio-pulmonary rehabilitation program, physical/occupational therapy program, and/or a sports medicine rehabilitation program.

KINS 4233. PRINCIPLES OF CARDIOPULMONARY REHABILITATION. (3-0-3)
Prerequisite: KINS 4203. This course is designed to introduce undergraduate exercise science students to Cardiopulmonary Rehabilitation programming. Topics include initial evaluation, lifestyle modification, exercise programming, resistance training, and home programming. In addition, a portion of this course will address electrocardiogram (EKG) analysis and interpretation.

KINS 4242. CLINICAL EXPERIENCE IN EXERCISE SCIENCE IV. (1-2-2)
Prerequisite: KINS 4222. Supervised practical experience in a community wellness center, cardio-pulmonary rehabilitation program, physical/occupational therapy program, and/or a sports medicine rehabilitation program.

KINS 4803. SPECIAL TOPICS IN KINESIOLOGY. (3-0-3)

Prerequisite: Department approval. A discussion of selected topics in Kinesiology focused on community health and human services, exercise science, athletic training, outdoor education or physical education. This class is intended for students in the third or fourth year of study. Topics and instructor will vary. Clinical, service, or field components may be required.

KINS 4806. INTERNSHIP IN KINESIOLOGY. (0-40-6 TO 12)
Supervised clinical experience in a college/university, corporate/industrial, clinical or fitness setting. Students shall perform athletic training duties in assigned clinical settings commensurate with their level of experience and competence. This course is repeatable for credit.

KINS 4813. FOUNDATIONS IN KINESIOLOGY RESEARCH. (3-0-3)
Prerequisite: MATH 2600. Foundations upon which scientific investigations in kinesiology are based and research methodologies are explored. Two sections are offered for exercise science and athletic training students or community health and human services in regular semester. The course is also offered in summer for students in
any program in the Department of Kinesiology.

APPENDIX E

Course Syllabi

Department of Kinesiology
Georgia College & State University
Milledgeville, Georgia
Summer Session I, 2010

Course: KINS 2103 – Prevention and Care of Musculoskeletal Injuries (2-2-3)

Course Instructor: Dr. Kirk Armstrong, ATC, LAT
Office: 107 M. Parks Building Office Phone: (478) 445-4072
Office Hours: Tuesday/Thursday: 2:00PM-3:00PM
Email: kirk.armstrong@gcsu.edu

Lab Instructor: Mrs. Mandy Jarriel, MEd, ATC, LAT, CHES
Office: 116 M. Parks Memorial Office Phone: (770) 307-8467
Email: mandy.jarriel@gcsu.edu

Time/Location: MW: 10:00-12:40PM- Health Sciences 300
TR 10:00-11:20AM or 11:20-12:40PM- Health Sciences 341 (Athletic Training Lab)

Prerequisites: BIOL 2160

Required Texts: Anderson MK, Parr GP, Hall SJ. *Foundation of Athletic Training: Prevention, Assessment, and Management*. 4th ed. Philadelphia: Lippincott, Williams, & Wilkins; 2009

Beam JW. *Orthopedic Taping, Wrapping, Bracing, and Padding*. Philadelphia: F.A. Davis; 2006.

Course Description:
Introduction to the recognition, evaluation, treatment, rehabilitation and reconditioning of athletic injuries. Laboratory experiences emphasize taping, bracing, wrapping and padding methods and techniques for preventing athletic related injuries/conditions.

Relationship of Course to Conceptual Framework Theme:
The conceptual framework of the College of Health Sciences focuses on the integration of attitudes, goals, skills, values, and knowledge within the context of education resulting in shared understandings of persons, health, and professional practice. This course blends both didactic and laboratory learning experiences to allow students the ability to develop and understand basic principles of sports medicine, along with taping, padding, bracing, and wrapping techniques.

Course Objectives:
This course is to develop understanding, knowledge and skills in the care, treatment, and prevention of athletic injuries.

1. The student will develop a practical knowledge of the associative anatomy, etiological mechanisms, symptoms and management of the most common athletic injuries.
2. The student will develop an understanding of the roles of the athletic trainer, physician, and coach as members of the sports medicine team.
3. The student will develop a practical knowledge of many therapeutic techniques and their unique contribution towards the management and prevention of athletic injuries.
4. The student will develop an understanding of both the physiological and psychological effects of proper athletic injury treatment and care.
5. The student will develop an understanding of the value and importance of progressive resistance exercise in the rehabilitation and prevention of athletic injuries.
6. The student will develop basic taping and bandaging skills and an understanding of the essential principles behind them.
7. The student will develop a basic knowledge about the uses and effects of the most commonly used drugs and medications in athletics.

Course Evaluation:
All assignments must be submitted at the beginning of class on their due date, unless otherwise indicated, in the following format:

- All citations and references must use AMA 10th ed. style guidelines for referencing source materials (see a current issue of the *Journal of Athletic Training* or *Medicine & Science in Sport & Exercise* for examples).
- Papers should be formatted with a 12 pt. Times New Roman or Arial font and be single-spaced with 1" margins all around.
- It is expected that as college students you will be able to submit written documents that are free of grammar, spelling, formatting, capitalization, and citation mistakes. Hence, any such mistakes will result in the loss of 5 points for <u>each</u> mistake.
- Late work will have 5 points for <u>each day.</u>
- Students are encouraged to peer-edit each other's writing and to use the services of the University's Writing Center.

Students will be evaluated via the following methods:

1. **Written Exams (3 at 100 pts. each)**
   Three written exams will be given during the semester. The types of questions used may include any combination of the following: multiple choice, true/false, essay, matching, or short answer. Material covered on exams will come from readings, lectures, activities, and Position Statements.

2. **Position Statement Summaries (4 at 20 pts. each)**
   Position Statements (official statements from the National Athletic Trainers' Association and American College of Sports Medicine) will be provided via links through the MyCats course page. You may choose any 4 Position Statements to read and summarize (focus on the specific recommendations for each position statement from either organization). The article reference should appear at the top of the page using AMA format. Points will be given for the following:
   Introduction/Background (2 pts.)
   Recommendations (6 pts.)
   Professional Presentation (2 pts.)

3. **Injury Brochure (25 pts.)**

You will create a brochure which discusses 5 common injuries to a particular joint or body part and how these injuries can be prevented. Your brochure should have a professional appearance similar to what you might see in a medical facility and it should be written for the general public (do not used technical medical terminology).

4. **Health Care Philosophy (25 pts.)**
   As a beginning health care provider, identify your personal philosophy that will guide your professional practices as a health care provider. Be sure to include all pertinent characteristics that you will strive to encompass and why they are important as a health care professional. 1 page maximum (single-spaced).

5. **Blood Borne Pathogens Quiz (50 pts.)**
   Students will complete a bloodborne pathogens quiz at the conclusion of Bloodborne Pathogens Training. The quiz will be completed out of class and submitted on Tuesday of the second week of classes. ***Students must complete the Bloodborne Pathogens Training and Quiz prior to participating in observation hours.***

6. **Clinical Lab Skill Approvals (16 @ 5 pts. each)**
   Each lab session, students will be completing various wrapping, taping, padding, and bracing techniques related to sports medicine. All clinical skills will be approved by the instructor or the peer lab assistant during lab sessions. It is the responsibility of the student to make up any missed clinical skills.

7. **Practical Lab Skill Exam (40 pts.)**
   Students will complete formal lab skill checks throughout the course to verify that skills learned through laboratory activities. The practical lab skill exam will assess a variety of psychomotor skills pertinent to the practice of sports medicine. The practical skill exam will include a basic ankle taping (closed basketweave and 1 additional technique).

Grading:

The final grade for the course will be based on the total number of points accumulated throughout the term on the various assignments. The following scale will be used to assign letter grades:

A = 90% and above
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = 59% and below

Attendance Policy:

Regular class attendance is expected. Students must not have more than 2 absences from regular class meetings. Each absence beyond 2 will result in a loss of 5% from the final grade for each absence thereafter, unless documentation from a physician is provided.

Classroom Behavior:

Students at GCSU are expected to be at all times in compliance with the *Campus Code of Conduct*. Failure to abide with this code will not be tolerated in this course. Examples of inappropriate classroom behavior include behaviors that disrupt instruction by the professor and/or learning by classmates and behaviors that threaten,

harass, or discriminate against others, inappropriate use of technology (i.e., computers, cell phones). Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action. The instructor reserves the right to ask a student to leave the classroom if you the student is distracting from the learning environment.

Student Expectations:

- Utilize MyCats to obtain course information and to keep apprised of your grade throughout the entire semester.
- Maintain responsibility for meeting due dates listed on course outline (i.e., assignments, quizzes, tests, ect.). Course instructors will not provide e-mail reminders for the completion of course-related work.
- **Read all emails from the course instructor carefully!**
- Complete all assignments prior to coming to class, this may include reading and pre-class learning activities
- Study, Study, Study, there is a lot of material in this course. You will not learn all of the material by just coming to class.
- Bring all pertinent class materials to class; this may include books, notes, and printouts of PowerPoint slides.
- Dress appropriately for all labs sessions (i.e. while practicing skills on the knee or hip, wear or bring shorts).
- Contact the instructor if you will be absent to ensure you are aware of any missed class material and are adequately prepared for the next class period.
- **Be professional when using email to communicate with the course instructor or your peers.**
- **Inappropriate use of technology will not be tolerated, including but not limited to cell phones, notebook computers, iPods, or personal digital assistants.** Students are encouraged to utilize technology to supplement learning, but use these technologies appropriately. Classroom instruction time is not the appropriate time to send/receive text messages, update Facebook/MySpace, or send/receive instant messages.

Multiculturalism/Diversity:

Where appropriate, the course will address racial and gender differences encountered in the profession of athletic training in the traditional setting.

Academic Dishonesty:

Since the primary goal of education is to increase one's own knowledge, academic dishonesty will no be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of an assignment, an oral reprimand, a written reprimand, an F or zero of the work submitted, removal from the source with a grade of F, to suspension or exclusion from the University. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

a. Cheating on an examination;
b. Collaborating with others in work to be presented contrary to the stated rules of the course;
c. Plagiarizing, including the submission of others' ideas or papers as one's own;

d. Stealing examination or course materials;
e. Falsifying records, laboratory results, etc.
f. Knowing and intentionally assisting another student in any of the above activities or similar activities.

Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at GCSU (See Undergraduate Catalog).

Fire Drill Procedures:
Do not re-enter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs.

Health Science Building occupants will exit and assemble in front of Herty Hall. Stay with your group and with your instructor.

Confidentiality:
This course is required of students completing a B.S. through the Department of Kinesiology. The students enrolled in the course are generally also involved as athletic training or exercise science students at GCSU or other clinical settings. Cases and examples discussed in class may be actual cases seen by the athletic training students and are discussed in class for educational purposes only. Any discussion of actual injury/rehabilitation examples should be kept confidential and not discussed with other parties not directly related to the case involved. Whenever possible, names of the patients will not disclosed in class.

Accommodations Statement:
If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233

Last Day to Withdraw: June 4, 2010

Observation Experience:
Students who plan to apply to the Athletic Training Education Program need to complete 40 hours of observation under a certified athletic trainer. These experiences will be documented as directed by the Program Coordinator/Course Instructor. ***All students must complete Bloodborne pathogens training prior to participating in their observation hours.***

Course Syllabus
Fall 2010 August 16th-December 10th

COURSE TITLE: Nutrition –KINS 2323
Section 1-80811
Fall-2010

INSTRUCTOR INFORMATION:
Georgia College and State University
Kinesiology Department
Bridgit Corbett, M.S., R.D., L.D.
E-mail: bridgit.corbett@gcsu.edu
or bridgitnc@hotmail.com
Telephone # 478 335-0459

AVAILABILITY: I am available from 6pm-10pm on Mondays, Tuesday, and Thursdays. On Saturdays and Sunday, I will be available online in the mornings but will check for messages periodically. Please contact me first through the general question thread available to you on vista.gcsu.edu. I will respond in 24 hours. **Remember do not wait to ask questions at last moment!** Second, if you need a quicker response then you may email me at my gcsu email address. I provide you with these times to make it easier to communicate with me, and not to limit our contact. If an emergency should occur, please contact me by phone.

PREREQUISITE: Ten hours of human anatomy and physiology are recommended

COURSE DESCRIPTION:

This course provides students an opportunity to gain an understanding of lifelong benefits of nutrition and wellness practices in their everyday lives. Basic facts concerning the nutritive composition of foods, the utilization of nutrients by the body, and the functions of nutrients in promoting health and efficiency will be reviewed. To enhance the student's perspective of health promotion, topics related to sports nutrition will be discussed.

COURSE OBJECTIVES:

Upon completion of the course, the student will:

1. Understand basic nutrition.
2. Understand current trends in sports nutrition.
3. Understand the nutritional requirements for physical activity.
4. Determine energy needs for specific types of physical activity.
5. Understand the correlation between diet and training for athletic performances.
6. Describe a balance diet.
7. Identify nutrient deficiencies that affect health and physical performances.
8. Identify nutrition interventions for various diseases.
9. Describe the importance of fluid and electrolyte balance in physical and athletic performance.
10. Discuss basic nutrition with other health professionals.

REQUIRED TEXTBOOK: Williams, Nutrition for Health, Fitness, and Sport, McGraw Hill.

TEACHING METHODS: This course will be conducted online. The class will include assigned readings, power point lecture notes, discussion questions, quizzes, examinations, written assignments and group presentations. There will be specific due dates for assignments, discussions, quizzes, and exams.

EVALUATION: Exams = 300 points
Food Diary= 30 points
My Food Guide Pyramid= 25 points
Quizzes 30 points

Discussion/participation **21 points**

Possible point 406 points

GRADING SCALE: 366-406 = A
325-366 = B
285-325 = C
244-284 = D
0-243 = F

POINT DISTRIBUTION:

- Discussion Board: 3 points each for responding to 7 discussion questions.
- Quizzes: 15 points for each of the 3 quizzes. You will have 30 minutes.
- Exams: 100 points for each of the 3 exams. You will have 60 minutes.

August 2010 Course Schedule

Modules	Date	Topic	Readings/Lessons	Assignments
	8/16/2010	Check-in!	Post bio and interact with classmates. Refer to home page	None
1	8/23/2010	Intro to Sports Nutrition & Healthful Nutrition for fitness.	Chapter 1 & 2, refer to power-point lecture notes. Review calculations!	Complete a food diary and food pyramid. Details for assignment will be posted.

				Complete quiz on chapter 1 & 2 after lesson.
2	8/30/2010	Digestion and Human energy	Both Chapter 3 & refer to power point lecture notes	Food diary and food pyramid due

September 2010 Course Schedule

Modules	Date	Topic	Readings/Lessons	Assignments
	Labor Day	No assignments	No assignments	No assignments
3	9/13/2010	Carbohydrates, Fats, Protein, & Nutrition/Diabetes	Chapter 4, 5, 6, 25, and refer to power point lectures notes	Participate in discussion board by responding to discussion question.
	9/20/2010	Exam on chapters 1-6, Digestion and Diabetes/nutrition	Review lecture notes	Complete Exam on 9/20/2010
4	9/27/2010	Vitamins, minerals, water, electrolyte, & temp regulations	Chapter 7, 8, 9, and refer to power point lecture notes	Participate in discussion board by responding to discussion question.

October 2010 Course Schedule

Week	Date	Topic	Readings/Lessons	Assignments
5	10/4/2010	Bodyweight/ Composition & weight maintenance	Chapter 10, 11 and refer to power-point lecture notes	Complete quiz after reviewing the lesson
	Fall Break	No assignments	No assignments	No assignments
6	10/18/2010	Weight gaining and food drugs/related supplements	Chapters 12, 13, and refer to power point lecture notes	Participate in discussion board by responding to discussion question.
	10/25/2010	Exam on chapters 7-13	Review lecture notes	Complete Exam on 10/25/2010

November 2010 Course Schedule

Week	Date	Topic	Readings/Lessons	Assignments
7	11/1/2010	Illness/Nutrition status and Nutrition Intervention	Refer to power-point point lecture notes 17-19	Participate in discussion board by responding to discussion question.
8	11/8/2010	Nutrition and disorders of upper GI tract Nutrition and disorders lower GI tract	Refer to power-point lecture notes-chapter 20 & 21	Participate in discussion board by responding to discussion question.
9	11/15/2010	Nutrition and renal diseases	Refer to power point lecture notes-chapter 27	Participate in discussion board by responding to discussion question.
	Thanksgiving	No assignments	No assignments	No assignments
	11/29/2010	Exam on chapters 17, 19-21, 27	Review lecture notes 17-27	Complete Exam on 11/29/2010

December 2010 Course Schedule

Week	Date	Topic	Readings/Lessons	Assignments
	Happy Holidays!			

LATE ASSIGNMENTS: You will receive a 5% deduction for each day they are late. Assignments must be posted on due date by midnight. Assignments more than 4 days late will not be accepted. You must adhere to these guidelines unless an emergency has occurred. Please contact me immediately by first sending a message. If no response in a timely manner, you may contact me by phone.

Assignment Section: This is where you will submit all formal assignments.

Feedback: Each week, I will provide scores and comments on assignments within 7-14 days of when they were submitted. This information will be posted in your assignment section.

ASSIGNMENT DESCRIPTION

Discussion Board: The questions will help you to understand the information you are learning. The discussion board will be where the entire class discusses various topics. There are 7 weeks out of the semester that I will post a discussion question. This information is listed on your calendar. You are required to post a response to the answer or to someone else's comments about the question. You can provide more than one response. Remember there is not a wrong or correct answer! This activity is designed for you to participate with your classmates. The discussion questions will be posted on Monday at the beginning of the week. Please post your responses or comments by midnight on Sunday. Posting earlier is preferred so the class can have a more time for discussion.

Quizzes: There are two quizzes. The quizzes will be short answer. You have permission to use your books or materials. You will be allowed 30 minutes to complete the quizzes. Quizzes will follow after a reviewing lecture notes. Please review lessons and take quiz by midnight on Sunday of assigned week. These two quizzes are on calculations!

Exams: There will be three exams. All exams will consist of multiple choice questions. You have permission to use your books or materials. You will be allowed 30 minutes to complete the exam. The week and date of the exams are identified on the calendar. All exams should be completed on due date by midnight. Also, the chapters included on the exam are listed on the calendar as well.

Food Diary: The food diary will be an assignment for you to identify any dietary problems in your diet. The food diary must consist of 7 days including: breakfast, lunch, and dinner. Please specify if you do not eat a specific meal. Calories, proteins, fats, and carbohydrates should be totaled for **each meal and day.** You may use the exchange list (chapter 2), food labels, books, or other resources (internet). Please be clear and neat by specifying the day, specific meals, and distribution of calories, protein, fats, and carbohydrates. You may be creative. Hints: chart, graphs, colorful, and pictures. The due date is provided on the calendar by midnight. You will need to send this assignment as an attachment to your individual forum.

Pertinent information	**12**
Organization	**10**
Creativity	**5**
Clarity	**3**
Total	**30 points**

My Pyramid Project: This project will give you the opportunity to become familiar with the website http://www.pyramid.gov. You will identify your calorie needs and learn more nutrition information. The first step is to go to the website above. Put your information in: age, sex, activity level, and height. The information on your nutritional needs will appear, and then print out my pyramid plan. Next, look to the right and print out your results. Copy and paste these two forms as an attachment. Also, you need to write 1 to 2 paragraphs including the comparison of the caloric needs in my pyramid project and your food diary. Hint: Were there any differences? If so, what dietary changes can I make. Please use correct English!

Pertinent information	**10**
Comparison paragraph	**7.5**
Grammar	**7.5**
Total	**25 points**

TECHNOLOGY SUPPORT: Please contact Web Enabled Resources at 478-445-2520 if any problems with GA View website. Please contact campus help desk at 478-445-7378 for computer problems such as email address, viruses, etc.

COURSE POLICIES: This course subscribes to the GC&SU Honor Code found at http://www.gcsu.edu/student_affairs/Student_Handbook/honor/honor.html. Students violating this code should expect to receive a grade of "F" for the course. In addition to all policies published in the GC&SU Undergraduate Handbook, the student will adhere to the following:

- **Please check-in and participate in class. Refer to late assignment for percentage off grades**
- **Please be respectful and courtesy to your fellow classmates during discussion and participation. No foul grammar should be used during any responses.**
- **Do not attempt to copy or print quizzes or exams**.

GEORGIA COLLEGE & STATE UNIVERSITY COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF KINESIOLOGY

KINS 2331 Medical Terminology Fall 2010 (1-0-1)

Health Science Building Computer (HSB) Lab 328
Last name starting A-L: Orientation and Test Times: **2:00-2:50**
Last name starting M-Z: Orientation and Test Times: **3:00-3:50**

Instructor:	Barbara Funke, Ph.D., CHES
Office telephone:	478-445-1780
Office location:	118 Parks Memorial
Email:	barbara.funke@gcsu.edu
GeorgiaVIEW Vista:	http://vista.gcsu.edu/
Office hours:	MW: 10:00-12:30 & by appointment

I. CATALOG DESCRIPTION

A short course on the study of prefixes, suffixes, and roots words used in medical terminology. A body systems approach focuses on abbreviations, symbols, surgical, pathological, and diagnostic procedures.

II. PURPOSE

This course is required for students majoring in Health Education: Community Health and Human Services; Health Education: Athletic Training; and Health Education: Exercise Science. Students take this course to fully prepare them for practicum experiences, internships, and paid employment in various professional settings that utilize Medical Terminology. *This course complies with the requirements of the Athletic Training Education Program at GCSU, in accordance with the Athletic Training Educational Competencies (4th ed.) of the National Athletic Trainers Association.*

III. PERFORMANCE OBJECTIVES

As a result of this course students will be able to:

- Identify and define medical terms by analyzing their component parts (prefixes, suffixes, root words)
- Accurately read medical reports.
- Identify and define selected medical abbreviations.
- Identify medical symbols that indicate certain medical words or phrases.
- Identify the medical terminology relating to organ/body systems and associated disease processes.

IV. POSSIBLE COURSE ACTIVITIES

GeorgiaVIEW Vista

V. USES OF INSTRUCTIONAL TECHNOLOGIES

GeorgiaVIEW Vista. The CDROM that comes with your text has many valuable aids for studying such as electronic flash cards, progress checks, crosswords, etc.

VI. OUTLINE OF COURSE CONTENT

Date/Time	**Topic/ Chapter**	**Assignment**	**Location**
Thurs, Aug. 19 A-L: 2:00-2:50 M-Z: 3:00-3:50	Course Orient.		HSB 328
August 23-27	2	Read and study chapter	
Aug. 30-Sept. 3	3	Read and study chapter	
By Sept. 3	**2 & 3**	Complete on-line **Quiz #1** *Access to quiz <u>begins</u> Aug. 28 and ends at 9:00 p.m. on Sept. 3.	
September 6-10	4, 5 & 6	Read and study chapters	
By Sept. 10	4, 5 & 6	Complete on-line **Quiz #2** *Access to quiz begins Sept. 4 and ends at 9:00 p.m. on Sept. 10.	
Thurs, Sept. 16 A-L: 2:00-2:50 M-Z: 3:00-3:50	2-6	**Test #1**	HSB 328
September 20-24	7 & 8	Read and study chapters	
By Sept. 24	7 & 8	Complete on-line **Quiz #3** *Access to quiz begins Sept. 18 and ends at 9:00 p.m. on Sept. 24.	
Sept. 27-Oct. 1	9, 10 & 11	Read and study chapters	
By Oct. 1	9, 10 & 11	Complete on-line **Quiz #4** *Access to quiz begins Sept. 25 and ends at 9:00 p.m. on Oct. 1.	
Thurs, Oct. 7 A-L: 2:00-2:50 M-Z: 3:00-3:50	7-11	**Test #2** **Case Study #1 Due (bring to test)**	HSB 328
October 11-15	12 & 13	Read and study chapters ***Note: October 15: last day to drop**	
By October 15	12 & 13	Complete on-line **<u>Quiz #5</u>** *Access to quiz begins Oct. 9 & ends at 9:00 p.m. on Oct. 15.	
October 18-22	14 & 15	Read and study chapters	
By October 22	14 & 15	Complete on-line **Quiz #6** *Access to quiz will begins Oct. 16 and ends at 9:00 p.m. on Oct. 22.	
Thurs, Oct. 28 A-L: 2:00-2:50 M-Z: 3:00-3:50	12-15	**Test #3** **Case Study #2 Due (bring to test)**	HSB 328
Nov 1- Nov. 5	16	Read and study chapter	
Nov. 8-12	17 & 18	Read and study chapters	
By Nov. 12	16, 17, 18	Complete on-line **Quiz** #7 *Access to quiz will begins Nov. 6 and ends at 9:00 p.m. on Nov. 12**.**	
November 15-19	19 & 20	Read and study chapters	
By Nov. 19	19 & 20	Complete on-line **Quiz #8** *Access to quiz will begin Nov. 13 and ends at 9:00 p.m. on Nov. 19.	

Nov. 24-26		**Thanksgiving Holidays**	
Thurs, Dec. 2 **A-L: 2:00-2:50** **M-Z: 3:00-3:50**	16-20	**Test #4** **Case Study #3 Due (bring to test)**	HSB 328

VII. DIVERSITY CONCERNS ADDRESSED
Where appropriate, this course will address racial, cultural, and gender differences in regard to medical terminology.

VIII. ASSESSMENT
1. Complete 8 on-line quizzes (on your own).
2. Complete 4 monitored examinations held in a computer lab.
3. Complete 3 case studies.

GRADING:

8 Online Quizzes	90 points (15 points each, lowest 2 quizzes will be dropped; 6 quizzes @15 = 90)
Exam #1	100 points
Exam #2	100 points
Exam #3	100 points
Exam #4	100 points
3 case studies @25 pts	75 points
Total	565 points

Final course grade will be based on the following scale:

A = 506-565	D = 336-392
B = 449-505	F = 0-335
C = 393-448	

POLICIES:
*Academic Code of Conduct: Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" in the course in which the academic dishonesty occurred. High ethical standards are expected of Kinesiology majors/future majors. The quizzes that are taken on-line require adherence to GCSU's Honor Code.
*Assistance for Student Needs Related to Disability: If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233. *Fire Drill Procedure: In the event of a fire alarm signal, students should exit the building using the stairs in a quick and orderly manner through the nearest hallway exit not obstructed by fire and/or smoke. Students should be familiar with the floor plan and exits of this building. In case of fire, do not use the elevator and do not reenter the building under any circumstances. Health Science Building

occupants will exit the building and assemble with your group and your instructor in front of Herty Hall so a head count can be taken. Follow the directions of the uniformed Public Safety Officers in your area and stay away from fire apparatus.

IX. REQUIRED TEXT
Stanfield, P. (2007). Essential Medical Terminology (3rd ed.). Sudbury: Jones & Bartlett.

SYLLABUS ADDENDUM:
Important information concerning on-line quizzes and tests:

- There are eight quizzes that you take on-line on your own time during the dates/times listed above. **Scores for the lowest 2 quizzes will be dropped.**
- You cannot re-open a quiz or test.
- The quizzes are set to become available to you at 8:00 a.m. on a set date AND to close permanently at 9:00 p.m. on a set date. The GeorgiaVIEW Vista "goes down" periodically for maintenance so do not wait until the last minute to take your quizzes. Check the GeorgiaVIEW Vista site for dates and times of scheduled maintenance.
- **Students report fewer technical problems when taking quizzes in a campus computer lab as opposed to at home.**

Academic Honesty:

- **The quizzes and tests are CLOSED BOOK.**
- You may NOT use books, notes, electronic devices, or any other sort of written or print material.
- No one else should be present and assisting or observing when you take the quiz.
- Students must not print the quiz or discuss the content of the quizzes with a student who has not yet taken the quiz.
- Students are expected to adhere to the Honor Code in following these guidelines.
- **Violation of this policy as observed and/or reported by faculty, staff, or students will result in an automatic "F" for the course.**

Answering questions:

- The tests and quizzes are timed and will close automatically if you exceed the time allotment. You are allowed one minute per question, which is an adequate amount of time.
- Click on "begin" to start the quiz.
- Select your response and click "Save answer". If you do not click "save answer", the question will be graded as "not answered" and zero points assigned.
- Click "next question".
- You can revisit questions and make changes.

Submitting the quiz for grading:

- To submit the quiz for grading, click "Finish".
- Click OK. You must click OK for your quiz to be submitted for grading.

What to do if you miss a quiz or have technical problems when taking a quiz:

- If you forget to take a quiz, this will be a 0 and it will be one of the lowest quiz scores that will be dropped (so don't miss more than 2!).
- If you developed technology problems **while you are taking a quiz**, at the next test in the computer lab, tell me which quiz you had problems with and I will re-set the quiz for you to take when you

have finished your test.

Case Study Information:

You will be provided with 3 cases studies to complete (access from GeorgiaVIEW Vista). You may use any resources you want to help you (textbook, medical dictionary) with the exception of copying another student's work. The case studies are to be completed and submitted to me in the computer lab: Case Study #1 due during Test #2; Case Study #2 due during Test #3; Case Study #3 during test #4.

KINS 3103 – Structural Kinesiology
Fall Semester 2010
Tuesday / Thursday 12:30 pm – 1:45 pm
Health Sciences Building - 300

Instructor: Kelly Manning, Ph.D. (ABD)
Office: Parks – Memorial Hall 123
Office Phone: 478.445.1221
Office Hours: Monday 2:00 – 5:00 pm / Wednesday 10:00 am – 1:00 pm
Email: kelly.manning@gcsu.edu

Course Description:

Prerequisite: BIOL 2179

This course is an investigation of the full significance of human structure and its relationship to the complex functions that normally occur during physical activity. The purpose of this course is to provide the student with a knowledge base pertaining to structural and functional aspects of the human body necessary for understanding human movement and performance.

Required Text:

- Floyd, R.T. *Manual of Structural Kinesiology, 17th ed.* McGraw-Hill, Inc., 2009.

Lecture notes and other course materials are on **myCats** which can be found at:
http://mycats.gcsu.edu/cp/home/loginf

Course Objectives:

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

Cognitive:

- Identify the skeletal system and the osteology of the human body.
- Explain the human joint actions.
- Identify the major muscles, ligaments, and tendons of the human body.
- Differentiate between the systems of the human body.

- Explain directional terms and cardinal planes used to describe the body and the relationship of its parts.
- Describe the principles and concepts of body movement including: functional classification of joints, arthrokinematics, normal ranges of joint motion, joint action terminology, and muscle groups responsible for joint actions (prime movers, synergists), skeletal muscle contraction, and kinesthesis/proprioception.

Psychomotor:

- Demonstrate human joint actions.
- Demonstrate particular movements associated with specific muscles.

Affective:

- Assess the relationship between the skeletal system and human movement.
- Value the knowledge of how the muscles, tendons, and ligaments work in conjunction with each other during movement.

Attendance Policy:

You are expected to attend class regularly, to be on time and to participate. You will be responsible for **ALL material discussed during this course.

**You will be allowed two (2) unexcused absences before your attendance grade will be affected. After the 2nd unexcused absence, your grade will be lowered by 5% for each subsequent absence.

Excessive disruptions or inappropriate behavior in class will not be tolerated.

****Exams and assignments missed without prior consent may NOT be made-up except in the case of an emergency, which did not allow for prior consent.** In the case of such emergencies, make-ups will be the discretion of the instructor and will be decided on an individual basis. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive absences are prohibited and emergencies must be discussed with and determined by the instructor.

Requirements:

1. There will be five (5) **Exams** and one (1) **Final Exam**. They will be comprised of multiple choice, fill in the blank and short answer questions. **Test dates are: Sept 2, Sept 21, Oct 7, Oct 28, Nov 16 and Dec 9.**

2. There will be ten (10) **Worksheet Assignments.** Due dates are located within the Course Schedule. **** NO LATE Assignments Accepted ****

3. There will be a **Physical Activity Analysis Project** that will include all aspects of the course**. Due date: Dec 9.**

Grading:

Exams = 25%

Final Exam = 10%
Worksheet Assignments = 40%
Physical Activity Analysis Project = 25%
A = ≥ 90 B = 80-89 C = 70-79 D = 60-69 F = < 60

***Last day to drop a course / Withdraw without academic penalty (unless previously assigned an F by professor for absences) is Thursday October 14th , 2010.

Request for Disability Modifications:

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

** This course requires moderate to vigorous physical activity. Students should inform the instructor of any condition which may preclude them from physical activity.

Academic Code of Conduct:
Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" for the course in which the academic dishonesty occurred.

Multicultural Diversity:
Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Fire Drill Procedure:

In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit not obstructed by fire or smoke. Students should be familiar with the floor plan and exits of the classroom building.

In case of a fire: DO NOT reenter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs. Health Science building occupants will exit to the front of Herty. Stay with your group and with your instructor.

Electronic devices:

Please silence all cell phones during class unless it is required for an emergency contact. No text messaging or e-mailing is allowed during class unless in the case of an emergency. If you are caught texting in class you will lose a letter grade on your next exam.

All written work must exhibit college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted. If you need assistance, please contact the Writing Center at: http://www.gcsu.edu/writingcenter/index.htm

PLEASE NOTE THE FOLLOWING:

Grades are based on actual performance. Professional and personal circumstances which occurred during the semester and precluded the student from performing at satisfactory levels WILL NOT be considered in the determination of the final course grade. Also, the effect of your final grade on your overall GPA, graduation qualification, or scholarship eligibility is irrelevant in the determination of your grade. Only your actual performance in this course is considered in determining your final grade.

Course Schedule:

DATES	TOPIC	ASSIGNMENT
Aug 17	Introduction and review of syllabus	
Aug 19	Chapter 1 – Foundations of Structural Kinesiology	
Aug 24	Chapter 1 – Foundations of Structural Kinesiology	
Aug 26	Chapter 2 – Neuromuscular Fundamentals	
Aug 31	Chapter 2 – Neuromuscular Fundamentals	**Worksheet 1 DUE**
Sept 2	**Exam 1**	
Sept 7	Chapter 4 – Shoulder Girdle	
Sept 9	Chapter 4 – Shoulder Girdle	**Worksheet 2 DUE**
Sept 14	Chapter 5 – Shoulder Joint	
Sept 16	Chapter 5 – Shoulder Joint	**Worksheet 3 DUE**
Sept 21	**Exam 2**	
Sept 23	Chapter 6 – Elbow and Radioulnar Joint	
Sept 28	Chapter 6 – Elbow and Radioulnar Joint	**Worksheet 4 DUE**
Sept 30	Chapter 7 – Wrist and Hand	
Oct 5	Chapter 7 – Wrist and Hand	**Worksheet 5 DUE**
Oct 7	**Exam 3**	
Oct 12	**Fall Break**	
Oct 14	Chapter 9 – Hip and Pelvis **- Last Day to Withdraw -**	
Oct 19	Chapter 9 – Hip and Pelvis	**Worksheet 6 DUE**
Oct 21	Chapter 12 – Trunk and Spinal Column	
Oct 26	Chapter 12 – Trunk and Spinal Column	**Worksheet 7 DUE**
Oct 28	**Exam 4**	
Nov 2	Chapter 10 - Knee	
Nov 4	Chapter 10 - Knee	**Worksheet 8 DUE**
Nov 9	Chapter 11 – Ankle and Foot	
Nov 11	Chapter 11 – Ankle and Foot	**Worksheet 9 DUE**

Nov 16	**Exam 5**	
Nov 18	Chapter 3 - Biomechanics	
Nov 23	**TBD**	
Nov 25	**Thanksgiving Break**	
Nov 30	Chapter 8 – Upper Extremity Exercises	
Dec 2	Chapter 13 – Lower Extremity Exercises	**Worksheet 10 DUE**
Dec 9	**Final Exam** **** Analysis Project Due ****	

****The course syllabus provides a general plan for the course; deviations may be necessary**

KINS 3203
Physiology of Exercise

Description This course is designed provide students with knowledge about the acute physiological responses and chronic adaptations of the neuromuscular, metabolic, cardiovascular, hormonal, and respiratory systems to resistance and aerobic exercise.

Instructor Dr. Christopher Black

Office hours Monday 4-5pm, Wednesday 12-1pm, Friday 12-2pm or by appointment
Parks Memorial Hall 107

Contact Info chris.black@gcsu.edu; 706-255-3750

Meetings Class M, W, F – 11:00-11:50am
Room #1 Kilpartick Hall

Textbook Exercise Physiology: Theory and Application to Fitness and Performance, by Powers and Howley

Evaluation

Exams (once ~ every 3 weeks)	70%
In/out of class Assignments	15%
In-class quizzes	15%

Grading policy
90-100 A
80-89 B
70-79 C

60-69 D

Grade cut-off's are only approximations. Actual cut-off's will be determined by the instructor after all grades have been calculated.

If a student wishes to have an exam re-graded, she/he must submit in writing the nature of the problem, and the exam, no later than one week after the exam has been returned. The entire exam will be rechecked.

All assignments are to be printed out by the student and turned in to Dr. Black in person. Electronic copies will not be accepted, no exceptions! Assignments are due at the beginning of class on the due date. Late assignments will be accepted, but a late penalty will be applied as follows: -20% if turned in on the due date, but after the start of class, -30% if turned in the day after the due date, -40 if turned in 2 days after the due date. A zero will be given if the assignment is not turned in within 2 days of the due date.

Many class days will be spent performing learning activities (demonstrations, group work, games, etc.) that are not traditional "lecture-type" activities. On these days it is absolutely necessary that the assigned homework be completed prior to class in order to effectively participate in that day's activity. Students who have not completed the assigned work will not be allowed to participate in the learning activity and may be asked to complete the assignment during class time. If the in-class learning activity is graded, students who are not allowed to participate will receive a zero for that activity.

Attendance Attendance of lectures is **optional**, but strongly encouraged. Most exam questions will come from material covered in the textbook and during lectures. However, some information may only be presented in class. Attendance at all scheduled exams is required. No make up exams will be given unless prior approval is obtained from Dr. Black and an official written excuse from the University or a physician is provided. In class quizzes may not be made up unless a student notifies Dr. Black in writing prior to an absence.

WebCT This course will make use of WebCT. Class information, all class assignments, and the slides used in lecture will be posted to WebCT.

Course Objectives or Expected Learning Outcomes

The goals of the class are to develop a basic understanding of exercise physiology so that the student will be able to:

a) understand the basic anatomy of the neuromuscular system
b) understand how the neuromuscular system initiates and controls movement
c) understand how muscle metabolism provides energy to exercising muscles
d) understand the key aspects of muscle fatigue and why it occurs

e) understand the role hormones play in regulating exercise
f) understand the anatomy of the cardiovascular system key aspects of the heart and how it functions during exercise
g) understand the anatomy of the respiratory system and how it functions during exercise
h) understand the acute and chronic responses of the neuromuscular system to resistance training
i) understand how muscle injury occurs and its impact of performance
j) understand the acute and chronic responses of the neuromuscular, metabolic, cardiovascular, and respiratory systems to aerobic exercise training
k) understand the process of thermoregulation and the acute and chronic physiological changes that occur during exercise in hot environments to maintain thermoregulation
l) understand the acute and chronic physiological changes that occur during and after exercise in response to exercise at altitude
m) understand the impact of body composition and body weight on exercise performance
n) understand the how exercise and diet can alter body composition
o) understand key aspects of training for specific sports
p) understand the impact of nutrition and ergogenic aids on exercise performance
q) understand how fluid balance impacts exercise performance
r) understand the impact of aging on exercise and performance
s) understand the impact of exercise, or a lack of exercise, on health

Tentative Topical Outline (Book Chapter in parentheses)

WEEK 1
Aug. 16 - Course intro
Aug. 18 - History of Exercise Physiology (Ch.1)
Aug. 20 – Structure of the neuromuscular system (Ch.7 and 8)

WEEK 2
Aug. 23 – Structure of the neuromuscular system (Ch.7 and 8)
Aug. 25 - Muscle contractions (Ch.8)
Aug. 27 – Control of Force Generation (Ch. 7 and 8)

WEEK 3
Aug 30 – Control of Force Generation
Sept. 1 – Metabolism (Ch. 3 and 4)
Sept. 3 - Metabolism (Ch. 3 and 4)

WEEK 4
Sept. 6 – No Class (Labor Day)
Sept. 8 - Synthesis / application (structure, contraction, metabolism)
Sept. 10 - Exam 1

WEEK 5
Sept. 13 - VO2 Max, Resting Metabolic Rate (Ch. 6)
Sept. 15 – VO2 Max

Sept. 17 - Fatigue (Ch. 19)

WEEK 6
Sept. 20 - Fatigue (Ch. 19)
Sept. 22 - Hormonal regulation of exercise (Ch. 5)
Sept. 24 – Hormonal regulation of exercise (Ch. 5)

WEEK 7
Sept. 27 - Cardiovascular system (Ch. 9)
Sept. 29 - Cardiovascular system (Ch. 9)
Oct. 1 – Synthesis

WEEK 8
Oct. 4 - Exam 2
Oct. 6 – Respiratory system (Ch. 10)
Oct. 8 – Respiratory system (Ch. 10)

WEEK 9
Oct. 11 – No class: Fall Break
Oct. 13 – Resistance training (Ch. 13)
Oct. 15 – Resistance Training (Ch. 13)

WEEK 10

Oct. 18 – Muscle Injury
Oct. 20 – Aerobic training (Ch. 13)
Oct. 22 – Aerobic training (Ch. 13)

WEEK 11
Oct. 25 – Ergogenic aids (Ch. 25)
Oct. 27 – Ergogenic aids (Ch. 25)
Oct. 29 – Synthesis

WEEK 12
Nov. 1 – Exam 3
Nov. 3 - Exercise in the heat (Ch. 12)
Nov. 5 - Exercise in the heat (Ch.12)

WEEK 13
Nov. 8 - Exercise in the heat (Ch.12)
Nov. 10 - Exercise at altitude (Ch. 24)
Nov. 12 - Exercise at altitude (Ch. 24)

WEEK 14
Nov. 15 - Body Composition (Ch. 18 and 23)
Nov. 17 – Body Composition (Ch. 18 and 23)
Nov. 19 - Aging and exercise

WEEK 15
Nov. 22 – Aging and exercise
Nov. 24 - No class (Thanksgiving)
Nov. 26 - No class (Thanksgiving)

WEEK 16
Nov. 29 – Overtraining Syndrome
Dec. 1 – Overtraining Syndrome
Dec. 3 - TBD

FINALS WEEK
Dec. 6. - Synthesis
Exam 4

Multicultural Diversity

Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Academic Code of Conduct:
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Request for Disability Modifications:

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

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Electronic devices:
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Georgia College & State University
Department of Kinesiology
KINS 3212
Exercise Science Clinical I

Instructor:	Christopher Black, Ph.D.
Class Time/Location:	Tuesday's: 3:30-4:45; HSB 300
Office:	Parks-Memorial 107
Phone:	706-255-3750
E-mail:	chris.black@gcsu.edu

Catalog Description
A supervised practical experience in a community wellness center, cardio-pulmonary rehabilitation program, physical/occupational therapy program and/or a sports medicine rehabilitation program.

The primary purpose of the Exercise Science clinical experiences is to expose students to "real world" experiences in a professional allied health/fitness setting. These clinical experiences were designed with Academic Service Learning experiences as the primary

initiative.

Cognitive Objectives:

- Understanding of professional work ethics, policies, and procedures in various allied health

settings.
- Knowledge of patient/client rights and confidentiality.
- Knowledge of safety procedures according to OSHA and other safety agencies.

Affective Objectives:
- Gain an appreciation for multicultural diversity through various interactions with patients from diverse cultural heritages.
- Respect patients and their rights to strict confidentiality.
- Acceptance of the professional responsibility to enhance the professional growth of allied health professionals, colleagues, and peers through a continual sharing of knowledge and skills.

Psychomotor Objectives:
- Compose and write a weekly journal documenting personal experiences in the allied health/fitness field.
- Application of proper safety procedures when dealing with specific clients/patients.

Grading
The final grade for the course will be based on the total number of points accumulated throughout the term on the various assignments.

Allied Health/Fitness setting (4 hours per week)	50%
Weekly Class Participation (1 hour per week)	20%
Weekly Journal	20%
Exercise Science Club Participation	10%

Description of Course Requirements

Performance in various Allied Health/Fitness/Research Setting(s)
You will be required to accumulate an average of 4 hours per week in an allied health/fitness/research setting. A total of 60 hours must be accumulated by the end of the semester. It is understood that the first 1-2 weeks of the semester will be used to schedule your experiences. Students may chose to spend time observing in a hospital, out-patient rehabilitation clinic, professional fitness, GCSU strength and conditioning (training GCSU sports teams and/or shadowing a senior personal trainer), laboratory research assistant, etc. All sites and experiences **MUST** be approved by the course instructor, and proper documentation MUST be completed prior to students beginning working/observing off campus.

Weekly Class Participation
Students will be required to attend weekly class meetings, be active and prepared participates in class discussions, and complete all required assignments. Each absence will result in a loss of 10% of the points for this component of the course.

Weekly Journal
Each student is required to maintain a weekly journal where they track the site they are visiting, the time worked, a description of the services that provided, assisted, or observed, and a written reflection on their thoughts regarding their experiences that week. Each entry should be a minimum of 1 paragraph and a maximum of two pages. Journals will be submitted electronically to the instructor by midnight on every other Sunday beginning September 5th.

Exercise Science Club Participation
Each student is required to become a member of the Exercise Science Club. Members are required to achieve a certain number of points each semester to be considered an active member. Points are given for attendance of meetings and other club functions.

Attendance Policy

There are no absences allowed without prior approval of the field supervisor. If a student cannot report for the day they must notify the field supervisor at least 48 hours in advance.

Multiculturalism/Diversity

Where appropriate, the course will address racial and gender differences encountered in the allied health profession setting.

Academic Dishonesty

Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of an assignment, an oral reprimand, a written reprimand, an F or zero of the work submitted, removal from the course with a grade of F, to suspension or exclusion from the University. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

a. Cheating on an examination
b. Collaborating with others in work to be presented contrary to the stated rules of the course
c. Plagiarizing, including the submission of others' ideas or papers as one's own
d. Stealing examination or course materials
e. Falsifying records, laboratory results, etc.
f. Knowing and intentionally assisting another student in any of the above activities or similar activities

Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at GC&SU (Undergraduate Catalog 1998-00, pp.94-97).

Confidentiality

As this course is required for the Health Education: Exercise Science program, the students are required to maintain patient/client confidentiality. Any discussion of actual practicum experiences should be kept confidential and not discussed with other parties not directly related to the case involved. If any student violates these guidelines they will be subject to academic prosecution

Department of Kinesiology
College of Health Sciences
Georgia College & State University
Milledgeville, Georgia
Fall, 2010

Course: KINS 4813: Research Methods in Kinesiology (3-0-3)

Course Instructor: Dr. Kirk Armstrong, ATC, LAT
Office: 107 M. Parks Building Office Phone: (478) 387-4469
Office Hours: Tuesday/Thursday: 12:00-2:00PM
Wednesday: 1:00-3:00PM
Email: kirk.armstrong@gcsu.edu

Time/Location: Health Sciences Building 201; Tuesday/Thursday: 11:00-12:15PM

Prerequisites: Admission into Kinesiology Program of Study, Area F Courses

Required Texts: Patten ML. *Understanding Research Methods: An Overview of the*

Essentials. 7th ed. Glendale, CA: Pyrczak Publishing; 2009

Cronk BC. *How to use PASW/SPSS: A Step-by-Step Guide to Analysis and Intrepretation.* 6th ed. Glendale, CA: Pyrczak Publishing; 2010

Additional peer-reviewed articles will be required and available online.

Course Description:
Foundations upon which scientific investigations in health and physical activity are based and research methodologies are explored.

Relationship of Course to Conceptual Framework Theme:
The conceptual framework of the College of Health Sciences focuses on the integration of attitudes, goals, skills, values, and knowledge within the context of education resulting in shared understandings of persons, health, and professional practice. The course supports the need for research to validate existing knowledge and formulate new knowledge. The student utilizes critical thinking, collaboration and communication for the critique and application of research and theory. The student comes to appreciate that the body of scientific knowledge upon which professional practice is based must be validated and expanded through research. The importance of ongoing exploration and communication of research findings for the promotion, maintenance, restoration and resolution of integrated well-being is emphasized.

Course Objectives:
Upon completion of this course, the student will be able to or will have done the following:

1. Describe the role of empirical research and theory in the development of scientific knowledge.
2. Describe the role of research in improving professional practice;
3. Identify the variables (e.g., independent, dependent), hypotheses/research problems, population and sample, research design, and instrumentation in research reports;
4. Locate research materials such as journal articles, textbooks, and other materials using both internet- and library-based resources;
5. Synthesize information from a literature search into a comprehensive literature review;
6. Select and utilize commonly used statistical analyses including measures of central tendency and variation, comparisons of means, and correlations;
7. Discuss accepted ethical practices when conducting research;
8. Communicate clearly and effectively through written methods using APA or AMA guidelines.

Course Evaluation:
The following formats will be utilized in class: lecture/discussion, group activities, research critiques, written assignments, class presentations, selected readings, group-prepared IRB proposal, and computer programming (SPSS).

All assignments must be submitted at the beginning of class on Thursday, unless otherwise indicated, in the following format:

- All in-text citations and references must use AMA 10th ed. style guidelines for referencing source materials. See a current issue of the *Journal of Athletic Training* or *Medicine and Science in Sports & Exercise* for examples.
- Papers should be formatted with a 12 pt. Times New Roman font and be single-spaced with 1" margins all around.
- It is expected that as college students you will be able to submit written documents that are free of grammar, spelling, formatting, capitalization, and citation mistakes. Hence, any such mistakes will result in the loss of 5 points for each mistake.
- Late work will have 10% of the possible points deducted for each day. Late work that is more than 1 week late (7 days) will not be accepted.
- Students are encouraged to peer-edit each other's writing and to use the services of the University's Writing Center.

Students will be evaluated via the following methods:

1. **Exams (3 exams at 100 pts. each)**
   Three (3) exams will be administered throughout the semester (all exams will be cumulative in fashion). Questions on each exam could be presented in the following formats: True/False, Multiple Choice, and Short Answer (including interpreting SPSS print-outs).
   The exam materials will cover information from the text readings, lectures presented by the instructor, and information from guest speakers. Exams will not be given back to the student to keep. Contact the instructor for specific feedback for improvement.

2. **Journal Critiques (5 at 20 pts. each)**
   Students will write a critique of the professional literature over your field of study (articles will be provided for you). For each critique, be sure to include the following:
   a. Purpose of the Research- 2 pts.
      --Purpose of the research
      --Research hypotheses (If indicated in the article)
   b. Identification of Research Variables- 2 pts.
      --Independent & Dependent Variables
      --Levels of each Variable
   c. Research Design- 4 pts.
      --Experimental, Case Study, Qualitative, etc.
   d. Population/Sample Utilized- 2 pts.
      --Identify Population and the underlying Sample
   e. Critique/Reflection of Research- 10 pts.
      --Do the hypotheses address the purpose of the research?
      --Does the research design match the purpose of the research?
      --Do the population/sample yield adequate results?
      --Is this an article that you would be likely to use? Why?
      --What would make this article better for use in your practice?

3. **Data Analysis Assignment (25 pts.)-- Due 12/2**

The instructor will arrange for computer laboratory session to instruct the student in the basics of statistical analysis utilizing PASW/SPSS. The student will analyze data provided by the instructor and respond to basic questions regarding their analyses.

4. **Completion of Human Subjects Training (25 pts.)—Due 9/9**
   Students will complete National Institute of Health's "Protecting Human Research Participants" training. This is an online training that must be complete prior to beginning any research endeavor that involves human subjects (including survey research). At the end of the training, you will print out a certificate indicating your completion. Print this certificate for submission to the Instructor.

   NIH Website: http://phrp.nihtraining.com/users/login.php

5. **Grant Application Proposal (50 pts.)—Due 11/24**
   In groups of two (2), students will grant application for funding for an independently developed research-based project. Students will complete the cover page (on MyCats) project justification narratives, and project budget.

   The group will turn in the completed assignment and each student will receive the same grade. It is expected that each group member will contribute equally. Students are encouraged to think critically when creating their research project; there are no limitations to the type of study the student's can chose from.

   The project justification narratives must be limited to three (3) pages single-spaced, including the following components:
   - A. Purpose of Project
   - B. Relevance of project to sports medicine
   - C. Review of pertinent literature
   - D. Methods
     - a. Procedures for completing project
     - b. Sample
   - E. Data collection tools
   - F. Data Analysis methods
   - G. References

   The itemized budget will include all materials or supplies that will be purchased for the completion of the research-based project. The budget cannot exceed $1,500. Itemized budget should not be limited to one (1) page.

Grading:

The final grade for the course will be based on the total number of points accumulated throughout the term on the various assignments. The following scale will be used to assign letter grades (based on 550 pts.):

A = 90% and above (450 pts. & Above)

B = 80 - 89% (400 pts. – 449 pts.)
C = 70 - 79% (350 pts. – 399 pts.)
D = 60 - 69% (300 pts. – 349 pts.)
F = 59% and below (299 pts. or Less)

Attendance Policy:
Regular class attendance is expected. Students must not have more than 2 absences from regular class meetings. Each absence beyond 2 will result in a loss of 5 points from the final grade for each absence thereafter, unless documentation from a physician is provided.

Classroom Behavior:
Students at GCSU are expected to be at all times in compliance with the *Campus Code of Conduct*. Failure to abide with this code will not be tolerated in this course. Examples of inappropriate classroom behavior include behaviors that disrupt instruction by the professor and/or learning by classmates and behaviors that threaten, harass, or discriminate against others, inappropriate use of technology (i.e., computers, cell phones). Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action. The instructor reserves the right to ask a student to leave the classroom if you the student is distracting from the learning environment.

Student Expectations:

- Utilize MyCats to obtain course information and to keep apprised of your grade throughout the entire semester.
- Maintain responsibility for meeting due dates listed on course outline (i.e., assignments, quizzes, tests, ect.). Course instructors will not provide e-mail reminders for the completion of course-related work.
- **Read all emails from the course instructor carefully!**
- Students should come prepare for class session. You are expected to complete all assignments prior to coming to class, this may include reading and pre-class learning activities
- Study, Study, Study, there is a lot of material in this course. You will not learn all of the material by just coming to class. Lecture will not be the predominate mode for transmitting information.
- Bring all pertinent class materials to class; this may include books, notes, and printouts of PowerPoint slides.
- Dress appropriately for all labs sessions (i.e. while practicing skills on the knee or hip, wear or bring shorts).
- Contact the instructor if you will be absent to ensure you are aware of any missed class material and are adequately prepared for the next class period.
- **Be professional when using email to communicate with the course instructor or your peers.**
- **Inappropriate use of technology will not be tolerated, including but not limited to cell phones, notebook computers, iPods, or personal digital assistants.** Students are encouraged to utilize technology to supplement learning, but use these technologies appropriately. Classroom instruction time is not the appropriate time to send/receive text messages, update Facebook/MySpace, or send/receive instant messages.

Multiculturalism/Diversity:
Where appropriate, the course will address racial and gender differences encountered in the profession of athletic training in the traditional setting.

Academic Dishonesty:
Since the primary goal of education is to increase one's own knowledge, academic dishonesty will no be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of an assignment, an oral reprimand, a written reprimand, an F or zero of the work submitted, removal from the source with a grade of F, to suspension or exclusion from the University. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

a. Cheating on an examination;
b. Collaborating with others in work to be presented contrary to the stated rules of the course;
c. Plagiarizing, including the submission of others' ideas or papers as one's own;
d. Stealing examination or course materials;
e. Falsifying records, laboratory results, etc.
f. Knowing and intentionally assisting another student in any of the above activities or similar activities.

Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at GCSU (See Undergraduate Catalog).

Fire Drill Procedures:
Do not re-enter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs.

Health Science Building occupants will exit and assemble in front of Herty Hall. Stay with your group and with your instructor.

Confidentiality:
This course is required of students in the Athletic Training or exercise Science program. The students enrolled in the course are generally also involved as students at GCSU or other clinical experience settings. Cases and examples discussed in class may be actual cases seen by the students and are discussed in class for educational purposes only. Any discussion of actual injury/rehabilitation examples should be kept confidential and not discussed with other parties not directly related to the case involved. Whenever possible, names of the patients will not disclosed in class.

Accommodations Statement:
If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation

plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Last Day to Withdraw: October 14, 2010

Tentative Topical Outline:

Date/Week	Topic	Assignment/Reading
8/17 – 8/19	Course Introduction	Course Syllabus
	Purposes of Research	Topic 1, 7
8/24 – 8/26	Research Process/Types of Research	Topic 2, 3, 4
	Research Variables	Topic 5, 6, 8
8/31 – 9/2	Research Hypotheses	Topic 7, 2
	Research Design (Non-Experimental)	Topic 40, 41
9/7 – 9/9	Research Design (Experimental)	Topic 3, 37-39;
Brooks		
		Human Subjects
(9/9)		
9/14 – 9/16	Ethical Concerns in Research	Topic 12
	Guest Speaker: Susan Steele,RN	
	Selecting Research Participants	Topic 20-25, 64, 65;
Kang		
		Critique #1 (9/17)
9/21 – 9/23		*Exam I (9/21)*
	Developing a Research Plan	Topic 13, 14; Bordage
9/28 – 9/30	Conducting a Literature Review	Topic 16, Appendix B
	Writing a Literature Review	Topic 17-19; Tipping
		Critique #2 (9/30)
10/5 - 10/7	Qualitative Research	Topic 9-10, 66, 67,
Pitney		
	Instrumentation	Topic 43-44
10/12– 10/4	**Fall Break** (10/12)	
	Survey Research	Topic 27, 31-33;
Turocy; Daley		
10/19 – 10/21	Data Analysis	Topic 43, 44
		Critique #3 (10/2)
	Descriptive Statistics	Topic 44, 45, 49-51
10/26 – 10/28		*Exam II (10/26)*
	Statistics Lab- Setting up a Spreadsheet	
11/2 – 11/4	Statistics Lab-Descriptive Statistics	Cronk Chapters 1-4
	Chi-Sqaure Test	Topic 47-48
		Critique #4 (11/5)
11/9 – 11/11	Comparing Means	Topic 54, 57, 58
	t-tests	
11/16– 11/18	Comparing Means	Topic 53, 55-57
	ANOVA	
	Correlation	
		Critique #5 (11/19)
11/23 – 11/25	Statistics Lab- Comparing Means	Cronk Chapter 6
	Thanksgiving Holiday	

11/30 – 12/2	Qualitative Analysis	Topic 69
	Catch-Up & Review for Final Exam	**Data Analysis(12/2)**
12/8	**Final Exam [Exam III] (11:00AM - 1:45PM)**	

KINS 3233 – Methods of Resistance Training
Fall Semester 2010
Monday / Wednesday / Friday 9:00 am – 9:50 am
Wellness Depot - 102

Instructor: Kelly Manning, Ph.D. (ABD)
Office: Parks – Memorial Hall 123
Office Phone: 478.445.1221
Office Hours: Monday 2:00 – 5:00 pm / Wednesday 10:00 am – 1:00 pm
Email: kelly.manning@gcsu.edu

Course Description:
This course is designed provide students with an introduction to the knowledge, methods, and techniques of performing and instructing resistance training exercises.

Required Text:

- Aaberg, E. *Muscle Mechanics, 2nd ed.* Human Kinetics, 2006.

*Lecture notes and other course materials are on **myCats** which can be found at:*
http://mycats.gcsu.edu/cp/home/loginf

Course Objectives / Outcomes:
The overall goal of the class will be to develop a basic understanding of the methods and techniques of resistance training so that the student will be able to:

a) understand how to safely and correctly perform resistance exercises for multiple upper and lower body muscles and muscle groups
b) understand the individual muscles and muscle groups used during various resistance exercises
c) understand how to properly and safely "spot" various resistance exercises
d) gain a general understanding and appreciation for performing a needs analysis and exercise testing for a person beginning a resistance exercise program
e) understand how to organize, design, and implement a 3-6 month long resistance exercise program

Requirements:

1. There will be four (4) **Quizzes**. They will be comprised of multiple choice and true/false. **Exam dates are: Sept 10, Oct 8, Nov 5 and Dec 3.**

2. **Weekly Assignments** will be collected on designated ***Mondays*** starting **August 30th**. They will be **collected at the beginning of class and will not be accepted late. NO EXCUSES.**

3. There will be one (1) **Final Project**. This will be **HARD COPY** and will be turned in **IN-CLASS!** It will be due on **Dec 3rd** and **will not be accepted late. NO EXCUSES.**

*****Quizzes or Weekly Assignments missed without prior consent may NOT be made-up except in the case of an emergency, which did not allow for prior consent.** In the case of such emergencies, make-ups will be up to the discretion of the instructor and will be decided on an individual basis. Excused absences may include university approved activities, religious holidays of the student's faith, summons,

jury duty, acute illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class or as soon as practical after the absence.

Attendance Policy:
You are expected to attend class regularly, to be on time and to participate in the workouts. You will be responsible for **ALL material discussed during this course.

**You will be allowed two (2) unexcused absences before your attendance grade will be affected. After the 2nd unexcused absence, your grade will be lowered by 5% for each subsequent absence.

Appropriate dress is required. The Wellness Depot dress code will be followed. Shorts, T-shirts, and tennis shoes are recommended. No boots, sandals, jeans, heels, or open-toed shoes are to be worn. **Improper dress will count as an absence.

Excessive disruptions or inappropriate behavior will not be tolerated.

Grading:
Quizzes = 20%
Weekly Assignments = 30%
Final Project = 20%
Weekly Attendance / Participation = 30%

A = ≥ 90 B = 80-89 C = 70-79 D = 60-69 F = < 60

***Last day to drop a course / Withdraw without academic penalty (unless previously assigned an F by professor for absences) is Thursday October 14th , 2010.

Request for Disability Modifications:

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

** This course requires moderate to vigorous physical activity. Students should inform the instructor of any condition which may preclude them from physical activity.

Academic Code of Conduct:

Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" for the course in which the academic dishonesty occurred.

Multicultural Diversity

Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Fire Drill Procedure:

In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit not obstructed by fire or smoke. Students should be familiar with the floor plan and exits of the classroom building.

In case of a fire: DO NOT reenter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs. Health Science building occupants will exit to the front of Herty. Stay with your group and with your instructor.

Electronic devices:

Please silence all cell phones during class unless it is required for an emergency contact. No text messaging or e-mailing is allowed during class unless in the case of an emergency. If you are caught texting in class you will lose a letter grade on your next exam.

All written work must exhibit a college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

PLEASE NOTE THE FOLLOWING:

Grades are based on actual performance. Professional and personal circumstances which occurred during the semester and precluded the student from performing at satisfactory levels WILL NOT be considered in the determination of the final course grade. Also, the effect of your final grade on your overall GPA, graduation qualification, or scholarship eligibility is irrelevant in the determination of your grade. Only your actual performance in this course is considered in determining your final grade.

Course Schedule:

DATES	TOPIC	ASSIGNMENT
Aug 16	Introduction and review of syllabus	Text Read: Chapter 1
18	Chapter 1: Anatomical Design and Function	
20	Gym - 1-RM Personal Assessments	Text Read: Chapter 2

23	Chapter 2: Effective Exercise Selection	Text Read: Chapter 3
25	Chapter 3: Optimal Exercise Technique	
27	Gym - 1-RM Personal Assessments	Text Read: Chapter 9
30	Chapter 9 – Program Design	**Weekly Assignment 1:** **12-week Total Body Personal Workout Plan Goals and Program Design Outline**
Sept 1	Gym – Upper Body - Pushing	
3	Gym – Personal Workout	
6	**NO CLASS**	
8	Gym – Upper Body - Pushing	
10	**Quiz 1**	
13	Gym – Upper Body - Pushing	**Weekly Assignment 2:** **ONLINE Video assessment and critique of two (2) upper body – pushing exercises**
15	Gym – Upper Body - Pushing	
17	Gym – Personal Workout	
20	Gym – Upper Body - Pulling	**Weekly Assignment 3:** **ONLINE Video assessment and critique of two (2) upper body – pulling exercises**
22	Gym – Upper Body - Pulling	
24	**TBD**	
27	Gym – Upper Body - Pulling	**Weekly Assignment 4:** **12-week Total Body Personal Workout Plan UPPER BODY Program Design DETAIL**
29	Gym – Upper Body - Pulling	
Oct 1	Gym – Personal Workout	
4	Gym – Lower Body - Compound	**Weekly Assignment 5:** **ONLINE Video assessment and critique of two (2) lower body – compound exercises**
6	Gym – Lower Body - Compound	
8	**Quiz 2**	
11	**Fall Break**	
13	Gym – Personal Workout	
14	**Last day to withdrawal**	

15	Gym – Personal Workout	
18	Gym – Lower Body - Compound	**<u>Weekly Assignment 6:</u>** **ONLINE Video assessment and critique of two (2) lower body – isolated exercises**
20	Gym – Lower Body - Compound	
22	Gym – Personal Workout	
25	Gym – Lower Body - Isolated	**<u>Weekly Assignment 7:</u>** **12-week Total Body Personal Workout Plan LOWER BODY Program Design DETAIL**
27	Gym – Lower Body - Isolated	
29	Gym - Personal Workout	
Nov 1	Gym – Lower Body - Isolated	**<u>Weekly Assignment 8:</u>** **ONLINE Video assessment and critique of two (2) core/trunk exercises**
3	Gym – Lower Body - Isolated	
5	**Quiz 3**	
8	Gym - Core/Trunk	**<u>Weekly Assignment 9:</u>** **12-week Total Body Personal Workout Plan CORE/TRUNK Program Design DETAIL**
10	Gym - Core/Trunk	
12	Gym – Personal Workout	
15	Gym - Core/Trunk	**<u>Weekly Assignment 10:</u>** **Design one (1) <u>NEW</u> exercise for each: UPPER, LOWER and CORE/TRUNK (must be safe and effective for <u>ALL</u> populations**)** Can work in groups of up to four (4)**
17	Gym - Core/Trunk	
19	Gym – 1-RM Personal Assessments	
22	Gym - Personal Workout	
24 – 26	**Thanksgiving Holidays**	
29	Gym - Personal Workout	
Dec 1	Gym - Personal Workout	
3	**Quiz 4 / Final Project Due**	

****The course syllabus provides a general plan for the course; deviations may be necessary**.

GEORGIA COLLEGE & STATE UNIVERSITY
SCHOOL OF HEALTH SCIENCES
DEPARTMENT OF KINESIOLOGY

KINS 3223: Biomechanics

Spring 2011

Instructor: Christopher D. Black

Contact Info: chris.black@gcsu.edu, 706-255-3750

Office: 107 Parks-Memorial Hall

Office Hours: By-Appointment

Catalog Description:

Introduction to biomechanics and the application of physics to human motion. Emphasis on the mechanics of movement of the human body during sport, exercise, and rehabilitation.

Required text:

McLester and St. Pierre (2008). Applied Biomechanics: Concepts and Connections, (1st edition). Thomson-Wadsworth

Meeting Times:

M,W,F; 9:00-9:50am; HSB 300

Course Objectives:

As a result of this course students will be able to:

Cognitive Objectives

1. Define the terms, biomechanics, statics, dynamics, kinematics, and kinetics and explain the ways that they are related.

2. Distinguish between quantitative and qualitative approaches for analyzing human movement.
3. Identify and describe the reference positions, planes, and axes associated with the human body.
4. Perform inspection/observation of postural, structural, and biomechanical abnormalities.
5. Identify and describe the uses of available instrumentation for measuring kinematic quantities.
6. Define and identify common units of measurement for mass, force, weight, pressure, volume, density, specific weight, torque, and impulse.
7. Identify and describe the different types of mechanical loads that act on the human body.
8. Describe the anatomical and or biomechanical alterations resulting from acute and chronic injury and improper exercise mechanics.
9. Distinguish between vector and scalar quantities.
10. Identify and describe the effects of factors governing projectile trajectory.
11. Distinguish angular motion from rectilinear and curvilinear motion.
12. Identify Newton's laws of motion and gravitation and describe practical illustrations of the laws.
13. Identify the mechanical advantages associated with the different classes of levers and explain the concept of leverage within the human body.
14. Define center of gravity and explain the significance of center of gravity location in the human body.
15. Define moment of inertia and how it affects angular velocity of an object.
16. Define buoyancy and explain the variables that determine whether a human body will float.
17. Define drag, identify the components of drag, and identify the factors that affect the magnitude of each component.
18. Define lift and explain the ways in which it can be generated.
19. Discuss the theories regarding propulsion of the human body in swimming.

Psychomotor Objectives

1. Plan and conduct a quantitative and qualitative analysis of common human movements.
2. Provide examples of linear, angular, and general forms of motion.
3. Utilize directional terms and joint movement terminology.
4. Solve quantitative problems involving vector quantities using both graphic and trigonometric procedures.
5. Conduct an analysis of linear and angular kinematics for various sports performances.
6. Solve quantitative problems involving angular kinematic quantities and the relationships between angular and linear kinematic quantities.
7. Conduct practical examples of Newton's laws of motion.
8. Solve basic quantitative problems using the equations of static equilibrium.
9. Solve quantitative problems relating to the factors that cause or modify angular motion.

Affective Objectives

1. Value the importance of conducting qualitative and quantitative analyses of human movement.

2. Value the uniqueness of individuals (non-athletes and athletes) during sport performance analyses.

Outline of Course content:

Jan 10 – Jan 30
Ch. 1 Biomechanics and related movement disciplines
Ch. 2 Describing the system and its motion
Ch. 3 Paradigms for studying motion of the system

Jan 31 – Feb. 23
Ch. 4 Interaction of forces and the system
Ch. 5 Linear motion of the system

Feb. 24 – March 18
Ch. 6 Angular motion of the system
Ch. 10 The system as a projectile

March 28 – April 8
Ch. 7 System of balance and stability

April 11 – April 22
Ch. 9 System motion in a fluid medium

GRADING:

Grade for the course will be based on the following:

Completion of group/individual assignments	20%
Posting/Responding to Discussion Forum	10%
Chapter quizzes	30%
Group movement analysis projects	40%

Final course grade will be based on the following scale:

A = 90 to 100%
B = 80 to 89%
C = 70 to 79%
D = 60 to 69%
F = 0 to 59

Grade cut-off's are only approximations. Actual cut-off's will be determined by the instructor after all grades have been calculated.

If a student wishes to have an assignment/quiz re-graded, she/he must submit in writing the nature of the problem, and the assignment/quiz, no later than one week after it has been returned. The entire exam will be rechecked.

All assignments are to be printed out by the student and turned in to Dr. Black in person. Electronic copies will not be accepted, no exceptions!

Attendance Attendance of lectures is **optional**, but strongly encouraged. Most quiz questions will come from material covered in the textbook and during lectures. However, some information may only be presented in class. Attendance at all scheduled exams is required. No make up quiz will be given unless prior approval is obtained from Dr. Black and an official written excuse from the University or a physician is provided. In class quizzes may not be made up unless a student notifies Dr. Black in writing prior to an absence.

Multicultural Diversity:

Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Academic Code of Conduct:

Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" in the course in which the academic dishonesty occurred.

Request for Disability Modifications:

Any student requiring modifications due to a documented disability should make an appointment to meet with the instructor as soon as possible. An official letter from GC&SU documenting the disability will be expected in order to receive accommodations. To do this, contact Dr. Craig Smith, Chair, Committee on Learning Accommodations, Kilpatrick Education Center, 445-4577.

GEORGIA COLLEGE & STATE UNIVERSITY
Department of Kinesiology

KINS 3262: Exercise Testing for Normal & Special Populations
CREDIT HOURS: 3
INSTRUCTOR INFORMATION:
Instructor: Dr. Mike Martino
Phone: 478-445-6987 (Department secretary: 445-4072)
Office: Health Sciences Building 337
Email: mike.martino@gcsu.edu
Required Text:
Heyward, V. (2010) Advanced Fitness Assessment and Exercise Prescription (6th Ed.). Human Kinetics Publishers, Champaign, Ill.

COURSE DESCRIPTION:
Material, methods, and techniques of exercise testing, and prescription for normal and special populations. Opportunity to conduct experiments and studies on related topics.

COURSE LEARNING OBJECTIVES:
Upon completion of this course, the student will be able to:

- Describe the basic concepts and practice of fitness/wellness screening and utilize effective health risk appraisal methods.
- Explain the precautions and risks associated with exercise in special populations.
- Instruct the patient how to properly perform fitness tests to assess his or her physical status and readiness for physical activity. Interpret the results of these tests according to requirements established by appropriate governing agencies and/or a physician. These tests should assess: flexibility, strength, muscular endurance, body composition, and cardiovascular endurance.

- Develop a fitness program appropriate to the patient's needs and selected activity or activities that meet the requirements established by the appropriate governing agency and/or physician for enhancing flexibility, strength, power, speed, muscular endurance, cardiovascular endurance, agility.
- Obtain and interpret baseline and post-exercise objective physical measurements to evaluate therapeutic exercise progression and interpret results.
- Describe the principles and methods of body composition assessment (e.g., skinfold calipers, bioelectric impedance, body mass index (BMI) to assess a patient's health status and to monitor progress in a weight loss or weight gain program for patients of all ages and in a variety of settings.
- Assess body composition by validated technique (e.g., skinfold calipers, bioelectric impedance, BMI, etc.) to assess a patient's health status and to monitor progress during a weight loss or weight gain program.
- Calculate energy expenditure, caloric intake, and BMR.
- Predict maximal oxygen consumption values via laboratory testing procedures.
- Assess range of motion through various assessment screening procedures (FMS, Sit and Reach, Trunk rotation, etc.).

COURSE GUIDELINES:

1. Attend class and actively participate in class discussions and activities.
2. Satisfactorily complete one exam. The exam may consist of objective multiple choice questions and short answer items covering the following information: outside readings, outside assignments, lectures, audio-visuals, guest speakers, and general questions from student presentations.
3. Complete 5 outside lab assignments by the requested deadlines provided to you by the instructor.
4. Fitness Assessment Grading Scale (3% per assessment)
   1 missed assessment -5% plus the 3% for the assessment itself
   2-3 missed assessments -10% plus 3% for each assessment missed
   4-5 missed assessments -20% plus 3% for each assessment missed

GRADING:

Grade for the course will be based on the following:

Academic Service Learning Project #1 (10 Fitness Assessments)	30%
Academic Service Learning Project #2 (Participation in the GCSU Health Fair)	10%
5 Laboratory Assignments/Participation/Attendance	50%
Final Exam	10%

Final course grade will be based on the following scale:

A	90-100
B	80-89.99
C	70-79.99

D	60-69.99
F	< 60

POLICIES:

1. Regular class attendance is essential due to the participatory nature of the course. If you miss more than two classes your grade will be decreased an additional 5% for each every class that is missed.
2. There will be no make-up exams without an official written excuse from the university or a physician.

Multicultural Diversity

Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Academic Code of Conduct:

Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" in the course in which the academic dishonesty occurred.

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Fire Drill Procedure:

In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit not obstructed by fire or smoke. Students should be familiar with the floor plan and exits of the classroom building. In case of a fire: DO NOT reenter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs. Health Science building occupants will exit to the front of Herty. Stay with your group and with your instructor.

Electronic devices:

Please silence all beepers and cell phones during class unless it is required for an emergency contact.

Georgia College & State University
Exercise Leadership
KINS 3243

INSTRUCTOR: Allison Everett
TIME: T/TH- 2:00-3:15

CLASS LOCATION: Centennial Center 238
OFFICE: Marvin Parks memorial/ 104
PHONE:478-445-1222
EMAIL:allison.everett@gcsu.edu

REQUIRED TEXT:

Exercise Standards and Guidelines (Reference Manual) 8th edition

COURSE DESCRIPTION:
The purpose of this course is to provide students with the knowledge and skills to teach a variety of exercise classes for normal and special populations.

COURSE OBJECTIVES:
1. To provide an understanding of the principles involved for effective exercise leadership for individual and group activities.
2. Describe the characteristics of a good exercise leader.
3. Teach a variety of exercise classes including water aerobics, step, yoga, resistance training, senior fitness, kids fitness, pregnancy and fitness, circuit and interval classes.
4. Indicate how exercise intensity is monitored in an exercise session.
5. Understand the importance of organization including class format, overall organization and promptness.
6. Describe the factors related to a high and low probability of participation.
7. Learn to show professionalism including a positive attitude and interaction with your exercise class.
8. Demonstrate knowledge of physiologically safe and acceptable movements for all exercise modes.
9. Modify the exercise prescription for the following populations and controlled diseases and disabilities: children, elderly, pregnant women, orthopedic limitation, type I and II diabetes, asthma, hypertension, and cardiac disease.

EXAMINATION POLICY:
Students are expected to take exams as scheduled. The instructor will give make-up exams only through prior approval.

GRADING:
A 90-100 points

B 80-89.99
C 70-79.99
D 60-69.99
F 59.99 or below

Grade for the course will be based **on** the following:
Written Exam 45%
Skills Exam 45%
Daily Quizzes 10%

CLASS ATTENDANCE:
Regular class attendance is essential due to the participatory nature of the course. Participation is highly encouraged and can only help your class performance.

COURSE ACTIVITIES:
A. Lecture
B. Demonstration
C. Individual leadership and participation
D. Presentation

COURSE OUTLINE:
A. Leadership and instruction
1. Organization of class from beginning to end
2. Conveying concise information, instruction and techniques

B. Technique
1. Learning how to teach various types of exercise classes.
2. Safety precautions and proper technique.

C. Monitoring class participants
1. Teaching class participants how to monitor heart rate and perceived exertion.
2. Recording data for feedback to participants.
3. Correcting improper technique or giving suggestions in an encouraging positive manner.

D. Professionalism
1. Attitude
2. Promptness
3. Appearance
4. Originality

Multiculturalism/Diversity

Where appropriate, the course will address racial and gender differences encountered in the allied health profession setting.

Academic Dishonesty

Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of an

assignment, an oral reprimand, a written reprimand, an F or zero of the work submitted, removal from the course with a grade of F, to suspension or exclusion from the University. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

a. Cheating on an examination
b. Collaborating with others in work to be presented contrary to the stated rules of the course
c. Plagiarizing, including the submission of others' ideas or papers as one's own
d. Stealing examination or course materials
e. Falsifying records, laboratory results, etc.
f. Knowing and intentionally assisting another student in any of the above activities or similar activities

Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at GC&SU (Undergraduate Catalog 1998-00, pp.94-97).

Confidentiality

As this course is required for the Health Education: Exercise Science program, the students are required to maintain patient/client confidentiality. Any discussion of actual practicum experiences should be kept confidential and not discussed with other parties not directly related to the case involved. If any student violates these guidelines they will be subject to academic prosecution

Georgia College & State University
Department of Kinesiology
KINS 3272
Exercise Science Clinical II

Instructor:	Christopher Black, Ph.D.
Class Time/Location:	Tuesday's: 3:30-4:45; HSB 300
Office:	Parks-Memorial 107
Phone:	706-255-3750
E-mail:	chris.black@gcsu.edu

Catalog Description
A supervised practical experience in a community wellness center, cardio-pulmonary rehabilitation program, physical/occupational therapy program and/or a sports medicine rehabilitation program.

The primary purpose of the Exercise Science clinical experiences is to expose students to "real world" experiences in a professional allied health/fitness setting. These clinical experiences were designed with Academic Service Learning experiences as the primary

initiative.

Cognitive Objectives:
- Understanding of professional work ethics, policies, and procedures in various allied health settings.
- Knowledge of patient/client rights and confidentiality.
- Knowledge of safety procedures according to OSHA and other safety agencies.

Affective Objectives:
- Gain an appreciation for multicultural diversity through various interactions with patients from diverse cultural heritages.
- Respect patients and their rights to strict confidentiality.
- Acceptance of the professional responsibility to enhance the professional growth of allied health professionals, colleagues, and peers through a continual sharing of knowledge and skills.

Psychomotor Objectives:

- Compose and write a weekly journal documenting personal experiences in the allied health/fitness field.
- Application of proper safety procedures when dealing with specific clients/patients.

Grading

The final grade for the course will be based on the total number of points accumulated throughout the term on the various assignments.

Allied Health/Fitness setting (4 hours per week)	50%
Weekly Class Participation (1 hour per week)	20%
Weekly Journal	20%
Exercise Science Club Participation	10%

Description of Course Requirements

Performance in various Allied Health/Fitness/Research Setting(s)
You will be required to accumulate an average of 4 hours per week in an allied health/fitness/research setting. A total of 60 hours must be accumulated by the end of the semester. It is understood that the first 1-2 weeks of the semester will be used to schedule your experiences. Students may chose to spend time observing in a hospital, out-patient rehabilitation clinic, professional fitness, GCSU strength and conditioning (training GCSU sports teams and/or shadowing a senior personal trainer), laboratory research assistant, etc. All sites and experiences **MUST** be approved by the course instructor, and proper documentation MUST be completed prior to students beginning working/observing off campus.

Weekly Class Participation
Students will be required to attend weekly class meetings, be active and prepared participates in class discussions, and complete all required assignments. Each absence will result in a loss of 10% of the points for this component of the course.

Weekly Journal
Each student is required to maintain a weekly journal where they track the site they are visiting, the time worked, a description of the services that provided, assisted, or observed, and a written reflection on their thoughts regarding their experiences that week. Each entry should be a minimum of 1 paragraph and a maximum of two pages. Journals will be submitted electronically to the instructor by midnight on every other Sunday beginning January 30th.

Exercise Science Club Participation

Each student is required to become a member of the Exercise Science Club. Members are required to achieve a certain number of points each semester to be considered an active member. Points are given for attendance of meetings and other club functions.

Attendance Policy

There are no absences allowed without prior approval of the field supervisor. If a student cannot report for the day they must notify the field supervisor at least 48 hours in advance.

Multiculturalism/Diversity

Where appropriate, the course will address racial and gender differences encountered in the allied health profession setting.

Academic Dishonesty

Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of an assignment, an oral reprimand, a written reprimand, an F or zero of the work submitted, removal from the course with a grade of F, to suspension or exclusion from the University. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

a. Cheating on an examination
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f. Knowing and intentionally assisting another student in any of the above activities or similar activities

Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at GC&SU (Undergraduate Catalog 1998-00, pp.94-97).

Confidentiality

As this course is required for the Health Education: Exercise Science program, the students are required to maintain patient/client confidentiality. Any discussion of actual practicum experiences should be kept confidential and not discussed with other parties not directly related to the case involved. If any student violates these guidelines they will be subject to academic prosecution

KINS 4203 - Exercise Prescription for Normal and Special Populations
Fall Semester 2010
Tuesday / Thursday 9:30 am – 10:45 am
Health Sciences Building - 300

Instructor: Kelly Manning, Ph.D. (ABD)
Office: Parks – Memorial Hall 123
Office Phone: 478.445.1221
Office Hours: Monday 2:00 – 5:00 pm / Wednesday 10:00am – 1:00pm
Email: kelly.manning@gcsu.edu

Course Description:
Prerequisite: KINS 4200
Students study the process and procedures of physical fitness evaluation and prescription. Emphasis is placed on the design of individual and group exercise programs.

Required Text:

- ACSM's Guidelines for Graded Exercise Testing and Prescription, 8th edition, Lippincott Williams and Wilkins, 2010.

*Lecture notes and other course materials are on **myCats** which can be found at:*
http://mycats.gcsu.edu/cp/home/loginf

Course Objectives:
Upon completion of this course, the student should be able to develop and administer safe exercise prescriptions for normal and various special populations.

- Demonstrate an understanding of various diseases and their effects on exercise performance and prescription;
- Describe the effects of the primary cardiovascular risk factors;
- Utilize metabolic calculations to assess functional capacity for various modes of exercise;
- Create exercise prescriptions for various special populations;
- Develop a greater appreciation for physically challenged and diseased individuals.

Course Topics:
The course will address a variety of topics related to exercise prescription for normal and special populations including, but not limited to, exercise program design for the following conditions:

Hypertension;
Obesity;
Diabetes mellitus;
Geriatric;
Osteoporosis;
Hypothyroidism;
Physical impairments

Attendance Policy:
You are expected to attend class regularly, to be on time and to participate. You will be responsible for **ALL material discussed during this course.

**You will be allowed two (2) unexcused absences before your attendance grade will be affected. After the 2nd unexcused absence, your grade will be lowered by 5% for each subsequent absence.

Excessive disruptions or inappropriate behavior in class will not be tolerated.

****Exams and assignments missed without prior consent may NOT be made-up except in the case of an emergency, which did not allow for prior consent.** In the case of such emergencies, make-ups will be the discretion of the instructor and will be decided on an individual basis. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive absences are prohibited and emergencies must be discussed with and determined by the instructor.

Requirements:

1. There will be four (4) **Exams**. They will be comprised of multiple choice, fill in the blank and short answer questions. **Test dates are: Sept 9, Oct 7, Nov 4 and Dec 9.**

2. There will be six (6) Exercise Prescription Assignments**. Due dates are: Aug 26, Sept 7, Sept 27, Oct 5, Oct 28 and Dec 2. ** NO LATE Assignments Accepted**

3. There will be a short paper/presentation on a **Special Populations** topic**.** Topics will be assigned midway through the semester**. Due date: Nov 30.**

4. There will be a **Case Study Presentation** that will include all aspects of the course – **Exercise Prescription. Due date: Dec 9.**

Grading:
Exams =20%
Exercise Prescription Assignments = 60%
Special Populations paper/presentation = 10%
Case Study Presentation = 10%

A = ≥ 90 B = 80-89 C = 70-79 D = 60-69 F = < 60

***Last day to drop a course / Withdraw without academic penalty (unless previously assigned an F by professor for absences) is Thursday October 14th , 2010.

Request for Disability Modifications:

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Academic Code of Conduct:
Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" for the course in which the academic dishonesty occurred.

Multicultural Diversity
Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Fire Drill Procedure:

In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit not obstructed by fire or smoke. Students should be familiar with the floor plan and exits of the classroom building.

In case of a fire: DO NOT reenter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs. Health Science building occupants will exit to the front of Herty. Stay with your group and with your instructor.

Electronic devices:
Please silence all cell phones during class unless it is required for an emergency contact. No text messaging or e-mailing is allowed during class unless in the case of an emergency. If you are caught texting in class you will lose a letter grade on your next exam.

All written work must exhibit college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted. If you need assistance, please contact the Writing Center at: http://www.gcsu.edu/writingcenter/index.htm

PLEASE NOTE THE FOLLOWING:

Grades are based on actual performance. Professional and personal circumstances which occurred during the semester and precluded the student from performing at satisfactory levels WILL NOT be considered in the determination of the final course grade. Also, the effect of your final grade on your overall GPA, graduation qualification, or scholarship eligibility is irrelevant in the determination of your grade. Only your actual performance in this course is considered in determining your final grade.

Course Schedule:

DATES	TOPIC	ASSIGNMENT
Aug 17	Introduction and review of syllabus	
Aug 19	Metabolic Calculations	**Assignment 1: Metabolic Calculations - OUT -**
Aug 24	Metabolic Calculations	
Aug 26	Metabolic Calculations	**Metabolic Calculations - DUE -**
Aug 31	General Principles of Exercise Prescription	**Assignment 2: Cardiorespiratory Program Design - OUT -**
Sept 2	General Principles of Exercise Prescription	
Sept 7	General Principles of Exercise Prescription	**Cardiorespiratory Program Design - DUE -**
Sept 9	**Exam 1**	
Sept 14	Cardiovascular Diseases	**Assignment 3: Muscular Strength/Endurance Program Design - OUT -**
Sept 16	Cardiovascular Diseases	
Sept 21	Cardiovascular Diseases	**Muscular Strength/Endurance Program Design - DUE -**
Sept 23	Diseases of the Respiratory System	
Sept 28	Diseases of the Respiratory System	**Assignment 4: Flexibility Program Design - OUT -**
Sept 30	Diseases of the Respiratory System	
Oct 5	Review	**Flexibility Program Design - DUE -**
Oct 7	**Exam 2**	
Oct 12	**Fall Break**	
Oct 14	Endocrinology and Metabolic Disorders	**Assignment 5:**

	- Last day to withdrawal -	**Personal Program Design - OUT -**
Oct 19	Endocrinology and Metabolic Disorders **-Case Study Instructions OUT-**	
Oct 21	Endocrinology and Metabolic Disorders	
Oct 26	Endocrinology and Metabolic Disorders	
Oct 28	Endocrinology and Metabolic Disorders	**Personal Program Design - DUE -**
Nov 2	Review	
Nov 4	**Exam 3**	
Nov 9	Pregnancy **-Special Populations OUT-**	
Nov 11	Children	**Assignment 6:** **Partner Program Design - OUT -**
Nov 16	Older Adults	
Nov 18	Osteoporosis	
Nov 23	**TBD**	
Nov 25	**Thanksgiving Break**	
Nov 30	**Special Populations Presentations** **** Special Population Papers Due ****	
Dec 2	**Special Populations Presentations** **** Special Population Papers Due ****	**Partner Program Design - DUE -**
Dec 9	**Exam 4** **** Case Studies Due ****	

****The course syllabus provides a general plan for the course; deviations may be necessary**.

GEORGIA COLLEGE & STATE UNIVERSITY
Department of Kinesiology

COURSE NUMBER & TITLE
KINS 4213: Essentials of Strength Training & Conditioning Programs
CREDIT HOURS: 3
INSTRUCTOR INFORMATION:
Instructor: Dr. Mike Martino
Phone: 478-445-6987 (Department secretary: 445-4072)
Office: Health Sciences Building 337
Email: mike.martino@gcsu.edu
Required Text:
T.R. Baechle & R.W. Earle (2008). Essentials of Strength Training and Conditioning (3rd ed.). Human Kinetics Publishers, Champaign, Ill.

COURSE DESCRIPTION:

This course is designed to enhance the students' current level of knowledge and expertise to an advanced level in preparation for the NSCA Certified Strength and Conditioning Specialist's international certification. The course will focus on the assessment and implementation of training programs with an emphasis being placed on the areas of resistance training, metabolic training, flexibility, plyometrics, speed, and agility.

COURSE LEARNING OBJECTIVES:

COGNITIVE DOMAIN:

Understand the basic biomechanics of movement during sports training.

Gain the knowledge to distinguish between appropriate and inappropriate nutritional habits to enhance athletic performance.

Identify and explain the various types of flexibility, strength training, and cardiovascular conditioning programs. This should include the expected effects (the body's anatomical and physiological adaptation), safety precautions, hazards, and contraindications of each.

Interpret objective measurement results (muscular strength/endurance, range of motion) as a basis for developing an individualized therapeutic exercise program.

Interpret baseline and post exercise objective physical measurements to evaluate therapeutic exercise progression and interpret results.

Discuss the physiological adaptations that occur through sports training.

Learn to determine appropriate testing techniques in the evaluation of athletes and their performance.

Enhance knowledge of scientific training principles.

Determine which muscle groups are being recruited during specific exercise movements.

AFFECTIVE DOMAIN:

Evaluate your current train of thought on physical training strategies and attempt to challenge the traditional methods of training and incorporate new and creative ideas to enhance your ability to design physical fitness training regimens.

Realize the importance of organization and administration and their importance in the development of safe and effective sports training programs.

Leave this course with real experiences that can enhance your ability to train athletes of all levels to reach their peak performance.

PSYCHOMOTOR DOMAIN:

Apply existing knowledge of muscle structure and physiology to program design.

Demonstrate the appropriate application of contemporary therapeutic exercises and techniques according to evidence-based guidelines.

Utilize scientific principles involving periodization to develop daily sports training sessions and seasonal training programs.

COURSE OUTLINE:

Introduction to Periodization
Endocrine Responses to Exercise
Biomechanics of Resistance Exercise
Adaptations to Anaerobic & Aerobic Training Programs
Age & Sex-Related Differences and Their Implications for Resistance Exercise
Psychology of Athletic Preparation and Performance
Performance-Enhancing Substances
Nutritional Factors in Health and Performance
Principles of Test Selection and Administration
Administration, Scoring, and Interpretation of Selected Tests
Warm-up and Stretching
Resistance Training and Spotting Techniques
Resistance Training
Plyometric Training
Speed and Agility
Aerobic Endurance Exercise Training
Rehabilitation and Reconditioning
Facility Organization and Risk Management
Developing a Policies and Procedures Manual

GRADING:
Grade for the course will be based on the following:

Mini-Tests (15 tests will be administered)	45%
Periodization microcycle developmental programs	10%
Research Article Reviews	10%
Web Postings	10%
Periodization Project	15%
CSCS Practice Exam Score & Participation	10%

Final course grade will be based on the following scale:

A = 90 – 100
B = 80 – 89.99
C = 70 – 79.99

D = 60 – 69.99
F = 50 – 59.99 points

DESCRIPTION OF REQUIREMENTS:

Fifteen mini-tests will be administered during the course of the semester. Each mini-test is worth 3% of the total final grade.

Periodization microcycle development requires each student to design sample microcycles for one week of training and these assignments will be worth 10% of your final grade. Grades will be based on the use of specific exercises, the equipment needed, exercise sequence, sets, repetitions, rest periods, proper biomechanics/technique, speed of movement, spotter requirements, creativity, practicality, and safety of the routine. **These workouts will need to be typed and turned in by the deadlines given in class by Dr. Martino.**

Research article reviews require each student to complete a specific number of assigned research article reviews. This will account for 10% of your final grade.

Web Postings will be done online with MyCats and will be graded on timeliness of posting, creativity, validity of comments, and engaging others to respond to your comments.

The final project will be a **Periodization program** for a specific individual or sport. This project is an outside assignment and counts for 15% of the final grade. **This project is due at the beginning of the class meeting on December 3, 2010. Absolutely no exceptions allowed and electronic copies will not be accepted!!!!**

The **NSCA practice exam** is a comprehensive exam, which will be worth 10% of the final grade (Exam score + Participation). The actual exam score will count for 5% and the participation and grading of the exam will count for 5%.

CLASS ATTENDANCE:

Attendance is mandatory! Students are expected to be in class on time. Participation is highly encouraged and can only help your class performance. If you miss six or more classes you will automatically receive a grade of F for the class.

There will be no make-up exams without prior approval from the professor and an official written excuse from the university or a physician will be considered. The excuse will not be automatically accepted based on it being from a physician or university official!

Multicultural Diversity

Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Academic Code of Conduct:

Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" in the course in which the academic dishonesty occurred.

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

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Fire Drill Procedure:

In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit not obstructed by fire or smoke. Students should be familiar with the floor plan and exits of the classroom building. In case of a fire: DO NOT reenter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs. Health Science building occupants will exit to the front of Herty. Stay with your group and with your instructor.

Electronic devices:

Please silence all beepers and cell phones during class unless it is required for an emergency contact.

KINS 4222 – Clinical (Practicum) Experience in Exercise Science III
Fall Semester 2010
Tuesday 4:00 pm – 4:50 pm
Wellness Depot- 102

Instructor: Kelly Manning, Ph.D. (ABD)
Office: Parks – Memorial Hall 123
Office Phone: 478.445.1221
Office Hours: Monday 2:00 – 5:00 pm / Wednesday 10:00am – 1:00pm
Email: kelly.manning@gcsu.edu

Catalog Description

A supervised practical experience in a community wellness center, cardio-pulmonary rehabilitation program, physical/occupational therapy program and/or a sports medicine rehabilitation program.

The primary purpose of the Exercise Science practicum experiences is to expose the students to "real world" work experience in a professional allied health setting. This practicum was designed with

Academic Service Learning experience as the primary initiative.

Cognitive Objectives:
- Understanding of professional work ethics, policies, and procedures in various allied health settings.
- Knowledge of patient/client rights and confidentiality.
- Knowledge of safety procedures according to OSHA and other safety agencies.

Affective Objectives:
- Gain an appreciation for multicultural diversity through various interactions with patients from diverse cultural heritages.
- Respect patients and their rights to strict confidentiality.
- Acceptance of the professional responsibility to enhance the professional growth of allied health professionals, colleagues, and peers through a continual sharing of knowledge and skills.

Psychomotor Objectives:
- Compose and write a daily journal documenting personal experiences in the allied health field.
- Application of proper safety procedures when dealing with specific clients/patients.

Grading

The final grade for the course will be based on the total number of points accumulated throughout the term on the various assignments.

Performance in the Allied Health setting (128 Hours)	40%	
Class meetings (4 hours)		10%
Weekly Journal Submissions		10%
Practicum Portfolio		10%
Depot Human Performance Lab	10%	
GCSU Exercise Science Club Participation (9 hours)		10%
Depot Bulletin Board		10%

Grading Components

Performance in the Allied Health setting (4 - 8 hours per week)

Senior Exercise Science students are responsible for accumulating 4 - 8 hours per week in an approved Allied Health setting. Approved settings include the Wellness Depot, GCSU Athletic Teams, or any other pre-approved "clinical" experiences. If you have special circumstances and/or opportunities that you would like to seek in order to meet practicum requirements, site approval must first be obtained from instructor.

Class Meetings - Mondays 4pm-4:50pm

Class meetings will be used for practicum updates, general planning and group strategy development. Attendance is required! Mark Your Calendar for the following dates:
- Aug 17 – First Day of Class
- Sept 7
- Oct 5
- Nov 2
- Nov 30 (rap-up)

Weekly Journal Submissions

Senior Exercise Science students are required to submit journal entries every week using **myCats**. Submissions are due every Sunday by 12 Midnight. Entries should include everything that was accomplished for practicum credit during the previous 7 days (Personal Training, Class Meetings, Depot Human Performance Lab, Exercise Science Club, Bulletin Board, and any "Pre-Approved Options" that you choose.)

Practicum Portfolio -

A. Quick Reference Page: 1 page outline of what, where, and how many hours that you have completed during the semester.
B. Daily Journal/Reflection: Provide summaries of your daily experiences including specifics on procedures, training exercises, etc. Remember to not include specific names or any other personal patient information. Printed copies of your "Weekly Journal Submissions" are accepted.
C. Class Meetings: include course syllabus, all agendas and handouts.
D. Exercise Science Club: meeting agendas, topics discussed, activities, etc.
E. Personal Training: Exercise Prescriptions, Exercise Test Profiles, Client Notes
F. "Pre-Approved Options"

Depot Human Performance Lab

Senior Exercise Science students are required to supervise the Depot Human Performance Lab **1 hour** per week for 6 weeks. Please note your designated 6-week period: a) August 30-Oct 8 or b) Oct 11-Nov 19. Lab Operation Hours will be every Monday and Wednesday from 12 – 2pm and 4 - 8pm.

Exercise Science Club

Participating in the Exercise Club is seen as a great opportunity for students to grow and develop within the program academically and personally. **9 hours** of club meetings and events will count towards practicum credit. ****Intramural activity will be allowed after the 9 hours are met**** Please carefully document your time spent at specific events. Extra practicum hours will be credited to those who hold office within the Exercise Science Club

Depot Bulletin Board

With a partner, each student is responsible for creatively and informatively decorating the Depot Bulletin Board one week during the Fall 2010 semester. Please view the Bulletin Board Calendar for your partner's name and for your assigned week. Be sure not to repeat previous weeks' information. Please notify Amy Whatley 48 hours in advance of supplies needed to complete your assignment.

****Bulletin Boards need to be up by the Thursday preceding the topic week****

8.20	Basic Fitness
8.27	Circuit Training
9.3	Free Weights
9.10	Gender Specific Training
9.17	Functional Training (Stability Balls,

	Medicine/Core Balls
	FMS)
9.24	Resistance Bands
10.1	Battling Ropes
10.15	Basic Nutrition
10.22	Glycemic Index
10.29	Eating on the Go
11.5	Grocery
	Shopping/Organic
11.12	Hydration
11.19	Energy Boosters
11.26	THANKSGIVING HOLIDAY
12.3	Varying/Fad Diets

Personal Training Guidelines

- Minimum of **4 hours/week**
- Must follow " Depot Personal Training Procedures" - manual located in Lab
    - Clients must submit application – Clients will be announced via **myCats**
    - GCSU Employees have first priority.
    - Seniors CANNOT train close friends, roommates and or girl/boy-friends.
- Personal Training Evaluation required for each client – Forms to be uploaded to **myCats**

Pre-Approved Options

(Remember: "Pre-Approved Options" should not take priority over the course requirements outlined in the 'Grading' section of the syllabus.)

Campus Wellness Programs

Inform Instructor of participation **prior to start of program**.

- Food Tasting (Sept 8–11)
- Lunch Walking Groups (Sept 15-19)
- Resident Hall Olympics (Sept 15-18)
- Spiritual Path to Wellness (Sept 24- Every Wednesday for 7 weeks)
- National Women's Health & Fitness Day (Sept 24)
- Smoking Cessation 10-week Program (Sept 29)
- Alcohol Awareness Week (Oct. 13-17)
- Chocolate Extravaganza (Oct. 22)
- Great American Smoke Out Day (Nov 20)

Professional Conferences

- Maximum Credit Hours Accepted = 20 hours. Travel time not accepted.

Training Athletic Teams

- Above and beyond required 4 hours/week

Shadowing Professional Certified Trainers (NSCA, ACSM, NASM, ACE)
- Limit 1 hour/week (Either one 1-hour session or two 30-minute sessions)
- Maximum Credit Hours Accepted = 15 Hours

Sinclair Baptist Physical Education Classes
- Maximum Credit Hours – 50 hours

Special Olympics
- Provides leadership, organizational, motivational and sport training opportunities.
- ongoing through fall semester
- Assisting with the Georgia State Special Olympics held in Valdosta in October also approved for practicum credit

Research Assistance
- Volunteering with COHS faculty/GA's for current research projects

Ropes class (substituted for Aerobics Class)
- Monday and Wednesday from 4:45-5:15pm.

Attendance Policy

There are no absences allowed without prior approval of the field supervisor. If a student cannot report for the day they must notify the field supervisor at least 48 hours in advance.

Multicultural Diversity

Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Academic Code of Conduct:

Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" for the course in which the academic dishonesty occurred.

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Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of an assignment, an oral reprimand, a written reprimand, an F or zero of the work submitted, removal from the course with a grade of F, to suspension or exclusion from the University. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

a. Cheating on an examination
b. Collaborating with others in work to be presented contrary to the stated rules of the course
c. Plagiarizing, including the submission of others' ideas or papers as one's own
d. Stealing examination or course materials
e. Falsifying records, laboratory results, etc.
f. Knowing and intentionally assisting another student in any of the above activities or similar activities

All written work must exhibit college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted. If you need assistance, please contact the Writing Center at: http://www.gcsu.edu/writingcenter/index.htm

Confidentiality

This course is required for the Health Education: Exercise Science program and students are required to maintain patient/client confidentiality by following HIPAA rules. Please refer to: http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html
Any discussion of actual practicum experiences should be kept confidential and not discussed with other parties not directly related to the case involved. If any student violates these guidelines they will be subject to academic prosecution.

KINS 4803
Special Topics: Physical Activity and Health

COURSE DESCRIPTION This course is designed to examine the relationship between exercise, physical activity, and chronic disease such as cardiovascular disease, diabetes, and cancer; their associated risk

	factors, and the physiological adaptations that occur with exercise that reduce the risk of these diseases.
Instructor	Christopher D. Black, Ph.D.
Office Hours	Monday 3:30-4:30pm, Tuesday 10:00am-12:00pm, Wednesday 3:30-4:30, or by appointment Parks Memorial Hall 107
Contact	706-255-3750 (cell) chris.black@gcsu.edu
Class Meetings	M, W – 2:00pm-3:15pm 300 HSB
Textbook	Clinical Exercise Physiology 2nd Edition ISBN: 978-0-7360-6565-8

Evaluation	Class attendance/participation	10%
	Assignments	15%
	Quizzes	40%
	PBL Assignments	20%
	Final Project	15%

Grading policy	90-100 A
	80-89 B
	70-79 C
	60-69 D
	0-59 F

Grade cut-off's are only approximations. Actual cut-off's will be determined by the instructor after all grades have been calculated.

Course Attendance Attendance of lectures is **optional**, but strongly encouraged. Most exam questions will come from material covered in the textbook and during lectures. However, some information may only be presented in class. Attendance at all scheduled exams is required. No make up quizzes will be given unless prior approval is obtained from Dr. Black and an official written excuse from the University or a physician is provided.

There will be no make-up quizzes without an official written excuse from the university or a physician.

Course Objectives

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

- Define and describe physical activity and physical fitness and their relation to chronic disease
- Understand and appreciate the need for and evolution of physical activity guidelines
- The relationship of PA and PF to sex and ethnicity
- Understand how a single bout of PA effects metabolism, the cardiovascular, respiratory, and endocrine systems
- Understand the effects of chronic PA on metabolism, skeletal muscle, and the cardiovascular, metabolic and respiratory systems
- Appreciate the relationship between PA and PF and mortality and the biological mechanisms responsible for the relationship
- Understand the risk factors and mechanisms underlying the relationship between PA and PF and cardiovascular disease, obesity, diabetes, cancer, bone health, and mental health
- Understand how PA and PF interact to improve the quality of life and independence in aging

Tentative Content Outline

Week 1
D.I.S.C. assessment
Current State of Affairs regarding PA, Obesity, and Mortality

Week 2
What is Physical Activity and how can it be measured
History of PA

Week 3
Research/scientific inquiry into PA and health

Week 4
Measurement of fitness
PA, fitness, and mortality

Week 5
Assessing Obesity

PA Guidelines
PA, Sex and ethnicity

Weeks 6 and 7
PA and PF and Cardiovascular disease
First PBL

Week 8 and 9
PA and Diabetes
Second PBL

Week 10 and 11
PA and Cancer
Third PBL

Weeks 12
PA and Mental Health
Fourth PBL

Weeks 13
PA and Aging
PA and Musculoskeletal Disorders

Week 14 and 15
Promoting PA

Week 16 and 17
Presentations

Multicultural Diversity

Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Academic Code of Conduct:
Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" for the course in which the academic dishonesty occurred.

Request for Disability Modifications:

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233

Fire Drill Procedure:

In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit not obstructed by fire or smoke. Students should be familiar with the floor plan and exits of the classroom building.

In case of a fire: DO NOT reenter the building under any circumstances. Assemble for a head count in front of the building away from the fire apparatus and report your presence to your instructor. Follow directions of the uniformed Public Safety Officers in your area. Exit the building using the stairs. Health Science building occupants will exit to the front of Herty. Stay with your group and with your instructor.

Electronic devices:
Please silence all cell phones during class unless it is required for an emergency contact. No text messaging or e-mailing is allowed during class unless in the case of an emergency. If you are caught texting in class you will lose a letter grade on your next exam.

Instructor: Kelly Manning, Ph.D. (ABD)
Office: Parks – Memorial Hall 123
Office Phone: 478.445.1221
Office Hours: Monday 10:00am – 1:00pm / Tuesday 1:00 – 4:00 pm
Email: kelly.manning@gcsu.edu

Course Description:
This course is designed to introduce undergraduate exercise science students to Cardiopulmonary Rehabilitation programming. Topics include initial evaluation, lifestyle modification, exercise programming, resistance training, and home programming. In addition, a portion of this course will address electrocardiogram (EKG) analysis and interpretation.

Required Text:
- AACVPR. *AACVPR Cardiac Rehabilitation Resource Manual.* Human Kinetics: Illinois, 2006.
-Dubin, D. *Rapid Interpretation of EKG's, 6th ed.* Cover Publishing Co., 2000.

All course materials can be found on **GeorgiaView**:
https://gcsu.view.usg.edu/webct/logonDisplay.dowebct?insId=21399011&glcid=URN:X-WEBCT-VISTA-V1:03143674-a818-5d85-016b-ced814107be4&insName=Georgia%20College%20and%20State%20University

Course Objectives:
Upon completion of this course students will have done or will be able to:
* Describe the hierarchy of rehabilitative programs for cardio-pulmonary patients;
* Discuss and describe the physiological mechanisms involved with atherosclerosis;
* Describe some of the invasive and non-invasive medical treatments for cardiac patients;
* Demonstrate a basic knowledge of common cardiac medications and their effect on exercise functional capacity;
* Discuss and interpret appropriate exercise guidelines for cardio-pulmonary rehab patients;
* Describe the resting EKG by identifying important waves, segments, intervals and axis that comprise the normal resting EKG;
* Demonstrate knowledge of normal and abnormal resting EKGs and be able to recognize selected EKG abnormalities during exercise testing;
* Recognize changes in the ST segment, the presence of abnormal T waves and significant Q waves as well as their importance in resting and exercise EKGs;
* Define the EKG criteria for terminating an exercise test due to ischemic conditions;
* Identify EKG patterns with conduction defects and dysrhythmias.

Attendance Policy:
You are expected to attend class regularly, to be on time and to participate. You will be responsible for **ALL material discussed during class time for this course.

Electronic devices:
Please silence all cell phones during class unless it is required for an emergency contact. No text

messaging or e-mailing is allowed during class unless in the case of an emergency.

Excessive disruptions or inappropriate behavior in class will not be tolerated.

****Exams and ALL assignments missed without prior consent may NOT be made-up except in the case of an emergency, which did not allow for prior consent.** In the case of such emergencies, make-ups will be the discretion of the instructor and will be decided on an individual basis. Excused absences may include university approved activities, religious holidays of the student's faith, summons, jury duty, illness, or other compelling reasons as determined by the instructor. Appropriate documentation of the reason for absence is required. Please inform the instructor before class if possible or as soon as practicable after the absence. Excessive absences are prohibited and emergencies must be discussed with and determined by the instructor.

Requirements:

1. There will be six (6) **Quizzes**. They will be comprised of multiple choice, true/false, fill in the blank, and essay questions. **Test dates are: Jan 27, Feb 3 & 22, Mar 8 & 31, and Apr 28.**

2. There will be ten (10) **Assignments. These will consist of IN-CLASS as well as TAKE-HOME assignments.** Due dates are located within the Course Schedule.
**** See above statement on MISSED assignments – NO assignment will be accepted LATE****

Grading:
Quizzes = 30%
Assignments = 70%

A = $\geq$ 90 B = 80-89 C = 70-79 D = 60-69 F = < 60

***Last day to drop a course / Withdraw without academic penalty (unless previously assigned an F by professor for absences) is Monday March 7th , 2011.

Request for Disability Modifications:

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services of the GCSU Office of Institutional Equity and Diversity can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations needed to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived but accommodations may assist you in meeting the requirements.

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Academic Code of Conduct:
Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" for the course in which the academic dishonesty occurred.

Multicultural Diversity:
Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Fire Drill Procedure:

In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit not obstructed by fire or smoke. Students should be familiar with the floor plan and exits of the classroom building.

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All written work must exhibit college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted. If you need assistance, please contact the Writing Center at: http://www.gcsu.edu/writingcenter/index.htm

PLEASE NOTE THE FOLLOWING:
Grades are based on actual performance. Professional and personal circumstances which occurred during the semester and precluded the student from performing at satisfactory levels WILL NOT be considered in the determination of the final course grade. Also, the effect of your final grade on your overall GPA, graduation qualification, or scholarship eligibility is irrelevant in the determination of your grade. Only your actual performance in this course is considered in determining your final grade.

Course Schedule:

DATES	TOPIC	ASSIGNMENT
Jan 11	**SNOW DAY**	
13	Introduction and review of syllabus	**Text Read: Chapter 3** **Dubin Read: Chapter 1 & 2**
18	Chapter 3: Efficacy of Secondary Prevention and Risk Factor Reduction	
20	Chapter 3: Cont.	**Assignment 1** **Text Read: Chapter 4** **Dubin Read: Chapter 3**
25	Chapter 4: Psychosocial Issues and Strategies	**Assignment 2**

27	**Quiz 1 (Text)**	**Review: Dubin Chapters 1 - 3**
Feb 1	Dubin Chapters 1- 3	
3	**Quiz 2 (Dubin)**	**Text Read: Chapter 1** **Dubin Read: Chapter 4**
8	Chapter 1: Atherosclerosis	
10	Chapter 1: Cont.	**Assignment 3** **Text Read: Chapter 2**
15	Chapter 2: Contemporary Revascularization Procedures	
17	Dubin Chapter 4	**Assignment 4**
22	**Quiz 3 (Text and Dubin)**	**Text Read: Chapter 5**
24	Chapter 5: Exercise and the Coronary Heart Disease Connection	**Text Read: Chapter 6** **Dubin Read: Chapters 5 & 6**
Mar 1	Chapter 6: Cardiovascular and Exercise Physiology	
3	Chapter 6: Cont.	**Assignment 5**
7	**Last Day to Withdrawal with a "W"**	
8	**Quiz 4 (Text)**	**Text Read: Chapter 8** **Review: Dubin Chapters 5- 6**
10	Chapter 8: Electrocardiography in Heart Disease	
15	Dubin Chapters 5 & 6	**Assignment 6**
17	Dubin Chapters 5 & 6	
22 / 24	**SPRING BREAK**	**Be Safe! Have Fun!**
29	Dubin Chapters 5 & 6	**Assignment 7**
31	**Quiz 5 (Text and Dubin)**	**Text Read: Chapter 7**
April 5	Chapter 7: Exercise Prescription	
7	Chapter 7: Cont.	**Assignment 8** **Text Read: Chapters 9 & 10** **Dubin Read: Chapters 7 - 9**
12	Chapter 9: Women Chapter 10: Older Patients	**Assignment 9**
14	Dubin Chapters 7 - 9	**Text Read: Chapters 11-13** **Dubin Read: Chapter 10**
19	Chapter 11: Diabetes Mellitus Chapter 12: Chronic Heart Failure Chapter 13: Cardiac Transplantation	**Assignment 10**
21	Dubin Chapter 10	
26	**Review**	
28	**Quiz 6 (Text and Dubin)**	

***The course syllabus provides a general plan for the course; deviations may be necessary**

KINS 4242 – Clinical (Practicum) Experience in Exercise Science IV
Spring Semester 2011
Monday 4:00 pm – 4:50 pm
Wellness Depot- 102

Instructor: Kelly Manning, Ph.D. (ABD)
Office: Parks – Memorial Hall 123
Office Phone: 478.445.1221
Office Hours: Monday 10:00am – 1:00 pm / Tuesday 1:00 – 4:00pm
Email: kelly.manning@gcsu.edu

Catalog Description
A supervised practical experience in a community wellness center, cardio-pulmonary rehabilitation program, physical/occupational therapy program and/or a sports medicine rehabilitation program.

The primary purpose of the Exercise Science practicum experiences is to expose the students to "real world" work experience in a professional allied health setting. This practicum was designed with Academic Service Learning experience as the primary initiative.

Cognitive Objectives:
- Understanding of professional work ethics, policies, and procedures in various allied health settings.
- Knowledge of patient/client rights and confidentiality.
- Knowledge of safety procedures according to OSHA and other safety agencies.

Affective Objectives:
- Gain an appreciation for multicultural diversity through various interactions with patients from diverse cultural heritages.
- Respect patients and their rights to strict confidentiality.
- Acceptance of the professional responsibility to enhance the professional growth of allied health professionals, colleagues, and peers through a continual sharing of knowledge and skills.

Psychomotor Objectives:
- Compose and write a daily journal documenting personal experiences in the allied health field.
- Application of proper safety procedures when dealing with specific clients/patients.

Grading
The final grade for the course will be based on the total number of points accumulated throughout the term on the various assignments.

Performance in the Allied Health setting (108 Hours)	40%	
Class meetings (4 hours)		10%
Weekly Journal Submissions		10%
Practicum Portfolio		10%
Depot Human Performance Lab	10%	
GCSU Exercise Science Club Participation (9 hours)		10%
Depot Bulletin Board		10%

Grading Components

Performance in the Allied Health setting (8 hours per week)

Senior Exercise Science students are responsible for accumulating 8 hours per week in an approved Allied Health setting. Approved settings include the Wellness Depot, GCSU Athletic Teams, or any other pre-approved "clinical" experiences. If you have special circumstances and/or opportunities that you would like to seek in order to meet practicum requirements, site approval must first be obtained from instructor.

Class Meetings - Mondays 4pm-4:50pm

Class meetings will be used for practicum updates, general planning and group strategy development. Attendance is required! Mark Your Calendar for the following dates:

- Jan 24
- Feb 21
- Mar 18
- Apr 18 (rap-up)

Weekly Journal Submissions

Senior Exercise Science students are required to submit journal entries every week. Submissions are due every Sunday by 12 Midnight. Entries should include everything that was accomplished for practicum credit during the previous 7 days (Personal Training, Class Meetings, Depot Human Performance Lab, Exercise Science Club, Bulletin Board, and any "Pre-Approved Options" that you choose.)

Practicum Portfolio -

G. Quick Reference Page: 1 page outline of what, where, and how many hours that you have completed during the semester.
H. Daily Journal/Reflection: Provide summaries of your daily experiences including specifics on procedures, training exercises, etc. Remember to not include specific names or any other personal patient information. Printed copies of your "Weekly Journal Submissions" are accepted.
I. Class Meetings: include course syllabus, all agendas and handouts.
J. Exercise Science Club: meeting agendas, topics discussed, activities, etc.
K. Personal Training: Exercise Prescriptions, Exercise Test Profiles, Client Notes
L. "Pre-Approved Options"

Depot Human Performance Lab

Senior Exercise Science students are required to supervise the Depot Human Performance Lab **1 hour** per week for 6 weeks. Please note your designated 6-week period: a) January 24-Mar 1 or b) Mar 7-Apr 19. Lab Operation Hours will be every Monday and Wednesday time TBD.

Exercise Science Club

Participating in the Exercise Club is seen as a great opportunity for students to grow and develop within the program academically and personally. **9 hours** of club meetings and events will count towards practicum credit. ****Intramural activity will be allowed after the 9 hours are met**** Please carefully document your time spent at specific events. Extra practicum hours will be credited to those who hold office within the Exercise Science Club

Depot Bulletin Board

With a partner, each student is responsible for creatively and informatively decorating the Depot Bulletin Board one week during the Spring 2011 semester. YOU and YOUR PARTNER are in control of the topic!! Be sure not to repeat previous weeks' information. Please notify Amy Whatley 48 hours in advance of supplies needed to complete your assignment.
****Bulletin Boards need to be up every Friday – sign-up at first meeting ****

Personal Training Guidelines

- Minimum of **4 hours/week** OR **two (2) clients**
- Must follow " Depot Personal Training Procedures" - manual located in Lab
    - Clients must submit application – Clients will be announced via **myCats**
    - GCSU Employees have first priority.
    - Seniors CANNOT train close friends, roommates and or girl/boy-friends.
- Personal Training Evaluation required for each client – Forms to be uploaded to **myCats**

Pre-Approved Options

(Remember: "Pre-Approved Options" should not take priority over the course requirements outlined in the 'Grading' section of the syllabus.)

Campus Wellness Programs

- Inform Instructor of participation **prior to start of program**.

Professional Conferences

- Maximum Credit Hours Accepted = 20 hours. Travel time not accepted.

Training Athletic Teams

- Above and beyond required 4 hours/week

Shadowing Professional Certified Trainers (NSCA, ACSM, NASM, ACE)

- Limit 1 hour/week (Either one 1-hour session or two 30-minute sessions)
- Maximum Credit Hours Accepted = 15 Hours

Sinclair Baptist Physical Education Classes

- Maximum Credit Hours – 50 hours

Special Olympics

- Provides leadership, organizational, motivational and sport training opportunities.
- ongoing through fall semester
- Assisting with the Georgia State Special Olympics held in Valdosta in October also approved for practicum credit

Research Assistance

- Volunteering with COHS faculty/GA's for current research projects

Ropes class (substituted for Aerobics Class)

- Monday and Wednesday from 4:45-5:15pm.

Attendance Policy

There are no absences allowed without prior approval of the field supervisor. If a student cannot report for the day they must notify the field supervisor at least 48 hours in advance.

Multicultural Diversity

Where appropriate, this course will address racial, cultural, and gender differences in regard to health and exercise values attitudes and behaviors and will explore the importance of cultural sensitivity in teaching methodologies.

Academic Code of Conduct:

Students are expected to comply with all aspects of the GC&SU Student Academic Dishonesty Policies as described in the Undergraduate Catalog. Students violating this code will receive an "F" on the assignment and/or an "F" for the course in which the academic dishonesty occurred.

Academic Dishonesty:

Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College & State University. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of an assignment, an oral reprimand, a written reprimand, an F or zero of the work submitted, removal from the course with a grade of F, to suspension or exclusion from the University. Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

a. Cheating on an examination
b. Collaborating with others in work to be presented contrary to the stated rules of the course
c. Plagiarizing, including the submission of others' ideas or papers as one's own
d. Stealing examination or course materials
e. Falsifying records, laboratory results, etc.
f. Knowing and intentionally assisting another student in any of the above activities or similar activities

All written work must exhibit college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted. If you need assistance, please contact the Writing Center at: http://www.gcsu.edu/writingcenter/index.htm

Confidentiality

This course is required for the Health Education: Exercise Science program and students are required to maintain patient/client confidentiality by following HIPAA rules. Please refer to:
http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html
Any discussion of actual practicum experiences should be kept confidential and not discussed with other parties not directly related to the case involved. If any student violates these guidelines they will be subject to academic prosecution.

GEORGIA COLLEGE & STATE UNIVERSITY
SCHOOL OF HEALTH SCIENCES
DEPARTMENT OF KINESIOLOGY
HLTH 490H INTERNSHIP

Instructor: Dr. Mike Martino
Office: 108-B Centennial Center
Office Hours: By Appointment
Office Phone: 478-445-6987 or 478-445-4072
Fax # 478-445-1790
E-mail: mike.martino@gcsu.edu

I. Course Description: An individually designed and planned learning experience in either a private or public allied health setting.

II. Goals and Objectives: To provide the student with a culminating experience at the completion of their respective undergraduate program requirements to allow an opportunity to apply learned skills in a public or private allied health setting. The objectives listed below may be different and can be established by the specific internship site and their staff.

As a result of this internship, the student will be able to:

1. Work effectively as part of an interdisciplinary team.
2. Coordinate and conduct fitness evaluations, including but not limited to aerobic capacity, percentage body fat, muscular strength and endurance, and flexibility.
3. Develop and implement exercise prescriptions with apparently healthy individuals and/or special populations.
4. Evaluate and address the psychosocial dynamics of health behavior change and exercise adherence.
5. Demonstrate knowledge of exercise training/rehabilitation principles with clients.
6. Revise prescriptions/treatment plans based on physical and psychosocial re-evaluation of clients.
7. Identify the roles and responsibilities of the exercise leader in the internship setting.
8. Evaluate the agency's policies, protocols, and staffing dynamics in terms of agency goals.
9. Demonstrate effective communication and interpersonal skills with clients, peers, and supervisors.

HLTH 490 H is an 8-semester hour internship. It requires a **minimum** of 320 hours over a 15-week semester or over both summer sessions (approximately 9 weeks). Students are encouraged to put in more than the minimum number of hours in order to obtain as full-time an experience as possible.

III. Professional Liability Insurance

Before interning all students must show proof of professional liability insurance. Policies can be obtained through Healthcare Providers Service Organization (HPSO). A one-year policy costs $29.00 at the student rate. Application forms are available in the main office in Centennial 228 or you can access it online at www.hpso.com.

IV. Assignment Guidelines

1. Daily Journal and My Cats Web Postings

The journal or log serves many purposes. First, it is a way of documenting your time. You should list the date, day of the week, and hours worked. The length of your entry will vary. Note what you did that day, what you learned, any professional contacts or meetings made and your personal feelings about the day. Entries usually range from a paragraph to a page. Journal entries must be e-mailed to the University supervisor on a weekly basis. You will also print these out and include them in your portfolio that will be turned it at the end of the semester.

2. Exit paper

This assignment should be two to four typed pages in length. This is a summary of your experience during your internship. This paper is very important for future GCSU Exercise Science students because it provides excellent feedback on the internship site. In addition, it helps the faculty at GCSU address any weaknesses that may exist in the current curriculum.

Please answer the following questions within your paper:

1. Name of facility, history, staffing allocation, client base, competition in community, etc.
2. What was your role as an intern?
3. Who did you spend the most time with?
4. Knowing what you know now, would you choose this placement again? Why or why not?
5. Would you recommend this placement for another intern? Why or why not?
6. How well prepared were you academically for the placement?
7. Did GCSU do a good job of preparing you or is there an area of weakness in our curriculum?
8. Describe the guidance that your site supervisor provided to you during your internship?
9. Did you feel like you learned valuable skills that will help you in the future?
10. Has this internship had any impact on your future?
11. Has it opened any doors professionally or made your personal game plan any clearer?
12. Is the internship a valuable part of our exercise science curriculum? Why or why not?

3. Project

This will be individually planned with your field supervisor at the beginning of your internship. The project should be something that you do for the organization (e.g. resource manual, needs assessment, bulletin board(s), unit plan, educational presentations, etc.).

4. Portfolio

All student work is to be submitted at the end of the internship in a portfolio. This portfolio serves as a visual record of what you have been doing throughout your internship. It should be neatly presented in a large 3-ring binder. Contents may include, but are not limited to, the following:

a. Internship objectives
b. Information regarding the facility

c. Daily journal (typed please)
d. Record of hours worked
e. Examples of work produced e.g. pamphlets, flyers, newsletters, etc.
f. Training - conducted or attended, certificates received
g. Notes and/or materials from your project
h. Exit paper
i. Photos of facility, staff, clients, you in action

j. Other materials as appropriate

V. Policy on Holidays

During your internship, for all intents and purposes, you become an employee of the organization with which you are interning. That means that, even though you are still technically a student, you must conform to the work schedule of the organization. If they take a holiday that is not one recognized by GCSU, then you are entitled to take that holiday. However, if the organization is operating during a holiday period for GCSU, e.g. spring break, then your first obligation is to the organization. You are expected to work during these times **UNLESS** you receive prior permission from your site supervisor.

VI. Evaluation/Assessment: Your grade will be determined based upon the assignments described above and the evaluation conducted by your site supervisors. All are weighted equally.

Daily Journal	20%
Exit Paper	20%
Project	20%
Employer's Evaluation	20%
Portfolio Quality	20%

Grades will be assigned as follows:

90-100%	A
80-89.99%	B
70-79.99%	C
60-69.99%	D
Below 60%	F

Students receiving grades below a 'C' will need to repeat the internship.

APPENDIX F

MOU Listing

Name of Facility	Program
Atlanta Rehabilitation and Performance Center, Inc.	Kinesiology
Baldwin County Board of Education	Kinesiology
Baldwin County Cooperative Extension	Kinesiology
Baldwin County Dept. Family & Children Services	Kinesiology
Boys & Girls Club of Baldwin & Jones County, Inc.	Kinesiology
Buford High School	Kinesiology
Carl Vinson VA Medical Center	Kinesiology
Central State Hospital	Kinesiology
Children's Healthcare of Atlanta, Inc.	Kinesiology
Clemson University Athletics- Athletic Training Room	Kinesiology
Coca-Cola Company- Health Management Department	Kinesiology

Community Health Care Systems, Inc.	Kinesiology
Communities in Schools Milledgeville-Baldwin County	Kinesiology
Compassionate Care Clinic	Kinesiology
DDE- Dwight David Eisenhower Army Medical Center -07-04-01	Kinesiology
Doulos Discovery School	Kinesiology
Eagle Ranch, Inc.	Kinesiology
East Georgia Health Cooperative, Inc.	Kinesiology
Emory Wellness Center	Kinesiology
First Presbyterian Day School	Kinesiology
Florida Hospital for Children, Healthy 100 Kids Program	Kinesiology
Forsythe Street Orthopedic and Rehab Center	Kinesiology
Foundation for Sustainable Development	Kinesiology
Georgia Academy for the Blind	Music Therapy
Gwinnett Hospital System, Inc.	Kinesiology

Houston Wellness Center - Hospital Authority of houston County, Georgia d/b/a Houston Healthcare	Kinesiology
Hughston Hospital, Inc.	Kinesiology
John Milledge Academy	Kinesiology
Kate's Club	Kinesiology
Lightforce Family Chiropractic	Kinesiology
Loras College All-Sports Camp	Kinesiology
Macon Pinetoppers Peach State League	Kinesiology
McGinnis Woods Country Day School	Kinesiology
Medical College of Georgia - MCG Health, Inc.	Kinesiology
Mercer University Sports Medicine	Kinesiology
Midway Elementary School	Kinesiology
Milledgeville Bone & Joint Specialists	Kinesiology
Morgan County High School	Kinesiology
Mount de Sales Academy	Kinesiology

OrthoGeorgia Properties, Inc.	Kinesiology
OrthoSport Physical Therapy, LLC	Kinesiology
Peach County High School	Kinesiology
Physical and Athletic Rehab Center	Kinesiology
Physical Therapy at Serenity, LLC	Kinesiology
Piedmont Orthopedic and Sports Medicine Complex	Kinesiology
Projects Abroad, Inc.	Kinesiology
River Edge Behavioral Health Center	Kinesiology
St Mary's Health Care System, Inc.	Kinesiology
St. Joseph's/ Candler Health System	Kinesiology
Tanner Medical Center, Inc.	Kinesiology
Tattnall Square Academy	Kinesiology
The Wellness Center	Kinesiology
Twin Lakes Physical Therapy	Kinesiology

University of Georgia Athletic Training	Kinesiology
Vanderbilt University Medical Center	Kinesiology
Washington County Regional Med. Center-Wellness Works	Kinesiology
WellStar Health System	Kinesiology
WellStar Health System, Inc.	Kinesiology
Wesleyan College	Kinesiology