GEORGIA COLLEGE & STATE UNIVERSITY
DEGREE PROGRAM and CURRICULUM CHANGES PROPOSAL COVER SHEET

PROPOSAL: Three new Concentration Delineations within the BS in Exercise Science	
COLLEGE: Health Sciences	DEPARTMENT: Health & Human Performance
DEGREE: B.S.	CIP CODE:
MAJOR: Exercise Science	MINOR:
CONCENTRATION NAMEs: 1) Fitness and Performance; 2) Sports Medicine; 3) Pre-Professional	PROPOSED EFFECTIVE DATE: (semester/year) : August 2016

Description and Rationale for Recommended Action (attach additional pages if needed, this description will be shared at all levels in the University, and the University System and SACS Offices):

The BS in Exercise Science is our largest major with over 400 students wanting to do various careers. In addition, we are currently writing a program proposal to transition our BS in Athletic Training to a master's level (as required by their governing body) and foresee the need to keep those students here at GC for their undergraduate degree (with a BS in Exercise Science), but prepare them for their application and pre-requisites for the MS in Athletic Training. Therefore, the addition of the 3 new concentrations will allow us to:
1) better prepare and track those going on to professional schools (OT, PT), and have more accurate data for reporting, analysis, and assessment (Pre-Professional)
2) prepare those students earning a BS in Exercise Science and wanting to apply for the MS in Athletic Training (Sports Medicine) and
3) allow those students wanting to do personal training or go on to a graduate program in strength and conditioning the opportunity to take courses more tailored to their future goals and needs (Fitness and Performance).

Action Item (Check one.)
__X__ New Major, Minor, Certificate, or Concentrations
_____ Rename Major, Minor, Certificate, or Concentration
_____ Deactivate/Discontinue Major, Minor, Certificate, or Concentration
_____ New Degree or Graduation Requirement
_____ General Education Requirement or Change
_____ Curricular Change that Impacts Multiple Colleges
__X__ Modify Existing Major, Minor, Certificate, Concentration Requirements

All required documentation must be attached. (Electronic MS Word files with supporting documents are required at each level of review)

Reviewing entity	" • " denotes necessary routing.				Signature and Date	Recommend	*Not Recommended	Reviewed – Information Only
	Major (new, modify, rename, deactivate)	Concentration or Certificate (new, modify, rename, deactivate)	Minor (new, modify, rename, deactivate)	General Education or Curricular Change affecting multiple colleges				
Chair, Department Curriculum Committee	•	•	•	•	Lori M Griffin	X		
Department Office Department Chair	•	•	•	•	Lori M Griffin	X		
Chair, College Curriculum Committee	•	•	•	•	2/12/16	✓		
Dean's Office Dean	•	•	•	•	Sandra K Gilbert	X		
Graduate Council (as appropriate for Graduate Curriculum)	•	•		•				
Curriculum and Assessment Policy Committee of University Senate	•	•	•	•				
University Senate	•	•		•				
Academic Affairs Provost Office	•	•		•				
President	•			•				
USG/BOR Review/Information Item	•	•	•	•				
SACSCOC Notification	•	•	•					

*A "Not Recommend" recommendation should include reviewer rationale and recommended action.

GEORGIA COLLEGE
GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

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College of Health Sciences
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MEMO

To:	Dr. Judith Malachowski, Associate Dean College of Health Sciences
From:	Dr. Lisa M. Griffin, Director School of Health & Human Performance (SHHP)
Date:	February 2, 2016
Re:	Curriculum Modifications

Attached you will find: a cover sheet/routing form; new Program of Study for the proposed concentrations in the BS Exercise Science major; and four new course proposals with their abbreviated syllabus. SHHP is recommending three new concentrations within the Exercise Science major for different reasons:

1. Exercise Science is our largest major with over 400 students and the addition of concentrations will allow us to better prepare students for the different careers they may embark upon with an Exercise Science degree.
2. We are currently writing a program proposal to transition our BS in Athletic Training to a master's level (as required by their governing body) and foresee the need (and desire) to keep those students here at GC for their undergraduate degree (a BS in Exercise Science), but prepare them for their application and pre-requisites for the MS in Athletic Training.

The addition of the three new concentrations will allow us to:
1) Better prepare and track those going on to professional schools (OT, PT, PA), and have more accurate data for reporting, analysis, and assessment (Pre-Professional);
2) Offer necessary pre-requisites for those students earning the BS in Exercise Science and wanting to apply for the MS in Athletic Training (Sports Medicine); and
3) Allow those students who desire to go on to a graduate program in strength and conditioning or become a personal trainer the opportunity to take courses more tailored to their future goals and needs within the Fitness and Performance Concentration.

Please let me know if you have additional questions and/or concerns.

Lisa M Griffin

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM

Action (A-Add M-Modify D-Delete)	Discipline Abbr	Course Number	Course Title	Hours (L-L-C)	Repeatable	Grade Type	Prerequisite	Co-Requisite
A	KINS	4813	Research Methods Kinesiology	3-0-3	NR or RP	N or S	Math 2600	
A	KINS	3101	Prevention & Emergency Concepts In Healthcare	2-1-3	NR or RP	N or S	HSCS 2813 or BIOL 2160	
A	KINS	3200	Exercise & Sports Nutrition	3-0-3	NR or RP	N or S	KINS 2200 and KINS 2323	
A	KINS	3205	Personal Training	2-2-3	NR or RP	N or S		
A	KINS	4101	Foundations of Therapeutic Medicine	3-0-3	NR or RP	N or S	KINS 3101	
M	KINS	4233	Clinical Exercise Physiology	3-0-3	NR or RP	N or S	*This is only a "Course Title" change – content will not change.*	
					NR or RP	N or S		
					NR or RP	N or S		
					NR or RP	N or S		
					NR or RP	N or S		
					NR or RP	N or S		

COMMENTS For KINS 4813, we are just adding MATH 2600 as a pre-requisite; KINS 3101, 3200, 3205, and 4101 are all new courses to accompany the proposed Exercise Science Concentrations; for KINS 4233, this is only a Course Title change from Cardiac Rehabilitation to Clinical Exercise Physiology, the course number will remain the same.

LAB FEE INFORMATION _____

Effective Semester / Year _____

Approved By Sandra K Stead **Date** 2/16-16
(Dean)

Approved By _____ **Date** _____
(Academic Vice President)

Updated 7/2007(REVISED Council of Deans)

School of Health & Human Performance
BS Exercise Science Concentrations
Proposal

Fitness and Performance	Sports Medicine	Pre-Professional
Area F courses (18 hours)	**Area F courses (18 hours)**	**Area F courses (18 hours)**
HSCS 2813 Anatomy of Human Movement (4) or BIOL 2160 Anatomy & Physiology I (4)	HSCS 2813 Anatomy of Human Movement (4) or BIOL 2160 Anatomy & Physiology I (4)	BIOL 2160 Human Anatomy & Physiology I (4)
HSCS 2823 Physiology of Human Movement (4) or BIOL 2170 Anatomy & Physiology II (4)	HSCS 2823 Physiology of Human Movement (4) or BIOL 2170 Anatomy & Physiology II (4)	BIOL 2170 Human Anatomy & Physiology II (4)
KINS 2331 Medical Terminology (1)	KINS 2331 Medical Terminology (1)	KINS 2331 Medical Terminology (1)
KINS 2323 Nutrition (3)	KINS 2323 Nutrition (3)	KINS 2323 Nutrition (3)
KINS 2200 Intro. to Exercise Biochemistry (3)	KINS 2200 Intro. to Exercise Biochemistry (3)	KINS 2200 Intro. to Exercise Biochemistry (3)
KINS 2303 Personal Health & Fitness (3)	PSYC 1101 Intro to General Psychology or PSYC 2103 Intro to Human Development (3)	PSYC 1101 Intro to General Psychology (3)
Common Major Core: (23 hours)	**Common Major Core: (23 hours)**	**Common Major Core: (23 hours)**
KINS 3103 Structural Kinesiology (3)	KINS 3103 Structural Kinesiology (3)	KINS 3103 Structural Kinesiology (3)
KINS 3200 Exercise & Sports Nutrition (3)	KINS 3200 Exercise & Sports Nutrition (3)	KINS 3200 Exercise & Sports Nutrition (3)
KINS 3203 Physiology of Exercise (3)	KINS 3203 Physiology of Exercise (3)	KINS 3203 Physiology of Exercise (3)
KINS 3223 Biomechanics (3)	KINS 3223 Biomechanics (3)	KINS 3223 Biomechanics (3)
KINS 3233 Methods of Resistance Training (2)	KINS 3233 Methods of Resistance Training (2)	KINS 3233 Methods of Resistance Training (2)
KINS 3262 Exercise Testing (3)	KINS 3262 Exercise Testing (3)	KINS 3262 Exercise Testing (3)
KINS 4203 Exercise Prescription (3)	KINS 4203 Exercise Prescription (3)	KINS 4203 Exercise Prescription (3)
KINS 4813 Research Methods (3)	KINS 4813 Research Methods (3)	KINS 4813 Research Methods (3)
Concentration Specific Courses: (37 hrs)	**Concentration Specific Courses: (37 hrs)**	**Concentration Specific Courses: (37 hrs)**
KINS 3205 Personal Training (3) (new course proposal)	KINS 3101 Prevention & Emergency Concepts in Healthcare (3) (new course proposal)	KINS 3212 Practicum I (2)
KINS 3212 Practicum I (2)	KINS 3212 Practicum I (2)	KINS 4206 Internship (12)
KINS 3243 Exercise Leadership (3)	KINS 4101 Foundations of Therapeutic Medicine (3) (new course proposal)	KINS 4233 Clinical Exercise Physiology (3) (title change from current Cardiac Rehab)
KINS 4206 Internship (12)	KINS 4206 Internship (6)	KINS 4343 Methods of Health Promotion (3)
KINS 4213 Essentials of Strength & Conditioning Programs (3)	KINS 4213 Essentials of Strength & Conditioning Programs (3)	PSYC 2103 Intro to Human Development (3)
KINS 4222 Practicum II (2)	KINS 4233 Clinical Exercise Physiology (3) (title change from current Cardiac Rehab)	PSYC 3200 Abnormal Psychology (3)
	PSYC 3200 Abnormal Psychology (3)	
Electives (12)	**Electives (14)**	**Electives (11)**
	CHEM 1211 – may be taken in the Core or as an elective (4)	CHEM 1211 – may be taken in the Core or as an elective (4)
	BIOL 1107 or BIOL 3180 - may be taken in the Core or as an elective (4)	BIOL 1107 or BIOL 3180 - may be taken in the Core or as an elective (4)
	PHYS 1111 – may be taken in the Core or as an elective (4)	PHYS 1111 – may be taken in the Core or as an elective (4)

Abbreviated Course Syllabus: KINS 3101 Prevention & Emergency Concepts in Healthcare

1. ***Course Title and Proposed Number:*** ***KINS 3101*** *Prevention & Emergency Concepts in Healthcare*

2. **Catalog Description:**

This course provides an opportunity to introduce clinical skills used for the application of the components of general prophylactic techniques used in healthcare as well as emergency procedures used in the active population. Administrative considerations as well as prevention and immediate care of athletic injuries including first aid/CPR/AED, and emergency procedures will also be presented. Training of basic patient functional skills will be demonstrated and theory, principles, and practice of taping, wrapping, and bracing procedures used for prevention purposes in diverse patient populations as well as variables of exercise prescription and design will also be explored.

3. **Course Function:** This course satisfies 3 hours in the Sports Medicine concentration in the BS Exercise Science major.

4. **Course Topics:**

- Risk management and injury prevention
- Acute care of injuries and illnesses
- Professional development and responsibilities
- Functional progression of therapeutic exercises for healing and safe return to activity for the patient
- Nutrition
- Foundations of taping, bracing, and protective equipment
- Common therapeutic medications
- Emergency Situations and related injury assessment
- Bloodborne Pathogens
- First Aid and CPR
- Psychological aspects of injury

5. **Expected Student Learning Outcomes:**

- Describe the importance of flexibility, strength, and cardio respiratory endurance for both athletic performance and injury prevention.
- Identify specific techniques and principle for improving flexibility, muscular strength, and cardio-respiratory endurance.
- Identify the six classes of nutrients and describe their major functions.
- Explain the importance of good nutrition in enhancing performance and preventing injuries.
- Fit selected protective equipment properly (football helmets, shoulder pads, shoes).
- Differentiate between features of selected protective devices.
- Establish how to develop a plan for handling emergency situations.
- Explain the importance of knowing CPR/AED and how to manage an obstructed airway.
- Describe techniques for moving and transporting the injured patient.
- Describe appropriate care for skin wounds.
- Describe the transmission, symptoms and signs, and treatment of bloodborne pathogens.
- Identify the psychological reactions that can be experienced by the injured patient.
- Identify attitudes in active individuals that can be of assistance in rehabilitation and reconditioning.

- Describe the criteria and the decision-making process for determining when an injured individual may return to full activity.
- Differentiate between acute and chronic injury.
- Describe acute traumatic injuries, including fractures, dislocations and subluxations, contusions, ligament sprains, muscle strains, muscle soreness, and nerve injuries.
- Describe chronic overuse injuries involving tendonitis, tenosynovitis, bursitis, osteoarthritis, and myofascial trigger points.
- Explain the various phases of the healing process.

6. **Grading Criteria:**

- **Written exams**
  Three (3) exams will be administered throughout the semester. Questions on each exam could be presented in the following formats: True/False, Multiple Choice, Matching, or Short Answer. Final exam is cumulative. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

- **Evidence Based Clinical Case Presentation**
  Each student will choose a specific concept of the course in which to compose a clinical case. ***10*** resources should be documented ultimately in the final project. Please use only *peer reviewed scholarly* journals for this project. Students will develop a clinical case to be shared with the class based on the supporting documentation and present 5 clinical questions to consider on the topic. Presentations will be scored using a rubric that will be shared prior.

- **Bloodborne Pathogens and HIPPA Quiz**
  Students will complete a bloodborne pathogens quiz at the conclusion of Bloodborne Pathogens Training as well as a HIPPA quiz at the conclusion of training. The quiz will be completed online through the classroom learning management system.

- **Clinical Lab Skill Approvals**
  Students will complete various emergency procedures, wrapping, taping, bracing, padding, and equipment fitting techniques related to caring for the injured patient. All clinical skills will be approved by the instructor or peer lab assistant during lab sessions.

7. **Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:**

   Problem-Based Scholarly Abstract Contributions
   Staying updated with current and accurate information is crucial in health care. Students will compose a scholarly abstract that could be submitted to a journal discussing a topic of current attention needing greater discourse. Students will not only summarize the topic at hand but also explain its relevance and the need for greater attention.

8. **Prerequisites**: HSCS 2813 (Anatomy of Human Movement) or BIOL 2160 (Human Anatomy & Physiology I)

9. **Advanced Graduate Content**: N/A

KINS 3101

Georgia College & State University
Form for Proposal of New Courses

1. Department: School of Health & Human Performance Discipline: Exercise Science

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (L-L-C) 2-1-3 4. Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. **Prerequisite** or Co-requisite HSCS 2813 (Anatomy of Human Movement) or BIOL 2160 (Human Anatomy & Physiology I)

6. Required or elective in what program: Required in the BS Exercise Science program Sports Medicine Concentration

7. Provide rationale for this course: Students pursuing sports medicine or professional health science routes of graduate study will benefit from gaining foundational injury prevention and emergency management of orthopedic and musculoskeletal related injuries

8. How often is the course to be offered? Twice a year

9. Who will teach this course? SHHP Faculty
Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? This course will be a specific concentration course in the Sports Medicine concentration in the BS Exercise Science major.

12. How will an existing program of study change as a result of this course?
The entire Program of Study in Exercise Science is being modified to 3 new concentrations. This course will be required in the proposed Sports Medicine Concentration.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?
Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards…")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for….")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8. Prerequisites (if any)
9. Advanced Graduate Content

Date 2/2/16 Signature Lori M Griffin
Department Chairperson

Date 2/16-16 Signature Sandra A Stuart
Dean of School

Abbreviated Course Syllabus:

1. ***Course Title and Proposed Number:***

   Exercise and Sports Nutrition - KINS 3200 (3 credit hours)

2. **Catalog Description:**

   This course is designed to provide an advanced level of comprehension of the role of nutrients in metabolic and physiological functioning of the body. The course will focus on the relationships between nutrition and physical performance, with an emphasis on nutritional contributions during exercise and sports.

3. **Course Function: (Insert here a statement of what degree programs include this course in their requirements--"This course counts towards...")**

   This course counts towards a degree in Exercise Science.

4. **Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.**

   Macronutrients, Micronutrients and Water
   Digestion, Absorption and Bioenergetics
   Metabolism in Exercise and Training
   Thermoregulation and Fluid Balance
   Nutritional Recommendations
   Nutritional Choices
   Nutritional Supplements
   Body Composition, Weight Control and Energy Balance
   Disordered Eating

5. **Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for....")**

   The student will be able to:
   1. Understand the role of macronutrients and micronutrients and their role in normal and athletic populations.
   2. Understand the concepts associated with positive and negative nitrogen balance in humans.
   3. Identify safe and efficacious nutritional supplement strategies for normal and athletic populations.
   4. Comprehend the relevant scientific literature that supports safe and efficacious weight loss, weight gain, and nutritional strategies for normal and athletic populations.
   5. Design safe and effective nutritional plans for normal and athletic populations.
   6. Evaluate various nutritional supplements based on their ingredients.
   7. Evaluate existing dietary programs utilized by normal and athletic populations.

8. Value the importance of understanding the role that nutritional strategies play in the overall development of athletes.
9. Value the multicultural and gender differences represented in the human body in respect to nutritional approaches for all humans.

The above specific outcomes for this course address, in part, the expected program outcomes for:

They will address the components of program outcome number 5:

5. Exercise Science students will demonstrate a basic understanding of nutritional concepts utilized in healthy weight loss.

5.2323: Apply knowledge and skill in the area of nutrition and how it relates to healthy lifestyles.

5.4203: Analyze and design exercise and energy balance program for respective client populations.

6. **Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)**

1. There will be three (3) **Exams** and one (1) **Final Exam**. They will be comprised of multiple choice, fill in the blank and short answer questions.

2. There will be ten (10) **Assignments**. These will be based on the information being delivered at the time the assignment is released.

3. There will be a paper/presentation on a **Nutrition** topic. Topics will be assigned midway through the semester and will encompass all components of the course.

4. A final course **Portfolio** will be turned in at the end of the semester. This portfolio will include: Class Notes (40 pts), Completed Assignments (5 pts), and a final 1-page Course Summary (5 pts).

7. **Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:**

The Nutrition project will be designed so that the student utilizes all knowledge attained in the course to design, develop and modify a nutrition program for an athlete or another special population client.

8. **Prerequisites**:

KINS 2200 – Introduction to Exercise Biochemistry
KINS 2323 - Nutrition

9. **Advanced Graduate Content**:

NA

KINS 3200

Georgia College & State University
Form for Proposal of New Courses

1. Department: School of Health & Human Performance Discipline: Exercise Science

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (L-L-C) 3-0-3 4. Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite Pre-reqs KINS 2200 and KINS 2323

6. Required or elective in what program: Required in the BS Exercise Science program ALL Concentrations

7. Provide rationale for this course: This will be a required course for students in BS in Exercise Science major and will enhance the study of nutrition for athletes and other special populations.

8. How often is the course to be offered? Three times a year

9. Who will teach this course? SHHP Faculty
Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? Nutrition for athletes is not adequately covered in the BS Exercise Science program and needs to be included for a well-rounded education in Exercise Science

12. How will an existing program of study change as a result of this course? This course will replace a Special Topics 3 hour course in the current program of study

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?
Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.
Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards…")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for….")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8. Prerequisites (if any)
9. Advanced Graduate Content

Date 2/2/16 Signature Lori M Griffin
Department Chairperson

Date 2/16-16 Signature Sandra K Stead
Dean of School

Abbreviated Course Syllabus:

1. ***Course Title and Proposed Number:***

   Personal Training: KINS 3205

2. **Catalog Description:**
   This course focuses on all aspects of personal training (exercise techniques, basic exercise prescription, equipment evaluation, home fitness programs, FMS Screening, fitness assessment, scope of practice, and the business side) including the business side of being a personal trainer.

3. **Course Function:**
   This course counts towards the BS in Exercise Science under the Fitness & Performance track.

4. **Course Topics:**
   Functional Movement Screening Assessments

   Nutrition Assessment

   Business of Personal Training

   Legal & Ethical Issues in Personal Training

5. **Expected Student Learning Outcomes:**

   Define the major training principles associated with exercise prescription.
   Describe the major components of various fitness training programs (resistance, aerobic, etc.).
   Explain the basic structure and function of human skeletal muscle and how they are used in various exercises.
   Explain the metabolic adaptations to the human body after acute and chronic exercise training.
   Describe the basic anatomy and function of the cardiovascular system.
   Explain the cardiovascular adaptations that occur to the human body related to chronic endurance training.
   Define the purpose of a mission statement.
   Explain the legal and ethical responsibilities of a professional personal trainer.
   Demonstrate proper resistance training techniques.
   Design an appropriate exercise program using the scientific principles of exercise prescription.
   Develop a personal mission statement for your personal training business.
   Design a professional business card that represents your personal philosophy toward personal training.
   Demonstrate the Functional Movement Screen.
   Create and administer appropriate prehabilitative exercises for normal uninjured clients.
   Value the importance of understanding the physiological responses to exercise and physical activity.
   Value the usefulness of fitness testing procedures.
   Develop a positive attitude toward utilizing basic physiological principles in developing efficacious programming to guide people to healthier lifestyles.
   Value personal diversity as it presents itself in a multi-cultural clientele base.

The above specific outcomes for this course address, in part, the expected program outcomes for:

6. **Grading Criteria:**

Participation/Class Attendance	30%
FMS Assessments/Program	10%
Personal Training Exam	20%
Nutrition Assessment/Lose It App project	20%
Mission Statement	10%
Business Card Design	10%

90-100	A
80-89.9	B
70-79.9	C
60-69.9	D
< 60	F

7. **Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:**
   The assignments are very applied in nature and require students to incorporate their cognitive foundation in exercise physiology, biomechanics, anatomy, and applied methods of resistance training.

8. **Prerequisites:**
   Anatomy & Physiology I
   Anatomy & Physiology II
   Structural Kinesiology
   Methods of Resistance Training
   Physiology of Exercise
   Biomechanics

9. **Advanced Graduate Content:**
   Not applicable

Georgia College & State University
Form for Proposal of New Courses

KNS 320

1. Department: School of Health & Human Performance Discipline: Exercise Science

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (2-2-3) 4. Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite:

6. Required or elective in what program: Required in the Fitness & Performance track of the BS Exercise Science program Concentration

7. Provide rationale for this course: This course will be a required course for the new Fitness & Performance track within the Exercise Science undergraduate degree program. It will fulfill the needs of future professionals in regards to the professional practices associated with the field of personal training.

8. How often is the course to be offered? One semester per academic year.

9. Who will teach this course? SHHP Faculty
Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? This course will serve as a fundamental preparatory experience exposing the students to the field of personal training including exercise selection, prescription, legal issues, business issues, exercise psychology, and nutrition for weight loss.

12. How will an existing program of study change as a result of this course? This course will provide an in depth look at Personal Training and prepare students to enter the marketplace with the knowledge, skills, and abilities to function in the health and fitness industry. Entire Program of Study in Exercise Science is being modified to 3 new concentrations.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?
Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.
Format for Abbreviated Course Syllabus to accompany Proposal for New Course
    1. Course Title and Proposed Number
    2. Catalog Description
    3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards…")
    4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
    5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for….")
    6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
    7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
    8. Prerequisites (if any)
    9. Advanced Graduate Content

Date 2/2/16

Signature Lori M Griffin
Department Chairperson

Date 2/16-16

Signature Sandra K Stread
Dean of School

Abbreviated Course Syllabus: KINS 4101 Foundations of Therapeutic Medicine

1. ***Course Title and Proposed Number:*** KINS 4101 • Foundations of Therapeutic Medicine

2. **Catalog Description:**

This course explores the development of clinical competence in assessment and training of basic patient functional skills. Theory, principles, and practice of exercise procedures used for treatment purposes in rehabilitative medicine, including motor learning, variables of motor performance, and exercise prescription. Principles and practice of therapeutic clinical treatment procedures utilizing therapeutic modalities will also be presented.

3. **Course Function:** This course satisfies 3 hours in the Sports Medicine concentration in the BS Exercise Science major.

4. **Course Topics:**

- Healing process involved in injured human tissues and the body's response to trauma
- Rehabilitation principles of strength, ROM, endurance, and proprioception
- Strength techniques and their effects and progression in the rehabilitation process: isometric, isotonic, isokinetic exercise
- Functional progression of therapeutic exercises for healing and safe return to activity for the patient
- Exploration of functional testing.
- Indications, contraindications of the various modalities used in the rehab setting including cryotherapy, thermotherapy, hydrotherapy and electrotherapy.
- Exploration of patient outcomes for various rehab protocols and therapeutic modalities

5. **Expected Student Learning Outcomes:**

- Recognize the physiological properties of the inflammatory process.
- Gain an understanding of the pathomechanics, interpretation, and transmission of pain.
- Explain the healing process involved in injured human tissues and the body's response to trauma.
- Identify the indications, contraindications of the various modalities used in an athletic training setting including cryotherapy, thermotherapy, hydrotherapy and electrotherapy.
- Differentiate between the following strength techniques and describe their effects in the rehabilitation process: isometric, isotonic, isokinetic exercise.
- Describe the indications, contraindications, theory, and principles for the incorporation of various therapeutic exercise techniques and equipment.
- Formulate plans for the use of functional progression of therapeutic exercises to bring about optimal healing and safe return to activity for the injured athlete.
- Demonstrate an awareness for the physical/physiological parameters to be evaluated as a basis for development of individualized rehabilitation programs (muscular strength/endurance, ROM, etc).

6. **Grading Criteria:**

- **Written exams**
  Four (4) exams will be administered throughout the semester. Questions on each exam could be presented in the following formats: True/False, Multiple Choice, Matching, or Short Answer. Final exam is cumulative. The exam materials will cover information from the text readings, lecture outlines, group presentations, or supplemental materials presented by the instructor.

- **Annotated Bibliography Research Project**
  Each student will choose a specific concept of the ***rehab*** process on a specific region of the body to research. ***20*** resources should be documented ultimately in the final project. Please use only *peer reviewed scholarly* journals for this project. An annotated bibliography is a list of citations in which each citation is followed by a brief (usually 150-200 words) descriptive and evaluative paragraph. It is your purpose to inform the reader of the relevancy and accuracy of the source. The annotations can be descriptive or evaluative, or a combination of both. Items to consider may include but are not limited to:
  - ✓ Main focus
  - ✓ Purpose of work
  - ✓ Intended Audience
  - ✓ Conclusions reached by both you and the author
  - ✓ Special features that might have been helpful

  Please use ***AMA format*** and also please do not write an abstract. Please note that these will be turned in via Dropbox on D2L and will be checked with TurnItIn for plagiarism
- **Problem-Based Learning Modules**
  Staying updated with current and accurate information is crucial in health care. Students will work in groups to complete four (4) group learning modules. The group modules will include the following topics:
  a. Infrared Agents
  b. Electrical Currents
  c. Ultrasound & LASER
  d. Mechanical Modalities

  For each module, groups will submit an evidence-based protocol on how to use each modality or agent. Each evidence-based protocol will include:
  a. Physiological Effects of the Modality or Agent
  b. Indication for Use
  c. Contraindications for Use
  d. Precautions for Use
  e. Parameters
  f. Patient Outcomes

7. **Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:**
   Case Study Component: Students will receive a patient profile that they will follow throughout the semester. The purpose of following the patient is to outline what modalities were used throughout the different stages of inflammation & healing.

   Case Study Research Outline
   Throughout the treatment and progression of the patient, you will outline the modalities used (including all parameters) for each stage of inflammation and healing. In addition to what was done with the patient, students will examine the current literature to explain what modalities (including all parameters) should have been used during therapeutic treatment.

8. **Prerequisites**: KINS 3101: Prevention and Emergency Concepts in Healthcare

9. **Advanced Graduate Content**: N/A

Georgia College & State University
Form for Proposal of New Courses

KINS 4101

1. Department: School of Health & Human Performance Discipline: Exercise Science

2. Number of credit hours and formula for courses requiring lab or field experience: 3

3. Hours (L-L-C) 3-0-3 4. Repeatable or Non-repeatable: Non-repeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. **Prerequisite** or Co-requisite KINS 3101: Prevention and Emergency Concepts in Healthcare

6. Required or elective in what program: Required in the BS Exercise Science program Sports Medicine Concentration

7. Provide rationale for this course: Students pursuing sports medicine or professional health science routes of graduate study will benefit from gaining foundational background in therapeutic rehabilitation and modality as well as manual therapy

8. How often is the course to be offered? Twice a year

9. Who will teach this course? SHHP Faculty
Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the existing or proposed program? This course will be a specific concentration course in the Sports Medicine concentration in the BS Exercise Science major.

12. How will an existing program of study change as a result of this course?
The entire Program of Study in Exercise Science is being modified to 3 new concentrations.
This course will be required in the proposed Sports Medicine Concentration.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

4. How will the demand be met for additional library and technology resources, if any?
Sufficient library and technology resources currently exist

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.
Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements –"This course counts towards…")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for….")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8. Prerequisites (if any)
9. Advanced Graduate Content

Date 2/2/2016 Signature Lori M Griffin
Department Chairperson

Date 4/16-16 Signature Sandra K Gilliland
Dean of School