FINAL FACULTY SENATE APPROVAL ON FEBRUARY 14, 2017

MEMORANDUM

TO: Faculty Senate

FROM: Jack Kirby

DATE: January 25, 2017

SUBJECT: Curriculum Proposal #16-17-06, REV #1

Exercise Science

I recommend approval of the attached REVISION #1, Curriculum Proposal 16-17-06. This proposal seeks to make three changes to the Exercise Science major. 1) Addition of a 3 hour Strength & Conditioning Theory & Practice course; 2) addition of a 3 hour Physical Activity & Fitness Education course; 3) changing the current 2 hour Sport Social Psychology course, PHED 3318, to a 3 hour course. Additionally, due to the split of Pierpont and FSU, it is being requested that FOSM 1110 / FOSM 1150 be replaced with HLTA 1110.

Dr. Christina Lavorata
Dr. Carolyn Crislip-Tacy
Dr. Paul Reneau
Ms. Leslie Lovett
Ms. Laura Ransom
Dr. Shayne Gervais

FAIRMONT STATE UNIVERSITY

MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby

DATE: January 17, 2017

SUBJECT: Curriculum Proposal #16-17-06, REV #1

Exercise Science

I recommend approval of the attached REVISION #1, Curriculum Proposal 16-17-06. This proposal seeks to make three changes to the Exercise Science major. 1) Addition of a 3 hour Strength & Conditioning Theory & Practice course; 2) addition of a 3 hour Physical Activity & Fitness Education course; 3) changing the current 2 hour Sport Social Psychology course, PHED 3318, to a 3 hour course. Additionally, due to the split of Pierpont and FSU, it is being requested that FOSM 1110 / FOSM 1150 be replaced with HLTA 1110.

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FAIRMONT STATE UNIVERSITY

MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby

DATE: October 20, 2016

SUBJECT: Curriculum Proposal #16-17-06

Exercise Science

I recommend approval of the attached Curriculum Proposal 16-17-06. This proposal seeks to make three changes to the Exercise Science major. 1) Addition of a 3 hour Strength & Conditioning Theory & Practice course; 2) addition of a 3 hour Physical Activity & Fitness Education course; 3) changing the current 2 hour Sport Social Psychology course, PHED 3318, to a 3 hour course. Additionally, due to the split of Pierpont and FSU, it is being requested that FOSM 1110 / FOSM 1150 be replaced with HLTA 1110.

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CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 16-17-06

School/Department/Program: SoEHHP/ Exercise Science

Preparer/Contact Person: Paul Reneau

Telephone Extension: X 4148

Date Originally Submitted:

Revision (Indicate date and label it Revision #1, #2, etc.): Original Proposal Revision #1

Implementation Date Requested: Fall 2017

I. **PROPOSAL**. Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

As a result of the 5 year review and the alumni survey that was a part of the review the faculty of the Exercise Science major are requesting 3 changes to the major.

The requested changes to the Exercise Science major include the addition of a 3 hour Strength & Conditioning Theory & Practice course, and a 3 hour Physical Activity & Fitness Education course (this course to be offered as an either/or option to taking the current Advanced Personal Training course, PHED 3315) , and changing the current 2 hour Sport Social Psychology course, PHED 3318, to a 3 hour credit course. These changes are in response to the 5 year program review and the interest of allowing students to take an optional course geared towards attaining certifications. The increase in hours of the current PHED 3318 course is to allow for more in depth coverage in the topics covered within the course.

Additionally, due to the split of Pierpont and FSU, the nutrition courses currently utilized through Pierpont, FOSM 1110 or FOSM 1150 are requested to be replaced by HLTA 1110 "Nutrition" which is a course that is already in the catalog.

II. **DESCRIPTION OF THE PROPOSAL**. Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

FOSM 1110 or FOSM 1150

Total hours deleted. 3

B. Addition of course(s) or credit(s) from program(s)

HLTA 1110 Nutrition
PHED 3318 1 hours added (changing from 2 hour to 3 hour credit)
PHED 3360 Strength & Conditioning Theory & Practice 3 hours
PHED 3350 Physical Activity & Fitness Education 3 hour course, however 0 hours added to major (course being offered as an alternative to PHED 3315, which is a 3 hour course and currently required)

Total hours added. 10 hours, 4 total toward degree

C. Provision for interchangeable use of course(s) with program(s)

N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

PHED 3318 change from 2 to 3 credit hours. Appendix C.

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

PHED 3315 Advanced Personal Training to be changed from a required course to an option of either/or with the proposed "Physical Activity & Fitness Education" PHED 3350 contained in this proposal.

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

PHED 3350 "Physical Activity & Fitness Education", 3 hours credit, Pre-req PHED 3312 "Physiology of Exercise", To be offered and an option of either/or with PHED 3315 "Advanced Personal Training" which is also a 3 hour course with the same pre-requisite..

PHED 3360 "Strength & Conditioning Theory & Practice", 3 hours credit, Pre-req PHED 3312 "Physiology of Exericse" & PHED 3313 "Biomechanics". Required course,

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

Appendix D

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

Appendix E

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

Appendix F

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

This will add a total of 4 hours to the Exercise Science Major. 1 hour is added through the change of PHED 3318 from 2 to 3 hours and 3 hours are added through the addition of the PHED 3360 Strength & Conditioning Theory & Practice course.

The addition of the "Physical Activity & Fitness Education" course will not add any hours to this major as this proposal calls for the Exercise Science major to require either this course or PHED 3315 Advanced Personal Training. PHED 3315 is already a required course so this would not add any new hours to the major.

Replacement of Nutrition courses option from Pierpont with HLTA 1110 course will result in no change of hours.

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The 5 year program reviewers indicated a need for a strength & conditioning course. The reviewers statement coupled with the number of students who are now interested in pursuing a career in the field of strength & conditioning have created the need for the proposed course Strength & Conditioning Theory & Practice. The Strength & Conditioning course will prepare students to pursue the National Strength & Conditioning Associations (NSCA) Certified Strength & Conditioning Specialist, considered the "Gold Standard" certification for students interested in pursuing careers in Strength & Conditioning upon graduation. (Bachelor's degree required to sit for the test).

Surveys from alumni indicated a need for course work that would aid in the understanding of fitness training for a diverse population i.e. children to older adults and also indicated a need for greater opportunities to attain certifications within the field. The Proposed course, Physical Activity & Fitness Education, will allow students to choose between the PHED 3315 Advanced Personal Training and this course which takes a broader view of populations and training specific to those populations. This course will also allow students to seek a certification while enrolled in their undergraduate course work..

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

The addition of these courses will give students an additional opportunity to attain nationally accepted fitness certifications prior to graduation and also attempt (and hopefully) attain the NSCA's CSCS certification upon completion of their B.S. degree.

The addition of the 3rd hour credit to PHED 3318 will allow for students to be better prepared for the challenges within the field of Exercise Science in dealing with the mental & emotional aspects of exercise/rehabilitation/etc.

These additions should not result in any additional faculty or equipment. The current Library materials should meet the needs of this new curriculum. By making these changes the students in the Exercise Science major will have more opportunities to attain a certification either prior to graduation or upon graduation.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Education, Health & Human Performance	Dr. Carolyn Crislip-Tacy	Carolyn Crislip-Tacy

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

VI. ADDITIONAL COMMENTS.

APPENDIX A
B.S. Degree in Exercise Science
Current Program

Required Major Courses		HRS
CHEM 1101 or 1105	Chemistry 1101 or 1105	4 or 5
HLTA 1150	Intro to Health Education	3
FOSM 1100 or 1150	Nutrition or Sports Nutrition	3
PHED 1100	Fitness & Wellness	2
PHED 1121	Intro to Human Movement	2
PHED 2200	Accident Analysis & Emergency Care	2
PHED 2211	Anatomy & Physiology	4
PHED 3312	Physiology of Exercise	3
PHED 3313	Biomechanics	3
PHED 3314	Group Fitness	2
PHED 3315	Advanced Personal Training	3
PHED 3316	Fitness Assessment & Exercise Presc.	3
PHED 3317	Clinical Applications of Exercise Phys.	3
PHED 3318	Sport Social Psychology	2
PHED 4400	Research Methods	3
PHED 4410	Research Design	3
PHED 4420	Internship	3
TOTAL Required Major Courses		48 - 49
Major Electives		XX
Minor Requirements/Electives (if minor is required)		XX
TOTAL HOURS FOR MAJOR (and minor if required)		**48 - 49**

Required General Studies Courses (example text highlighted)	
Attribute IA – Critical Analysis	3
ENGL 1102	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1101	
Attribute ID – Teamwork	3
COMM 2200 or 2201 or RECR 1141	
Attribute IE – Information Literacy	X
ENGL 1102 (Satisfied in Attr. 1)	
Attribute IF – Technology Literacy	3
Any Course Listed in Attribute 6	
Attribute IG – Oral Communication	X
COMM 2200 or 2201 (Satisfied in Attr. 4)	

Attribute III – Citizenship		3
	HIST 1107 or 1108 or POLI 1103	
Attribute IV – Ethics		3
	SOCY 1110	
Attribute V – Health		X
	Major Course PHED 1100	
Attribute VI – Interdisciplinary		3
	Any course in Attr. 11	
Attribute VIIA – Arts		3
	Any course in Attr. 12	
Attribute VIIB – Humanities		3
	Any course in Attr. 13	
Attribute VIIC – Social Sciences		3
	PSYC 1101	
Attribute VIID - Natural Science		X
	Major Course CHEM 1101 or CHEM 1105	
Attribute VIII – Cultural Awareness		3
	Any course in Attr. 16	
Additional General Studies hours		X
	Major Course – PHED 4410 writing intensive course	
TOTAL GENERAL STUDIES HOURS		**36**
TOTAL FREE ELECTIVES		**31 - 32**
TOTAL HOURS		**120**

APPENDIX B
B.S. Degree in Exercise Science
Proposed Program

Required Major Courses		HRS
CHEM 1101 or 1105	Chemistry 1101 or 1105	4 or 5
HLTA 1110	Nutrition	3
HLTA 1150	Intro to Health Education	3
PHED 1100	Fitness & Wellness	2
PHED 1121	Intro to Human Movement	2
PHED 2200	Accident Analysis & Emergency Care	2
PHED 2211	Anatomy & Physiology	4
PHED 3312	Physiology of Exercise	3
PHED 3313	Biomechanics	3
PHED 3314	Group Fitness	2
PHED 3315	Advanced Personal Training	3
	Or	
PHED 3350	Physical Activity & Fitness Education	3
PHED 3316	Fitness Assessment & Exercise Presc.	3
PHED 3317	Clinical Applications of Exercise Phys.	3
PHED 3318	Sport Social Psychology	3
PHED 3360	Strength & Conditioning Theory & Practice	3
PHED 4400	Research Methods	3
PHED 4410	Research Design	3
PHED 4420	Internship	3
TOTAL Required Major Courses		52 - 53
Major Electives		XX
Minor Requirements/Electives (if minor is required)		XX
TOTAL HOURS FOR MAJOR (and minor if required)		**52 - 53**

Required General Studies Courses (example text highlighted)		
Attribute IA – Critical Analysis		3
	ENGL 1102	
Attribute IB – Quantitative Literacy		3
	MATH 1107 or higher in IB	
Attribute IC – Written Communication		3
	ENGL 1101	
Attribute ID – Teamwork		3
	Recommended COMM 2200 or 2201 or RECR 1141	
Attribute IE – Information Literacy		X
	ENGL 1102 (Satisfied in Attr. 1)	

Attribute IF – Technology Literacy		3
	Any Course Listed in Attribute 6	
Attribute IG – Oral Communication		X - 3
	Recommended COMM 2200 or 2201 (Satisfied in Attr. 4 if COMM 2200 or 2201 taken) If not taking COMM 2200 or 2201 any course listed in Attribute 7	
Attribute III – Citizenship		3
	Any course listed in Attribute 8	
Attribute IV – Ethics		3
	SOCY 1110 Recommended due to Pre-requisite for required major course.	
Attribute V – Health		X
	Major Course PHED 1100	
Attribute VI – Interdisciplinary		3
	Any course in Attr. 11	
Attribute VIIA – Arts		3
	Any course in Attr. 12	
Attribute VIIB – Humanities		3
	Any course in Attr. 13	
Attribute VIIC – Social Sciences		3
	PSYC 1101 Recommended due to Pre-requisite for required major course.	
Attribute VIID - Natural Science		X
	Major Course CHEM 1101 or CHEM 1105	
Attribute VIII – Cultural Awareness		3
	Any course in Attr. 16	
Additional General Studies hours		X
	Major Course – PHED 4410 writing intensive course	
TOTAL GENERAL STUDIES HOURS		**36 - 39**
TOTAL FREE ELECTIVES		**28 - 32**
TOTAL HOURS		**120**

Appendix C PHED 3318 course Description

PHED 3318 Sport Social Psychology: The course is designed to introduce undergraduate students to a broad overview of major topics in sport psychology. The primary course objective is to facilitate students' understanding of how psychological factors impact performance in sport and physical activity settings; and how participation in sport/physical activity affects individuals and groups. Prerequisites PSYC 1101 and SOCY 1110.

Appendix D New Course Descriptions

PHED 3360 – Strength & Conditioning Theory and Practice: This course examines the scientific principles and procedures involved in the assessment of physical fitness and exercise prescription. Special attention is given to understanding and implication of methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Pre-Req PHED 3312 & PHED 3313

PHED 3350 Physical Activity & Fitness Education: This course introduces undergraduate students to the foundations and components of health-related physical activity and fitness programming across the lifespan. Emphasis is placed on applying theoretically and developmentally appropriate health-related fitness education concepts, training principles, assessments and physical activities in the instructional setting. Pre-Req PHED 3312.

Appendix E Course Outlines

PHED 3360 Strength & Conditioning Theory & Practice Course Outline

Review of Structure and Function of Body Systems and their Response to Exercise Stress
- Musculoskeletal System
- Neuromuscular System
- Cardiovascular System
- Respiratory System
- Endocrine Responses to Exercise
- Biomechanics of Resistance Exercise
- Bioenergetics of Exercise and Training

Adaptations to Anaerobic Training Programs
- Neural Adaptations
- Muscular Adaptations
- Connective Tissue Adaptations
- Endocrine Responses and Adaptations to Anaerobic Training
- Cardiovascular and Respiratory Responses to Anaerobic Exercise
- Compatibility of Aerobic and Anaerobic Modes of Training
- Overtraining
- Detraining

Adaptations to Aerobic Endurance Training Programs

- Acute Responses to Aerobic Exercise
- Chronic Adaptations to Aerobic Exercise
- Adaptations to Aerobic Endurance Training
- External and Individual Factors Influencing Adaptations to Aerobic Endurance Training
- Overtraining: Definition, Prevalence, Diagnosis, and Potential Markers

Age- and Sex-Related Differences and Their Implications for Resistance Exercise
- Children
- Female Athletes
- Older Adults

Principles of Test Selection and Administration
- Reasons for Testing
- Testing Terminology
- Evaluation of Test Quality
- Test Selection
- Test Administration

Administration, Scoring, and Interpretation of Selected Tests
- Measuring Parameters of Athletic Performance
- Selected Test Protocols and Scoring Data
- Statistical Evaluation of Test Data

Warm-Up and Flexibility Training
- Warm-Up
- Flexibility
- Types of Stretching
- Static Stretching Techniques
- Dynamic Stretching Techniques

Exercise Technique for Free-Weight and Machine Training
- Fundamentals of Exercise Technique
- Spotting Free-Weight Exercises
- Resistance Training Exercises

Exercise Technique for Alternative Modes and Nontraditional Implement Training
- General Guidelines
- Body-Weight Training Methods
- Core Stability and Balance Training Methods
- Variable-Resistance Training Methods
- Nontraditional Implement Training Methods
- Unilateral Training
- Alternative Modes and Nontraditional Exercises

Program Design for Resistance Training
- Principles of Anaerobic Exercise Prescription
- Step 1: Needs Analysis
- Step 2: Exercise Selection
- Step 3: Training Frequency
- Step 4: Exercise Order
- Step 5: Training Load and Repetitions
- Step 6: Volume
- Step 7: Rest Periods

Program Design and Technique for Plyometric Training
- Plyometric Mechanics and Physiology
- Design of Plyometric Training Programs
- Age Considerations
- Plyometrics and Other Forms of Exercise

- Safety Considerations
- Plyometric Drills

Program Design and Technique for Speed and Agility Training
- Speed and Agility Mechanics
- Neurophysiological Basis for Speed
- Running Speed
- Agility Performance and Change-of-Direction Ability
- Methods of Developing Speed
- Methods of Developing Agility
- Program Design
- Speed Development Strategies
- Agility Development Strategies
- Speed and Agility Drills

Program Design and Technique for Aerobic Endurance Training
- Factors Related to Aerobic Endurance Performance
- Designing an Aerobic Endurance Program
- Types of Aerobic Endurance Training Programs
- Application of Program Design to Training Seasons
- Special Issues Related to Aerobic Endurance Training
- Aerobic Endurance Training Exercises

Periodization – Putting it all together
- Central Concepts Related to Periodization
- Periodization Hierarchy
- Periodization Periods
- Applying Sport Seasons to the Periodization Periods
- Undulating Versus Linear Periodization Models
- Example of an Annual Training Plan

Facility Design, Layout, and Organization
- General Aspects of New Facility Design
- Existing Strength and Conditioning Facilities
- Assessing Athletic Program Needs
- Designing the Strength and Conditioning Facility
- Arranging Equipment in the Strength and Conditioning Facility
- Maintaining and Cleaning Surfaces and Equipment

Facility Policies, Procedures, and Legal Issues
- Mission Statement and Program Goals
- Legal and Ethical Issues
- Staff Policies and Activities
- Facility Administration
- Emergency Planning and Response

Psychology of Athletic Preparation and Performance
- Role of Sport Psychology
- Ideal Performance State
- Energy Management: Arousal, Anxiety and Stress
- Influence of Arousal and Anxiety on Performance
- Motivation
- Attention and Focus
- Psychological Techniques for Improved Performance
- Enhancing Motor Skill Acquisition and Learning

Basic Nutrition Factors in Health
- Role of Sport Nutrition Professionals
- Standard Nutrition Guidelines

- Macronutrients
- Vitamins
- Minerals
- Fluid and Electrolytes

Nutrition Strategies for Maximizing Performance
- Pre-competition, During-Event, and Post-competition Nutrition
- Nutrition Strategies for Altering Body Composition
- Feeding and Eating Disorders

Performance-Enhancing Substances and Methods
- Types of Performance-Enhancing Substances
- Hormones
- Dietary Supplements

Rehabilitation and Reconditioning
- Types of Injury
- Tissue Healing
- Rehabilitation and Reconditioning Strategies
- Program Design
- Reducing Risk of Injury and Reinjury

PHED 3350 Physical Activity & Fitness Education Course Outline

- Foundations of Health-Related Fitness & Physical Activity
  - Physical Activity Behavior & Modification
    - Internal Factors Influencing Physical Activity Behavior
    - External Factors Influencing Physical Activity Behavior
    - Motivating Students/Clients to be Physically Active for Life
    - Building a Fitness Program Using Student/Client Goals
  - Health-Related Physical Fitness
    - Aerobic Fitness
    - Muscular Strength & Endurance
    - Flexibility
    - Body Composition
  - Basic Training Principles
    - Understanding the Basic Training Principles
    - Applying the Basic Training Principles

- Health Related Physical Activity and Fitness Outcomes for Children
  - Benefits of Physical Activity for Disease Prevention
    - Guidelines for School and Community Programs (1997)
    - Surgeon General's Call to Action to Prevent Obesity (2001)
    - Physical Activity and Brain Function
    - Guidelines for Children
  - Teaching Motor Skill Lessons Based on a HRPA Perspective
  - Developing Cardiovascular Fitness
    - Childhood Cardiovascular Fitness Performance Trends
    - Childhood Cardiovascular Fitness Guidelines and Recommendations
    - Childhood Cardiovascular Fitness Exercises and Physical Activities
  - Developing Muscular Strength & Endurance
    - Childhood Muscular Strength and Endurance Performance Trends
    - Childhood Muscular Strength Guidelines and Recommendations
    - Childhood Muscular Fitness Exercises and Physical Activities
  - Developing Flexibility
    - Childhood Flexibility Performance Trends
    - Childhood Flexibility Exercises and Physical Activities
  - Body Composition
    - Defining Body Composition, Overweight and Obesity
    - Relationship of Obesity to Motor Development and Performance
    - Overweight, Obesity, and the Role of Physical Education
  - Teaching Health-Related Physical Activity Concepts in Elementary Physical Education

- Health Related Physical Activity and Fitness Outcomes for Adolescents and Adults
  - Guidelines for Adolescents and Adults
  - Developing Cardiovascular Fitness
    - Cardiovascular Fitness Guidelines and Recommendations
    - Cardiovascular Fitness Assessments
    - Cardiovascular Fitness Exercises and Activities
  - Development Muscular Strength & Endurance
    - Resistance Training Guidelines and Recommendations
    - Mechanisms for Increasing Muscular Strength
    - Muscular Strength and Endurance Assessments
    - Muscular Strength and Endurance Exercises and Activities
  - Developing Flexibility
    - Performance Trends in Flexibility
    - Flexibility issues in adulthood
    - Flexibility Assessments
    - Flexibility Exercises and Activities
  - Body Composition
    - Prevalence of Overweight and Obesity Across the Lifespan

- Body Composition Assessments
- Overweight, Obesity, and the Role of Physical Education and Activity Programs
- Teaching Health-Related Physical Activity Concepts in Secondary Physical Education

Health Related Physical Activity and Fitness Outcomes in Older Adults

- Aging Process
  - Demographic Trends
  - Mandatory versus Facultative Aging
  - Physiologic Effects of Aging on the Body Systems
    - Skeletal
    - Cardiovascular System
    - Respiratory
    - Muscular System
    - Metabolic
    - Body Composition
    - Central Nervous System
- Physical Activity and Fitness Guidelines and Recommendations for Older Adults
- Physical Activity and Fitness Assessment Issues
- Health-Related Physical Activity and Fitness Programming
  - Guidelines for Assessment (Subjective, Objective, Assessment, Plan)
  - Special Considerations: Dose-Response
- Developing Cardiovascular Fitness
  - Cardiovascular Fitness Guidelines for Older Adults
  - Cardiovascular Fitness Assessments for Older Adults
  - Cardiovascular Fitness Exercises and Physical Activities
- Developing Muscular Strength and Endurance
  - Resistance Training Guidelines for Older Adults
  - Muscular Strength and Endurance Assessments
  - Resistant Training Exercises and Physical Activities for Older Adults
- Developing Flexibility, Balance, and Range of Motion
  - Flexibility, Balance, and Range of Motion Assessments
  - Exercises and Physical Activities for Increasing Flexibility and Joint ROM
  - Exercises and Physical Activities for Improving Balance

Functional Movement Screening

- Introduction to Functional Screening and Assessment
  - Key Principles of Functional Movement
  - Role of Mobility, Motor Control, and Functional Movement Patterns
  - Functional Movement Issues
    - Developmental
    - Trauma or Injury
    - Acquired
  - Functional Movement Goals
- Administration of Functional Movement Assessments
- Linking Assessment Findings to Fitness Programming

PHED 3318: Sport Social Psychology. Course Outline 3 Credits

- Introduction to Sport Social Psychology
  - Sport & Exercise Psychology: A Discipline & Profession
    - Defining Sport & Exercise Psychology
    - History of Sport & Exercise Psychology
    - Three Roles of Sport & Exercise Psychologist
    - Ethics in Sport & Exercise Psychology
    - Issues in Sport & Exercise Psychology
    - Sport & Exercise Psychology Orientations
    - Present and Future Trends in Sport & Exercise Psychology
- Psychological Factors that Influence Participation and Performance
  - Personality as a Core Characteristic of the Individual
    - Understanding Personality Structures
    - Five Viewpoints of Personality
    - Measuring Personality
    - Personality and Sport Performance
  - Motivation in Sport and Exercise
    - Three Approaches to Motivation
    - Building Motivation with Five Guidelines
    - Motives for Sustained Participation in Sport & Exercise
    - Theories of Motivation
      - Need Achievement Theory
      - Attribution Theory
      - Achievement Goal Theory
      - Competence Motivation Theory
    - Enhancing Motivation: Guidelines for a Coaching or Exercise Session
    - Implications for Professional Practice
  - Confidence
    - Intrapersonal and Interpersonal Factors Affecting Self-Confidence
    - Examining Self-Efficacy Theory
    - The Impact of Expectations on Performance and Behavior
    - Assessing Self-Confidence
    - Strategies for Building Self-Confidence
  - Arousal, Stress, and Anxiety
    - Defining Arousal and Anxiety
    - Measuring Arousal and Anxiety
    - The Stress Process and Antecedents of the State Anxiety Response
    - Identifying Sources of Stress and Anxiety
    - The Relationship Between Various Arousal States and Athletic Performance
    - Applying Theoretical Knowledge to Professional Practice
- Sociological Factors that Influence Participation and Performance
  - Leadership
    - Approaches to Studying Leadership
    - Sport-Oriented Interactional Approaches to Leadership
    - Research on the Multidimensional Model of Sport Leadership
      - Leadership Scale for Sports
      - Antecedents of Leadership
      - Consequences of Leadership
    - Transformational Leadership
    - Four Components of Effective Leadership
    - The Art of Leadership
  - Communication
    - Power of Communication
    - Types of Communication
    - Foundations of Effective Communication
    - Barriers to Effective Communication
    - Coach-Athlete Communication and Compatibility
    - Communication Strategies to Improve Learning

- Delivering Constructive Criticism
- Team Cohesion in Sport
  - Defining Characteristics of Team Cohesion
  - Conceptual Model of Team Cohesion
  - Measuring Team Cohesion
  - Relationship Between Team Cohesion and Performance
  - Specific Interventions Designed to Enhance Team Cohesion
  - Guidelines for Building Team Cohesion
- Aggression in Sports
  - Defining Aggression
  - Theories of Aggression: Understanding the Causes
  - Examining Aggression in Sport: Special Considerations
  - Applying Knowledge to Professional Practice
    - Antecedents to Aggression
    - Modifying Aggressive Reactions
    - Teaching Appropriate Behavior
    - Establishing Team Norms
    - Controlling Spectator Aggression

Behavior and Cognitive Intervention Strategies

- Introduction to Psychological Skills Training
  - Psychological Skill Characteristics of Elite Athletes
  - Models of Psychological Skill Development
  - Three Phases of PST Programs
  - PST Program Development
  - Common Issues in Implementing PST Programs
- Goal Setting
  - Benefits of Goal Setting
  - Types of Goals
  - Major Steps in the Goal Setting Process
  - Tips for Effective Goal Setting (SMART goals)
  - Common Problems in Goal Setting
- Arousal Regulation
  - Self-Awareness of Arousal
  - Anxiety Reduction Techniques
    - Somatic
    - Cognitive
  - Exploring the Matching Hypothesis
  - Coping with Adversity
  - Using Arousal-Inducing Techniques
- Imagery
  - Defining Imagery
  - Keys to Effective Imagery
  - Five Factors that Affect the Effectiveness of Imagery
  - How Imagery Works: Theoretical Perspectives
  - Applying Imagery in Sport and Exercise Environments
  - Developing an Imagery Training Program
- Concentration
  - Examining Attentional Focus: Three Processes
  - Connecting Concentration to Optimal Performance
  - Identifying Types of Attentional Focus
  - Recognizing Attentional Problems
  - Using Self-Talk to Enhance Concentration
  - Assessing Attentional Skills
  - Improving Concentration
  - Future Development in Concentration Training

Psychobiological Issues Affecting Participation and Performance

- Exercise and Psychological Well-being
  - Reducing Anxiety & Depression with Exercise
  - Effects of Exercise on Psychological Well-being

- Impact of Exercise on Cognitive Functioning
- Using Exercise as Adjunct Therapy

Exercise Behavior and Adherence
- Reasons to Exercise; Reasons for Not Exercising
- Theories and Models of Exercise Behavior
  - Health Belief Model
  - Social Cognitive Theory
  - Self-Determination Theory
  - Transtheoretical Model
  - Physical Activity Maintenance Model
  - Ecological Models
  - Integration of Models
- Determinants of Exercise Adherence
- Settings for Exercise Interventions
- Strategies for Enhancing Adherence to Exercise
  - Behavior Modification Approaches
  - Reinforcement Approaches
  - Cognitive-Behavioral Approaches
  - Social Support Approaches
- Guidelines for Improving Exercise Adherence

Psychology of Athletic Injury
- Causes of Injury
- Relationship Between Stress and Injury
- Psychological Response to Injury and Rehabilitation
- Role of Sport Psychologist in Injury Rehabilitation
- Identifying Athletes and Exercisers at Risk for Injury
  - Teaching Specific Psychological Coping Skills
  - Fostering Social Support

Addictive and Unhealthy Behaviors
- Eating disorders
- Substance Abuse
- Drug Abuse
- Addiction to Exercise

Appendix F Course Outcomes & Assessments

PHED 3360 Strength & Conditioning Theory & Practice Course 3 hours

Outcome Competencies:

- Develop a safe and effective sport-specific strength & conditioning program that includes resistance training, plyometric, speed & agility training and aerobic conditioning and apply scientific knowledge to train clients and athletes for the primary goals of improving physical fitness and athletic performance.
- Conduct sport-specific testing sessions
- Demonstrate and teach proper exercise techniques

Evaluation/Assessment

- Student Artifact – Strength & Conditioning project (explained in detail on attached syllabus)
- Student Artifact – Movement Analysis Project
- Oral Presentation

PHED 3350 Physical Activity & Fitness Education Course 3 hours

Outcome competencies

- Plan a physical activity program and related learning activities for children, adolescents, and special populations based on relevant physiological principles, professional guidelines, and individual needs.
- Use valid and reliable checklists, tests, and technology to assess the physical activity levels (e.g., direct observation, pedometers, activity logs) and physical fitness status (e.g., heart rate monitors, sit-n-reach test, Pacer test) of individuals across the lifespan.
- Demonstrate proper functional movement training assessments, programming, and progressions for posture, movement, core, balance, and flexibility.
- Demonstrate the ability to manipulate chronic and acute training variables to achieve a desired outcome.

Evaluation/Assesment

- Complete an assessment project that includes software training, set-up, data entry, data analysis, and reporting for Fitnessgram, Activitygram, and Activity Log.
- Complete in class assignments related, but not limited to, video analysis, reflection, peer teaching, lab assignments, and student assessment.
- Practical Exam - Complete an oral practical exam regarding proper resistance training and spotting technique in a physical education setting. Other testing stations will address aerobic fitness, flexibility, and fitness test protocol.
- Case Study Response - Complete a case study response regarding physical activity program design for school-aged children.