

2-17-2012

Undergraduate Exercise Physiology Major Changes, Dept KSSPE

The College at Brockport, College Senate

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The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

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Brockport, New York 14420
585-395-2586 * 585-395-2246 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution **#16 2011-2012**
College Senate

Supersedes Res #: _____

TO: Dr. John R. Halstead, College President

FROM: The College Senate: **4/16/12**

RE: **→** I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Physiology Major** (*routing #21_11-12UC*)

Signed: _____ Date: _____
____/____/____

(John P. Daly 2011-2012, College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: John P. Daly, College Senate President

FROM: John R. Halstead, College President

RE: **→** I. Decision and Action Taken on Formal Resolution (**circle choice**)
a. Accepted - **Implementation Effective Date:** _____ Fall 2012
b. Deferred for discussion with the Faculty Senate on ____/____/____
c. Unacceptable for the reasons contained in the attached explanation
II, III. Response to Recommendation or Other/FYI
a. Received and acknowledged ____/____/____
b. Comment:

Resolution forwarded to Albany by President's Office for final approval. ____YES ____NO

Signed: _____ Date: _____

(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION:

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2011-2012</i>	#21_11-12UC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines and General Education forms available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Do not submit your proposal as a .pdf file unless using Gen Ed forms. They are difficult to merge.
- Email completed proposal to senate@brockport.edu. (General Education Proposals go to dlamphron@brockport.edu first.)
- All revisions must be resubmitted to senate@brockport.edu with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Undergraduate Exercise Physiology Major Changes, Dept KSSPE

2. **BRIEF DESCRIPTION OF PROPOSAL:**

See attached rationale

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? X_ NO ___ YES**
EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

5. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

6. **ANTICIPATED EFFECTIVE DATE:**

Fall 2012

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
February 17, 2012	March 6, 2012	March 16, 2012	

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Heidi K. Byrne	KSSPE	X2601	hbyrne@brockport.edu

9. **COMMITTEES TO COPY: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	02-17-12, 3-6-12, 3-16-12
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	3/26/12
<input type="checkbox"/> Faculty & Professional Staff Policies	Passed GED's to Vice Provost	
<input type="checkbox"/> General Education & Curriculum Policies	Senate	4/9/12
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

**Department of Kinesiology, Sport Studies, and Physical Education
Exercise Physiology Major – Proposed Changes**

To Be Submitted to College Senate, Spring 2012

1) Title Change of Degree Program

The current name "Exercise Physiology" is typically used to represent a more focused graduate school field of study than an undergraduate program that is broad and more general. The name "Exercise Science" more accurately reflects the current curriculum.

Within the State University of New York system, the two comprehensive colleges (SUNY Cortland and the University of Buffalo) offering a degree comparable to ours title the degree "Exercise Science," rather than "Exercise Physiology". In addition, the accreditation that we are seeking from CAAHEP (Commission on Accreditation of Allied Health Professionals) is termed "Exercise Science" for undergraduate programs (and "Exercise Physiology" for graduate programs). It will be much more logical to have our major reflect the name of our accreditation.

High school students typically use the World Wide Web to search for degree programs called "Exercise Science," not "Exercise Physiology." Additionally, the other two New York state comprehensive colleges which offer similar degrees are named "Exercise Science", which has an adverse effect on the department's recruiting efforts when our program does not show up with others of the same name. Lastly, the 27 currently accredited undergraduate programs in the U.S. related to this field are termed "Exercise Science", so that for us to be aggregated with that group, the major name change to Exercise Science is sensible.

2) Course name and credit number change: PEP 458 Internship in Exercise Physiology (3) to PEP 4XX Internship in Exercise Science (6)

Assuming that the major name change will take place, it is also then necessary to change the title of PEP 458 Internship in Exercise Physiology to PEP 4XX Internship in Exercise Science. Due to accreditation and in order to be more competitive in the work force relative to other Exercise Science undergraduate programs in the country that are accredited, we are proposing that the number of hours required for the PEP 458 internship course completion be increased from the current 160 to 320 hours. We also propose that the course be changed from a 3 to a 6 credit course. Increasing the duration and therefore total internship hour requirement will allow students in our major extended preparation for certification exams given by The American College of Sports Medicine and/or The National Strength and Conditioning Association. Several local internship sites have been queried regarding the change and each was very enthusiastic in their response. Internship site personnel agree that a longer internship experience would be beneficial to the student and also to the internship site. The number of hours proposed are more in line with

the required number of hours of some of the other 4 year CAAHEP accredited institutes. See table below. **See attached course syllabus.**

Name	Major	Internship credit hours	Internship required hrs
UNH*	Exercise Sci	6	400
ODU	Exercise Sci	12	400
Springfield	Exercise Sci	9	450
Central Conn	Exercise Sci	6	525-600

***not CAAHEP accredited but alma mater of one of our faculty**

3) Replace HLS Nutrition (3) with PES 415 Nutrition for Exercise and Sport (3) as required course. The current nutrition course requirement for our major is HLS 311 Nutrition (3). This class is taken by students in a wide variety of disciplines, and therefore its focus is not on nutrition as it applies to exercise and sport. Based on the specific challenges of meeting nutritional needs during various forms of exercise and/or competition, a more specific sport nutrition course was warranted. In addition, given the plethora of sport supplements on the market and research thereof, a course including such content was deemed important for our majors. We believe exposure to a nutrition course with direct application to exercise and sport will better meet the needs of our students. Therefore, such a class (PES 415) was designed and proposed to our departmental curriculum committee last year, and was approved. The course is being taught for the first time this spring (2012). Our request as part of this proposal is simply to replace the current HLS 311 course with the current PES 415 Nutrition for Sport and Physical Activity class. Many of our students are interested in the field of nutrition, so it is very likely that the majority of them will continue to take HLS 311 as part of their “other” courses outside of the required and elective curriculum, but part of the 120 credit requirement to graduate from Brockport. The department of Health Science is aware of this change and the possible small impact it could have on the number of sections taught each semester. Several sections of that class are taught by adjuncts each semester, so any financial impact should be minimal. **See attached course syllabus.**

4) Change course name and number PEP 362 Strength and Conditioning for Athletic Training (3) to PEP 3XX Strength and Conditioning for Exercise Science (3) and register it as a new course

Currently in our department, PEP 362 Strength and Conditioning for Athletic Training, is taught for Athletic Training majors in the fall and Exercise Physiology Majors in the spring. The course was originally designed for students in Athletic Training and was then adjusted to meet the needs of Exercise Physiology students. The name was never changed, and since students in the two different majors take the course at different time points in their curricular sequence, and therefore with different pre-requisites, registration of such has become incredibly confusing for students and faculty. Given that the course content has now been changed to more closely meet the needs of the Exercise Physiology student during that semester, the name and number of the course needs to be changed to reflect such. **See attached course syllabus.**

5) Add PES 4XX Exercise Testing and Prescription

As a result of our accreditation self-study, we determined that the KSAs (Knowledge, Skills, Abilities) in the area of clinical exercise physiology were not being met. We hired a new faculty member (Elizabeth Lenz, Ph.D.) this fall to develop and teach this course as of the Fall 2012 semester. This course will expand student knowledge in the area of exercise testing and prescription such that each is prepared to supervise clients during the PEP 4XX Practicum course (described below). **See attached course syllabus.**

6) Add PEP 4XX Practicum for Exercise Programming

In addition to the PEP 4XX Exercise Testing and Prescription course presented in 5), the self-study also reflected a need for a hands-on practicum experience for our students prior to the culminating off-campus internship experience. This practicum will coincide with the initiation of a campus-wide Employee Fitness & Wellness Program that will be supervised and run by our faculty and exercise science students, respectively. **See attached course syllabus.**

7) Note: You will notice from the comparative chart that our major requirements with these changes increase 9 credits. This could be an item of initial concern. However, when one examines the new General Education 30 degree requirement, and adds the 75 for a 105 hour total, there are still 15 remaining credits (to reach 120 credits required to graduate) to adjust to student elective needs. After the comparative chart, you will find a course sequence recommendation for our major. Additionally, the internship course (PEP 458) is offered each Fall and Spring semester, as well as each Summer. Depending on the rate of course completion of each student will determine when the internship is completed. The table below also demonstrates that we are in line with other CAAHEP accredited Exercise Science programs (there are currently 27 such programs in the United States).

Name	Major	Gen Ed	Major	Internship credit hours	Internship required hrs
UNH*	Exercise Sci	29	87	6	400
ODU	Exercise Sci	42	69	12	400
Springfield	Exercise Sci	40	62.5	9	450
Central Conn	Exercise Sci	45	67	6	525-600

*not CAAHEP accredited but alma mater of one of our faculty

Current Program – Exercise Physiology Major	
Required Courses	Cr
BIO 321 Anatomy and Physiology I	4
BIO 322 Anatomy and Physiology II	4
PES 325 Kinesiological Bases for Exercise and Sport	4
PES 335 Physiological Basis for Exercise and Sport	4
PES 460 Ethics of Sport	3
PES 420 Biomechanics	3
PES 410 Exercise Physiology	3
HLS 311 Nutrition	3
HLS 488 Applied Biostatistics and Epidemiology	3
PES 413 Human Growth and Development	3
PEP 362 Strength and Conditioning for Athletic Training	3
PES 385 Basic Athletic Training	3
CHM 205 Chemistry I	4
CHM 206 Chemistry II	4
PEP 361 Cardiac Rehabilitation	3
PES 416 Exercise Physiology Laboratory Techniques	3
PEP 458 Internship in Exercise Physiology	3
Required Credits	57
Elective Courses (9-12 credits required)	
PES 350 History of Sport	3
PES 430 Psychology of Sport	3
PES 441 Sport and Society	3
PES 445 Social Psychology of Sport	3
PES 446 Sport Spectating in the United States	3
PES 451 Modern Olympic Games	3
PES 495 Directed Study	3

Proposed Program – Exercise Science Major	
Required Courses	Cr
BIO 321 Anatomy and Physiology I	4
BIO 322 Anatomy and Physiology II	4
PES 325 Kinesiological Bases for Exercise and Sport	4
PES 335 Physiological Basis for Exercise and Sport	4
PES 460 Ethics of Sport	3
PES 420 Biomechanics	3
PES 410 Exercise Physiology	3
PEP 415 Nutrition for Exercise and Sport	3
HLS 488 Applied Biostatistics and Epidemiology	3
PES 413 Human Growth and Development	3
PEP 3XX Strength and Conditioning for Exercise Science	3
PES 385 Basic Athletic Training	3
CHM 205 Chemistry I	4
CHM 206 Chemistry II	4
PEP 361 Cardiac Rehabilitation	3
PES 416 Exercise Physiology Laboratory Techniques	3
PEP 458 Internship in Exercise Science	3
PEP 4XX Exercise Testing and Prescription	3
PEP 4XX Practicum for Exercise Programming	3
Required Credits	66
Elective Courses (9-12 credits required)	
PES 350 History of Sport	3
PES 430 Foundations of Sport and Exercise Psychology	3
PES 441 Sport and Society	3
PES 445 Social Psychology of Sport	3
PES 446 Sport Spectating in the United States	3
PES 451 Modern Olympic Games	3
PES 495 Directed Study	3

PES 499 Independent Study	3
BIO 466 Endocrinology	3
BIO 467 Biochemistry I	3
BIO 468 Biochemistry II	3
CHM 305 Organic Chemistry I	4
CHM 306 Organic Chemistry II	4
MTH 201 Calculus	3
PES 401 Physical Activity in Adulthood	3
PES 405 Obesity in Society	3
PHS 201 College Physics I w Laboratory	4
PHS202 College Physics II w Laboratory	4
PES 439 Motor Learning	3
Elective Credits	9-12
Total Credits	66 - 69

PES 499 Independent Study	3
(BIO 466 no longer an elective option)	
BIO 467 Biochemistry I	3
BIO 468 Biochemistry II	3
CHM 305 Organic Chemistry I	4
CHM 306 Organic Chemistry II	4
MTH 201 Calculus	3
PES 401 Physical Activity in Adulthood	3
PES 405 Obesity in Society	3
PHS 205 Intro Physics I w Laboratory	4
PHS210 Intro Physics II w Laboratory	4
PES 439 Motor Learning	3
Elective Credits	9-12
Total Credits	75-78

Explanation of color code:

Blue = name change only

Yellow = curriculum change of required course replacement

Gray = curriculum change of number of credit hours

Red = curriculum change of new course addition

College at Brockport
Department of Kinesiology, Sport Studies, and Physical Education
Exercise Science Major – Recommended Course Sequence

<u>Freshman Year</u>		<u>Total</u>
BIO 221	Survey A&P, Intro Bio – pre req to BIO 321 (counts as gen ed credit, not credit in major)	(4) 4
<u>Sophomore Year</u>		
BIO 321, BIO 322	Anatomy and Physiology I and II	(8)
PES 335 (Fall)	Physiological Bases of Sport	(4)
PES 413	Growth and Development	(3)
XXX	Ex Sci Major Elective #1	(3)
		18
<u>Junior Year</u>		
CHM 205, 206	Chem I and II	(8)
HLS 488	Epidemiology and Statistics	(3)
PEP 362	Strength and Conditioning	(3)
PES 325	Kinesiology	(4)
PES 415	Nutrition for Sport and Physical Activity	(3)
PES 410	Physiology of Exercise II	(3)
PES 460	Ethics of Sport	(3)
XXX	Ex Sci Major Elective #2	(3)
		30
<u>Senior Year</u>		
PES 420	Biomechanics	(3)
PES 416	Laboratory Techniques in Ex Phys	(3)
PEP 361	Cardiac Rehabilitation	(3)
PES 385	Basic Athletic Training	(3)
PES 4XX	Exercise Testing & Prescription	(3)
PEP 4XX	Practicum in Exercise Programming	(3)
XXX	Ex Sci Major Elective #3	(3)
		21
<u>Upon completion of required and elective courses</u>		
PEP 458	Ex Phys Internship	(6)
		75
Total	Ex Phys Major	75
	Gen Ed	30
	Other – Student Choice	<u>15</u>
		120

Note: The internship is offered every fall, spring and summer. If a student chooses to accelerate his or her time frame, the internship can be completed whenever the courses in the major are completed.

Title Change of Degree Program

1. Program Name:

SED Code	Current Title	HEGIS Code	Award	Proposed Title
	Exercise Physiology	1299.30	BS	Exercise Science

2. Rationale

i) The current name "Exercise Physiology" is typically used to represent a more focused graduate school field of study than an undergraduate program that is broad and more general. The name "Exercise Science" more accurately reflects the current curriculum.

ii) Within the State University of New York system, the two comprehensive colleges (SUNY Cortland and the University of Buffalo) offering a degree comparable to ours title the degree "Exercise Science," rather than "Exercise Physiology". In addition, the accreditation that we are seeking from CAAHEP (Commission on Accreditation of Allied Health Professionals) is termed "Exercise Science" for undergraduate programs (and "Exercise Physiology" for graduate programs). It will be much more logical to have our major reflect the name of our accreditation.

iii) High school students typically use the World Wide Web to search for degree programs called "Exercise Science," not "Exercise Physiology." Additionally, the other two New York state comprehensive colleges which offer similar degrees are named "Exercise Science", which has an adverse effect on the department's recruiting efforts when our program does not show up with others of the same name. Lastly, the 27 currently accredited undergraduate programs in the U.S. related to this field are termed "Exercise Science", so that for us to be aggregated with that group, the major name change to Exercise Science is sensible.

3. **Curriculum Outline:** Title change does not affect the current curriculum .

4. **New Courses:** None

5. **New Faculty:** None

6. **Additional Costs:** None

7. **Effective Date:** August 2012

The College at Brockport – State University of New York
Department of Kinesiology, Sports Studies, and Physical Education

PEP 458 – Internship in Exercise Science
Course Syllabus

Internship Coordinator: Heidi K. Byrne, Ph.D.
hbyrne@brockport.edu
(585) 395-2601

Course Description: PEP 458, Internship in Exercise Science, is offered in the Fall, Spring, and Summer of each academic year. **The internship is a 15 week (full semester), 20-hour per week, 320 hour total time commitment for each student.**

The main purpose of the internship in the Exercise Science Major is to offer students an opportunity to use the knowledge, skills and abilities attained in the courses of the professional program and practicum and apply them in a field experience. These experiences take place at agencies such as hospitals, cardiac rehabilitation programs, research programs at universities, strength & conditioning programs at universities, and community and corporate fitness settings. The internship experience allows the student to expand his or her professional knowledge through the interactions with the internship site personnel, clients, and others in the field.

The student is responsible for the location of the internship site. Once the student finds a site that he or she deems a good match for his or her educational interest, a meeting with the internship coordinator should be arranged to ensure that the internship site is, to the best of the internship coordinator's determination, a worthy internship location. The student arranges an interview with the potential site supervisor, and, with the internship supervisor, establishes goals and responsibilities for the experience. This is conducted at each individual site, as the goals and responsibilities will vary with the internship site. The internship coordinator must approve the goals and responsibilities established for each student. The university academic advisor assists the student in identifying professional and career objectives, clarifying learning objectives and assisting in the identification of the type of appropriate internship site. The internship site has a chance to assess a potential employee and give current employees additional leadership experience as they mentor the interning student. An affiliation agreement between the College at Brockport and the internship site must be established prior to the student beginning the internship. The Internship Coordinator works with the contract specialists to assist in this process.

Note: When each Exercise Science student is a junior, he or she will receive an internship manual (in progress). This manual will spell out the exact procedure for internship placement. The manual will include the criteria of an internship site, the exact procedure for setting up an internship, an outline of expectations of the student, the site, the supervisor, and the internship coordinator. The manual will contain the course expectations, grading policy, etc. The manual will include the evaluation form that will be used by the supervisor to evaluate the intern, as well

as a rubric evaluation for each student to complete regarding the internship site. Prior to registration for PEP 458, each student will also be required to view a “Pre-Internship Online Training” (in progress).

The intern student is required to keep a journal during the internship experience. The purpose of this assignment is to have the student reflect on the intern experience. This is an opportunity for the student to describe what was done, what was learned, and to place the experiences within the context of the intern site agency. The intern will also be required to write a summary report at the conclusion of the internship. The intern student should think creatively about his/her contribution to the profession and the professional value of the intern placement.

Course Prerequisites:

1. Meet with the Internship Coordinator to discuss selection of a site for the internship, in the semester prior to enrollment in PEP 458.
2. Completion of all courses in the Exercise Science Major, with grades of C or better in each course and a Major GPA of at least 2.50.
3. Completion of an Internship Application (found on College at Brockport website under Exercise Science Major – Internship).

Evaluation:

- | | |
|--|-----|
| 1. Supervisor Evaluation
(supervisor will provide both a mid-term and final evaluation) | 80% |
| 2. Journal | 10% |
| 3. Summary Report | 10% |

1. Supervisor Evaluation - The supervisor will evaluate the student using the criteria in the evaluation section of the intern/practicum packet. Please refer to your packet.

2. Journal - Each week the student will submit a journal type report at the end of the internship. The report includes the activities participated in, and the activities observed.

3. Summary Report - A summary report of 3-7 pages, double spaced, paragraph format should be submitted to the Internship Coordinator at the completion of the internship experience. Topics to address are; your primary learning experiences, special project(s), case study, comments on how to improve the practicum process, improve the university process, and the agency process.

College	The College At Brockport – SUNY
Department	Kinesiology, Sports Studies, and Physical Education
Course Name	Nutrition for Exercise and Sport
Course Number	PES 415
Prerequisite	PES 335 - Physiological Basis for Exercise and Sport
Course Description	This course will examine proper nutrition for those participating in physical activity as well as those involved in competitive sport. The course will begin with general healthful nutrition guidelines, and then progress into specific information regarding carbohydrate, fat, protein, vitamins, and minerals. Proper hydration and post exercise rehydration techniques will then be discussed, followed by proper weight gaining techniques, and finally nutrition oriented ergogenic aids. Over the course of the semester students will present nutritional recommendations for twelve different categories of sport (see sports nutrition presentation section of the syllabus). These presentations will be an integral portion of the course such that upon completion of the class all students will be able to properly prescribe nutrition for a variety of different sports and activities.
Academic Hours	3 Credits
Instructor	Dr. Craig Mattern
Semester	Spring semester 2012
Meeting time	Tuesdays and Thursdays 11:00am – 12:15pm
Location	Tuttle South Room 161 (exercise Physiology Laboratory)
Office Hours	Mondays 11 a.m.-12 p.m. & 1:30 p.m.-2:30 p.m. Wednesdays 11 a.m.-12 p.m.
Required Text	Williams, M.H. <i>Nutrition for Health, Fitness, & Sport (9th edition)</i> . McGraw Hill, 2010. ISBN # 978-0-07-337555-7
Optional Text	Burke, L. <i>Practical Sports Nutrition</i> . Human Kinetics, 2007. ISBN # 978-0-7360-4695-4 (on reserve at the library)
Student Requirements	Exam 1 20% of course grade Exam 2 20% of course grade Exam 3 20% of course grade Presentation 18 % of course grade Final Exam 22% of course grade No make-up exams unless instructor is notified 1 week prior to the

test date, and the test must be taken prior to the normally scheduled date.

Grading Scale:	A	100-93%
	A-	92-90%
	B+	89-87%
	B	86-83%
	B-	82-80%
	C+	79-77%
	C	76-73%
	C-	72-70%
	D+	69-67%
	D	66-63%
	D-	62-60%
	E	<60%

Topic Outline	<u>Day / Date</u>	<u>Tentative schedule</u>	<u>Readings</u>
	T - 1/24	Course Introduction and syllabus review	None
	R - 1/26	Intro to nutrition for Health and Sport	Pages 11-18

	T - 1/31	Healthy Nutrition for Sport and Exercise	Pages 35-80
	R - 2/2	Healthy Nutrition for Sport and Exercise	Pages 35-80

	T - 2/7	Carbohydrates	Pages 117-158
	R - 2/9	Carbohydrates	Pages 117-158

	T - 2/14	Fat	Pages 167-202
	R - 2/16	Fat & Student presentation	Pages 167-202

	T - 2/21	Exam #1	
	R - 2/23	Fat & Student presentation	Pages 167-202

	T - 2/28	Protein	Pages 211-252
	R - 3/1	Protein & Student presentation	Pages 211-252

	T - 3/6	Protein	Pages 211-252
	R - 3/8	Vitamins & Student presentation	Pages 261-297

	T - 3/13	Spring Break	

Attendance: Attendance will be taken each day and you are expected to be in class, on time, and prepared to discuss/participate in the day's topic. Consistent with The College at Brockport - SUNY policy, students missing more than 15% of classes (4 class sessions) will have their final course grade reduced by 2% for every absence beyond 4.

Sports Nutrition Presentation: See attached handout for more details. In brief students will work in pairs to deliver a 40 minute professional presentation on one of the following possible topics:

1. Nutrition for Road Cycling and Triathlon
 2. Nutrition for Middle and Long Distance Running
 3. Nutrition for Swimming and Rowing
 4. Nutrition for Sprinting and Jumping
 5. Nutrition for Field Based Team Sports
 6. Nutrition for Court and Indoor Team Sports
 7. Nutrition for Racket Sports
 8. Nutrition for Strength and Power Sports
 9. Nutrition for Weight Making Sports
- Nutrition for Gymnastics
Nutrition for Winter Sports
TBD

Academic Integrity: Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of the College policy, which can result in the failure of a course, as well as a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability Policy: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

This course covers the following ACSM KSA's

KSA	DESCRIPTION
-----	-------------

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.
1.8.13	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).
1.8.18	Knowledge of the nutrition and exercise effects on blood glucose levels in diabetes.

College	The College At Brockport – SUNY	
Department	Kinesiology, Sports Studies, and Physical Education	
Course Name	Strength and Conditioning for Exercise Science	
Course Number	PEP 36X	
Prerequisite	PES 335 - Physiological Basis for Exercise and Sport	
Course Description	This is an advanced course emphasizing anaerobic physiology and conditioning techniques. A knowledge of muscle function, physiology, and human movement is necessary to succeed in this course. The student will have an opportunity to practice a wide variety of weight training techniques during the hands on portion of the class	
Academic Hours	3 Credits	
Instructor	Mr. Michael M. Militello, MS, ATC	
Semester	Spring and Fall	
Required Text	Baechle and Earle. <u>Essentials of Strength and Conditioning</u> . 3 rd edition. Human Kinetics. Champaign, IL. ISBN #10: 0-7360-5803-6	
Optional Text	NA	
Student Requirements	Exam 1	30% of course grade
	Exam 2	30% of course grade
	Exam 3	30% of course grade
	Needs Analysis	10% of course grade
	A grade of C or better is required to maintain eligibility in the Exercise Physiology Major. An overall average of 74% is equivalent to a C grade. A percentage grade of 73.9% is not a C and your enrollment in the major will be terminated.	

Grading Scale:	A	100-94%
	A-	93.9-90%
	B+	89.9-87%
	B	86.9-84%
	B-	83.9-80%
	C+	79.9-77%
	C	76.9-74%
	C-	73.9-70%
	D+	69.9-67%
	D	66.9-64%
	D-	63.9-60%
	E	<60%

Topic Outline	<u>Day / Date</u>	<u>Tentative schedule</u>	<u>Readings</u>
	T	Course Introduction and syllabus review	None
	R	Muscular and Neuromuscular systems	4 - 13
	T	Muscular and Neuro continued	4 - 13
	R	Bioenergetics of Exercise	22 - 38
	T	Biomechanics of Resistance Exercise	
	R	Continued	65 - 90
	T	Adaptations to Anaerobic Training	93 - 118
	R	Continued	
	T	Exam #1	
	R	Review exam #1`	
	T	Warm up and Stretching	295 - 324
	R	Continued	
	T	Age and Sex Differences	141 - 157
	R	Test Selection & Administration	237 - 246
	Spring Break/ Fall Break		
	T	Continued	
	R	Interpretation of Testing	249 - 273

violation will be subject to charges.

Disability Policy: Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

KSA description	KSA Numbering System
Knowledge of the following muscle action terms: inferior, superior, medial, lateral, supination, pronation, flexion, extension, adduction, abduction, hyperextension, rotation, circumduction, agonist, antagonist, and stabilizer.	1.1.3
Knowledge of the stretch reflex and how it relates to flexibility.	1.1.7
Ability to describe the systems for the production of energy.	1.1.9
Knowledge of the role of aerobic and anaerobic energy systems in the performance of various physical activities.	1.1.10
Knowledge of the anatomical and physiological adaptations associated with strength training.	1.1.14
Knowledge of the physiological principles related to warm-up and cool-down.	1.1.15
Knowledge of the common theories of muscle fatigue and delayed onset muscle soreness (DOMS).	1.1.16
Knowledge of the physiological adaptations that occur at rest and during submaximal and maximal exercise following chronic aerobic and anaerobic exercise training.	1.1.17
Knowledge of the structure and function of the skeletal muscle fiber.	1.1.19
Knowledge of the characteristics of fast and slow twitch muscle fibers.	1.1.20
Knowledge of the sliding filament theory of muscle contraction.	1.1.21
Knowledge of twitch, summation, and tetanus with respect to muscle contraction.	1.1.22
Knowledge of the principles involved in promoting gains in muscular strength and endurance.	1.1.23
Knowledge of muscle fatigue as it relates to mode, intensity, duration, and the accumulative effects of exercise.	1.1.24
Knowledge of how the principles of specificity and progressive overload relate to the components of exercise programming.	1.1.31
Knowledge of the concept of detraining or reversibility of conditioning and its implications in exercise programs.	1.1.32
Knowledge of the physical and psychological signs of overreaching/overtraining and to provide recommendations for these problems.	1.1.33
Knowledge of the following terms: progressive resistance, isotonic/isometric, concentric, eccentric, atrophy, hyperplasia, hypertrophy, sets, repetitions, plyometrics, Valsalva maneuver.	1.1.36
Knowledge of and skill to demonstrate exercises designed to enhance muscular strength and/or endurance of specific major muscle groups.	1.1.37
Knowledge of and skill to demonstrate exercises for enhancing musculoskeletal flexibility.	1.1.38

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.	1.1.39
Ability to identify the major bones. Major bones include, but are not limited to the clavicle, scapula, sternum, humerus, carpals, ulna, radius, femur, fibia, tibia, and tarsals.	1.1.40
Ability to identify the joints of the body.	1.1.41
Knowledge of the primary action and joint range of motion for each major muscle group.	1.1.42
Knowledge of and ability to discuss the physiological basis of the major components of physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.	1.3.1
Knowledge of the value of the health/medical history.	1.3.2
Knowledge of the value of a medical clearance prior to exercise participation.	1.3.3
Ability to describe the purpose of testing, determine appropriate protocols, and perform assessments of muscular strength, muscular endurance, and flexibility.	1.3.18
Knowledge of the relationship between the number of repetitions, intensity, number of sets, and rest with regard to strength training.	1.7.1
Knowledge of the benefits and precautions associated with exercise training in across the lifespan (from youth to the elderly).	1.7.3
Knowledge of the differences in the development of an exercise prescription for children, adolescents, and older participants.	1.7.6
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.	1.7.7
Knowledge of and the ability to describe exercises designed to enhance muscular strength and/or endurance of specific major muscle groups.	1.7.11
Knowledge of the principles of overload, specificity, and progression and how they relate to exercise programming.	1.7.12
Knowledge of the various types of interval, continuous, and circuit training programs.	1.7.13
Knowledge of special precautions and modifications of exercise programming for participation at altitude, different ambient temperatures, humidity, and environmental pollution.	1.7.16
Knowledge of the importance of recording exercise sessions and performing periodic evaluations to assess changes in fitness status.	1.7.17
Knowledge of the advantages and disadvantages of implementation of interval, continuous, and circuit training programs.	1.7.18
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.	1.7.22
Skill to teach and demonstrate appropriate exercises for improving range of motion of all major joints.	1.7.23
Ability to describe modifications in exercise prescriptions for individuals with functional disabilities and musculoskeletal injuries.	1.7.26
Ability to differentiate between the amount of physical activity required for health benefits and/or for fitness development.	1.7.27
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.	1.7.29
Ability to identify proper and improper technique in the use of cardiovascular conditioning equipment (e.g., stairclimbers, stationary cycles, treadmills, elliptical trainers, rowing machines).	1.7.30
Ability to teach a progression of exercises for all major muscle groups to improve muscular strength and endurance.	1.7.31
Ability to communicate appropriately with exercise participants during initial screening and exercise programming.	1.7.32
Ability to design, implement, and evaluate individualized and group exercise programs based on health history and physical fitness assessments.	1.7.33
Ability to modify exercises based on age, physical condition and cognitive status.	1.7.34
Ability to design resistive exercise programs to increase or maintain muscular strength and/or endurance.	1.7.42
Ability to evaluate flexibility and prescribe appropriate flexibility exercises for all major muscle groups.	1.7.43
Ability to design training programs using interval, continuous, and circuit training programs.	1.7.44
Ability to modify exercise programs based on age, physical condition, and current health status.	1.7.46

SUNY-The College at Brockport
Kinesiology, Sport Studies, and Physical Education Department

PES XXX Course Syllabus
Exercise Testing and Prescription
Fall 2012

Lecture and Laboratory Days:	Tuesday/Thursday
Lecture and Laboratory Times:	11-12:15
Instructor:	Elizabeth K. Lenz, PhD Assistant Professor
Instructor's Office:	Tuttle North, Room 310b
Instructor's Phone:	(585) 395 - 5266
Instructor's Email:	egrimm@brockport.edu
Instructor's Office Hours:	Weekdays by appointment
Credits:	3
Prerequisites:	PES 362, Junior Standing
Required Texts:	ACSM's Guidelines for Exercise Testing and Prescription 8 th Edition. Lippincott Williams & Wilkins. Baltimore, MD. 2010. ACSM's Health Related Physical Fitness Assessment Manual 3 rd Edition. Lippincott Williams & Wilkins. Baltimore, MD. 2010 ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription 6 th Edition. Lippincott Williams & Wilkins. Baltimore, MD. 2010.

Rationale

The Exercise Testing for Fitness Assessment and Exercise Prescription course is designed to prepare students *for the Practicum for Exercise Programming course*. This will be achieved by acquiring theory, knowledge, skills, and abilities pertinent to competencies in pre-exercise health screening, health-related physical fitness testing, and exercise prescription for healthy and clinical populations.

Overall Course Goal

Students will be able to apply their knowledge of exercise physiology to safely and effectively screen, test, and prescribe exercise to a variety of healthy and clinical populations.

Course Objectives

Upon completion of this course, students will be able to:

1. Effectively explain and administer a broad variety of assessments designed to evaluate different physiological parameters.
2. Design, implement, and adapt exercise tests and prescriptions for a variety of healthy and clinical populations.
3. Recognize the various psychosocial factors that may positively or negatively influence exercise behavior and use this knowledge to manipulate an exercise prescription.
4. Use their business knowledge to aid in the organization and implementation of a fitness center during the practicum experience.

Class Format

Material will be presented as class lecture and class discussion. Reading assignments are expected to be completed in advance of the designated class to facilitate discussion. **Laboratories require participation of all students**; therefore, it is expected that all students come dressed appropriately for exercise (shorts, t-shirt, and appropriate exercise footwear). In the event that the student cannot safely complete the laboratory activity, he/she must make **PRIOR arrangements** with the instructor. Laboratory activities will be designed to serve as a practical extension of lecture material. Assignments will be given in both regular lecture meetings and laboratories.

Student Evaluation/Requirements

Grading System

Pop Quizzes (5 x 10 points)	10%	50 points
Mid Term Exam	20%	100 points
Laboratory Assignments (10 x 10 points)	20%	100 points
Laboratory Case Reports	10%	50 points
Final Exam - Practical	20%	100 points
<u>Final Exam</u>	<u>20%</u>	<u>100 points</u>
Total	100%	500 points

Grading Scale (% of possible points)

100-93%	A	76-73%	C
92-90%	A-	72-70%	C-
89-87%	B+	69-67%	D+
86-83%	B	66-63%	D
82-80%	B-	62-60%	D-
79-77%	C+	<59%	E

Pop Quizzes will be given at the beginning of selected classes throughout the semester. Questions will cover material from the assigned readings and previous lectures.

Lab Assignments will accompany each lab. ***The answers need to be turned in to the instructor at the start time of your lab on the following week.***

Lab Case Report will consist of your own individualized data collected during lab over the course of the semester. Each lab period you will be obtaining your own data pertaining to a health history, height, weight, blood results, assessment data, etc. At the end of the semester you will turn in a complete file on yourself. More details will be given during lab.

Lab Practical Exam will consist of properly explaining, demonstrating, and administering a chosen random practical skill.

Exams will include material from text, lecture, laboratories and any additional information discussed in class. The final exam will be cumulative.

College Policies

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of the College policy, which can result in the failure of a course, as well as a range of disciplinary actions from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability policy. Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Cellular telephones: Students must not abuse the use of cell phones in class. Ringtones must be turned off in class and, if on cell phones must be in vibrate mode. If there is a need to check for and/or receive a call (New York Alert or parent with sick child and similar needs), the student must inform the instructor in advance that the student may need to excuse him/herself to take an important call. Students must not engage in text messaging in the classroom. Students who create disturbance with ringing cell phones or text messaging, should be warned and may be asked to leave the class session if the behavior continues.

Class Policies

Lecture Notes will be available to all students via ANGEL. The course web page on ANGEL will be used to deliver lecture material, assignments, and grade information. As ANGEL plays an integral role in this course, it is expected that students will check the site regularly for announcements and updates. To access ANGEL, go to Brockport Home Page, to Online Services, and to ANGEL. Your ANGEL username is the first initial of your first name, the first three letters of your last name followed by 2-digit birth month and birth day. Your password is the password you use to access your e-mail account.

Attendance will be taken each day and you are expected to attend all classes. You are responsible for making up any class material that you miss. Consistent with the College at Brockport-SUNY policy, students missing more than 15% of classes (4 class sessions) will have their final course grade reduced by 2% for every absence beyond 4.

Make-up quizzes, exams and other missed work will be given at the discretion of the instructor and only if you are unable to take them due to circumstances beyond your control. Any of these circumstances require contact with the instructor **before the absence/tardiness**.

Late assignments **will not** be accepted for credit.

Additional Reminders...

1. In the event of official University travel, a signed letter from the appropriate University faculty/staff member must be presented along with at least **5 days notice** of each absence to receive missed materials, tests, quizzes or other missed work.
2. Be on time for class. Coming in late affects the entire class. Additionally, you should be prepared for class every time we meet; this means you have read the assignments and are ready to discuss the main topic.
3. Random quizzes (pop quizzes) will be given at the beginning of class and collected as soon as students are finished. Anyone with an unexcused absence or tardiness will receive a zero.
4. Please respect the opinions of others in the class even if you differ with them. You must speak and act respectfully at all times. Keep in mind, however, that it is perfectly possible to express differences in a respectful and passionate way, and you should feel free to do so throughout this course. Diversity of opinion makes for enriched learning.
5. Refrain from talking to each other while another class member or instructor is speaking.
6. Turn off cell phones during class. If your phone disrupts class, then you may be dismissed from class.
7. No incompletes will be given without consulting the instructor **before the last day** of class.
8. If a laboratory session is missed, if a student is more than 15 minutes late, or not dressed appropriately (without prior consent of the instructor), no make-ups will be permitted and zero points will be given for that particular lab.

Week	Date:	Topic:	Readings:
1	8/27	Class Topic – Welcome, Course Introduction Terminology, Screening & Risk Stratification	ACSM Guidelines: Ch 1-2 Resources Manual Ch 10-11
2	9/3	Class Topic - Pre-Exercise Evaluation General Testing Guidelines Laboratory 1 & 2 assignments – Emergency Procedures, Preassessment Screening	ACSM Guidelines: Ch 3-4 Resources Manual Ch 18-19 NCEP & JNC7 Guidelines Laboratory Manual Ch 1 & 2
3	9/10	Class Topic - Cardiorespiratory & PA assessment Laboratory 3 & 4 assignments – Risk Factor Assessment	ACSM Guidelines: Ch 4 Resources Manual Ch 19 Laboratory Manual Ch 3

4	9/17	Class Topic - Body Composition Assessment Laboratory 5 assignment – Body Composition	ACSM Guidelines: Ch 4 Resources Manual Ch 17 Laboratory Manual Ch 4
5	9/24	Class Topic - Strength, Endurance, & Flexibility Assessment Laboratory 6 assignment – Strength, Endurance, & Flexibility	ACSM Guidelines: Ch 4 Resources Manual Ch 20 Laboratory Manual Ch 5 & 6
6	10/1	Class Topic - Exercise Testing & Interpretation Laboratory 7 assignment – Submaximal Exercise Testing and review of Maximal Exercise Testing	ACSM Guidelines: Ch 5-6 Laboratory Manual Ch 7 & 8
7	10/8	Class Topic - Mid Term Exam Review and EXAM 1	
8	10/15	Fall Break Week – No Class or Lab	
9	10/22	Class Topic - Metabolic Calculations Laboratory 8 assignment – Metabolic Calculations	ACSM Guidelines: Ch 7 Resources Manual Ch 28
10	10/29	Class Topic - Exercise Prescription/Testing Across the Agespan Laboratory 9 assignment – General Exercise Prescription	ACSM Guidelines: Ch 7 Resources Manual Ch 28-33
11	11/5	Class Topic - Exercise Prescription/Testing for Special Populations – Controlled disease (HTN, elevated cholesterol, obesity, diabetes, heart disease) Laboratory 10 assignment – Case Studies	ACSM Guidelines: Ch 8-10 Resources Manual Ch 37-41
12	11/12	Class Topic - Exercise Prescription/Testing for Special Populations – musculoskeletal problems/arthritis, pregnancy, asthma Laboratory – Case Study REVIEW	ACSM Guidelines: Ch 8-10 Resources Manual Ch 37-41

13	11/19 – TG week	Class Topic - Behavioral Change Laboratory – Practical REVIEW	ACSM Guidelines: Ch 7 Resources Manual Ch 43-45 Buckworth and Dishman Readings
14	11/26	Class Topic - Business of Exercise Physiology Laboratory - Practical Exam	Resources Manual Ch 48, 50-51
15	12/3	Class Topic - Flex Time and Review Laboratory - Practical Exam	
16	12/10	Final Exam Week – Final Day and Time TBD	

By the end of class the students will have the following Knowledge, Skills, and Abilities:

- 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.
- 1.2.4 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.
- 1.2.8 Knowledge of how lifestyle factors, including nutrition and physical activity, influence lipid and lipoprotein profiles.
- 1.3.1 Knowledge of and ability to discuss the physiological basis of the major components of physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
- 1.3.5 Knowledge of relative and absolute contraindications to exercise testing or participation.
- 1.3.14 Ability to obtain informed consent.
- 1.3.15 Ability to explain the purpose and procedures and perform the monitoring (HR, RPE and BP) of clients prior to, 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 purpose of testing, determine an appropriate submaximal or maximal protocol, and perform an assessment of cardiovascular fitness on the treadmill or the cycle ergometer.
- 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.
- 1.3.22 Ability to modify protocols and procedures for cardiorespiratory fitness tests in children, adolescents, and older adults.
- 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 with exercise training in across the lifespan (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 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.
- 1.7.15 Knowledge of the components incorporated into an exercise session and the proper sequence (i.e., preexercise evaluation, warm-up, aerobic stimulus phase, cool-down, muscular strength and/or endurance, and flexibility).
- 1.7.17 Knowledge of the importance of recording exercise sessions and performing periodic evaluations to assess changes in fitness status.
- 1.7.19 Knowledge of the exercise programs that are available in the community and how these programs are appropriate for various populations.
- 1.7.21 Skill to teach and demonstrate the components of an exercise session (i.e., warm-up, aerobic stimulus phase, cool-down, muscular strength/endurance, flexibility).
- 1.7.27 Ability to differentiate between the amounts of physical activity required for health benefits and/or for fitness development.
- 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.
- 1.7.40 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.
- 1.8.16 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.
- 1.8.18 Knowledge of the nutrition and exercise effects on blood glucose levels in diabetes.
- 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.
- 1.9.1 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 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 physiological 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, phone, and internet).
- 1.10.14 Knowledge of the legal implications of documented safety procedures, the use of incident documents, and ongoing safety training documentation for the purposes of safety and risk management.
- 1.11.1 Knowledge of the health/fitness instructor'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 of 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 health care professionals for referral purposes.
- 1.11.12 Ability to provide and administer appropriate customer service.

SUNY-The College at Brockport
Kinesiology, Sport Studies, and Physical Education Department
PEP XXX Course Syllabus
Practicum for Exercise Programming
Spring 2013

Lecture Times:	Mondays
Instructor:	Elizabeth K. Lenz, PhD Assistant Professor
Instructor's Office:	Tuttle North, Room 310b
Instructor's Phone:	(585) 395 – 5266
Instructor's Email:	egrimm@brockport.edu
Instructor's Office Hours:	Weekdays by appointment
Credits:	3
Prerequisites:	PES XXX (Exercise Testing and Prescription)

Required Texts:

ACSM's Guidelines for Exercise Testing and Prescription 8th Edition. Lippincott Williams & Wilkins. Baltimore, MD. 2010.

Rationale

The College at Brockport Faculty/Staff Fitness Practicum course is designed to prepare students for careers in the health and fitness profession. This will be achieved by using the theory, knowledge, skills, and abilities learned from the coursework in the Exercise Physiology Major. Students will screen, test, and prescribe and monitor exercise for one semester to clients participating in the College of Brockport's Faculty/Staff Fitness Center.

Overall Course Goal

Students will be able to apply their knowledge of exercise physiology to safely and effectively screen, test, prescribe, and administer exercise to the clients participating in the College of Brockport's Faculty/Staff Fitness Center.

Course Objectives

Upon completion of this practicum, students will be able to:

5. Explain and administer to their clients a broad variety of fitness assessments and exercise prescriptions designed for health promotion.
6. Create and track health promotion programs (incentive programs) for clients.
7. Effectively work with a team to facilitate a fitness program.

Class Format

This course has a practical component as well as an in class component. The practical component involves working in the College at Brockport's Faculty/Staff Fitness Center and the in class portion will be discussion based.

The practical experience will consist of working with a classmate and one or two Brockport faculty/staff members of the Fitness Center as well as being an employee to the Fitness Center. Your responsibilities will include safely and effectively screening, testing, and prescribing exercise to your assigned clients. You will present your clients (anonymously) to the class in which we shall discuss what you observed during the initial screening and testing and the exercise you are planning on prescribing. Your team will reassess your client's fitness at the end of the semester. Your team will be responsible for discussing these results with your clients and developing a summer maintenance program for your clients. You will be held responsible for keeping track of your clients in a professional manner. Other responsibilities include facility maintenance and cleanliness, participation in emergency procedure/safety protocols, completion of fitness center related projects (i.e., creation of bulletin boards, newsletters, incentive programs, etc.)

The in-class experience will be discussion based. We will discuss as a class the outcomes of the initial screening and exercise prescriptions and issues/concerns that arise in the fitness center. There will also be time to work on Fitness Center responsibilities (i.e., your assignments) as well as practicing skills and emergency procedures, etc.

Student Evaluation/Requirements

Grading System

Bulletin Boards	10%	30 points
Incentive Program	25%	75 points
Fitness Trend Poster	20%	60 points

Client Case Reports	25%	75 points
Newsletter Article	10%	30 points
<u>Client feedback (2x15pts)</u>	<u>10%</u>	<u>30 points</u>
Total	100%	300points

Grading Scale (% of possible points)

100-93%	A	76-73%	C
92-90%	A-	72-70%	C-
89-87%	B+	69-67%	D+
86-83%	B	66-63%	D
82-80%	B-	62-60%	D-
79-77%	C+	<59%	E

Bulletin Boards will be placed throughout the fitness center and the class will be responsible for updating them every four weeks. Bulletin board topics will be decided by the class and can range from tips for exercising in various types of weather to the benefits of exercise. Once these topics are determined groups will work on the posters (size of groups will depend on the class size).

Incentive Programs will be developed by the class and implemented after Spring break. You will work with your bulletin board group to come up with an incentive program that our clients can participate in. The group will need to discuss what type of program you have developed, the goals of your program, use of behavioral techniques, prizes, etc. Your group will need to sell your concept to the class who will vote on their favorite concept. The runner-up incentive program will be used as the incentive program for the beginning of the following semester. Your overall grade will be based on concept not whether it wins.

Client Case Report will consist of your client's data that was collected over the course of the semester (this report will be prepared by you and your partner). Throughout the semester you will be obtaining your clients data pertaining to the initial contact with physician, a health history, physiological assessments (i.e., heart rate, blood pressure, weight, body composition, physical activity, etc), exercise test data, initial exercise prescription and the progression, etc. At the end of the semester you will also create a maintenance plan for your client and then turn in a complete file on your client(s).

Fitness Trend Posters will be a "poster" created on power point discussing a fitness trend of your choice. In the beginning of the semester you will sign-up for a date to present your trend. The poster will consist of what the trend is, who it is intended for, where/what type of facilities offer your fitness trend, an example of your trend (i.e., a teaching demo, video, etc. – Be CREATIVE), what are the physiological benefits of the program and research supporting or refuting the programs benefits. Lastly you will discuss with us your professional opinion of the trend and whether you would suggest this trend to the clients in our fitness center based on the information provided to us in your poster.

One Newsletter Article will be submitted by each student for our newsletter. Your article can be on any topic you would like as long as it pertains to adult fitness. You will work with your group to create a short Newsletter and your group will sign up for when your Newsletter is due at the beginning of the semester.

Client Feedback will be provided twice during the semester (mid semester and end of the semester). Your clients will be provided questions created by our class to evaluate your performance. We will create these questionnaires in the beginning of the semester.

College and Class Policies

Fitness center and class information will be available to all students via ANGEL. The course web page on ANGEL will be used to deliver lecture material, assignments, and grade information. As ANGEL plays an integral role in this course, it is expected that students will check the site regularly for announcements and updates. To access ANGEL, go to Brockport Home Page, to Online Services, and to ANGEL. Your ANGEL username is the first initial of your first name, the first three letters of your last name followed by 2-digit birth month and birth day. Your password is the password you use to access your e-mail account.

Attendance will be taken each day and you are expected to be present in the fitness center when assigned and attend all classes. You are responsible for making up any class material that you miss. Consistent with the College at Brockport-SUNY policy, students missing more than 15% of classes (4 class sessions) will have their final course grade reduced by 2% for every absence beyond 4.

Missing work in the fitness center without knowledge of the instructor will lead to an automatic reduction in grade by 2%. If work in the fitness center needs to be missed please try to switch work times with a classmate.

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of the College policy, which can result in the failure of a course, as well as a range of disciplinary actions from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.

Disability policy. Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Make-up or missed assignments/work will be given at the discretion of the instructor and only if you are unable to take them due to circumstances beyond your control. Any of these circumstances require contact with the instructor **before the absence/tardiness**.

Late assignments **will not** be accepted for credit.

Additional Reminders (Expectations)

9. In the event of official University travel, a signed letter from the appropriate University faculty/staff member must be presented along with at least **5 days notice** of each absence to receive missed materials, tests, quizzes or other missed work.
10. Be **on time** for work and class. Coming in late affects the fitness center and/or the entire class and will affect your overall course grade. Additionally, you should be prepared for work and class every time we meet.
11. Please respect the opinions of others in the class even if you differ with them. You must speak and act respectfully at all times. Keep in mind, however, that it is perfectly possible to express differences in a respectful and passionate way, and you should feel free to do so throughout this course. Diversity of opinion makes for enriched learning.
12. Refrain from talking to each other while another class member or instructor is speaking.
13. Turn off cell phones during work or class. If your phone disrupts work or class, then you may be dismissed from the fitness center and/or class.
14. There will be no homework or use of the computer while you are working in the fitness center unless you are helping someone check into the facility. If you are caught using the computer you may be dismissed from the fitness center which will count as a work absence.
15. Dress appropriately for working in the fitness center. This includes business casual attire (i.e., khaki pants and a nice shirt). Please wear appropriate footwear in the fitness center – closed toed shoes only. Please do not wear t-shirts or shirts with inappropriate sayings, band names, etc., hats, saggy pants, or sandals. If you do not dress appropriately you will be asked to change your clothes or go home and this will count as a work absence.
16. This is a professional development program so please be respectful to your clients and coworkers.

17. You will be expected to socialize with all clients while working in the Fitness Center not just your own. This is an important part of this experience and the best way to learn about your clients.
18. You will also be held responsible for keeping the Fitness Center clean. There will be a cleaning schedule and if cleaning does not occur we will clean as a class instead of devoting time to your class assignments.

By the end of class the students will have the following Knowledge, Skills, and Abilities:

- 1.3.15 Ability to explain the purpose and procedures and perform the monitoring (HR, RPE and BP) of clients prior to, 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 purpose of testing, determine an appropriate submaximal or maximal protocol, and perform an assessment of cardiovascular fitness on the treadmill or the cycle ergometer.
- 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.
- 1.7.5 Knowledge of how to select and/or modify appropriate exercise programs according the age, functional capacity and limitations of the individual.
- 1.7.17 Knowledge of the importance of recording exercise sessions and performing periodic evaluations to assess changes in fitness status.
- 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.
- 1.7.24 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 rating of perceived exertion.
- 1.7.30 Ability to identify proper and improper technique in the use of cardiovascular conditioning equipment (e.g., stairclimbers, stationary cycles, treadmills, elliptical trainers, rowing machines).
- 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.
- 1.7.40 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.

- 1.7.46 Ability to modify exercise programs based on age, physical condition, and current health status.
- 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 instructor's responsibilities, limitations, and the legal implications of carrying out emergency procedures.
- 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 documentation for the purposes of safety and risk management.
- 1.10.16 Skill in demonstrating appropriate emergency procedures during exercise testing and/or training.
- 1.10.17 Ability to identify the components that contributes to the maintenance of a safe environment including equipment operation and maintenance, proper sanitation, safety and maintenance of exercise areas, and overall facility maintenance.
- 1.11.1 Knowledge of the health/fitness instructor'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 of 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 health care 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.



The College at Brockport
Department of Kinesiology, Sport Studies, and Physical Education

MEMO

To: College Senate, Undergraduate Curriculum Committee
From: Susan C. Petersen, Chair, Department of KSSPE
Date: February 21, 2012
Re: Letter of support for Exercise Physiology revisions

Please accept this letter of support for the proposed changes in the Exercise Physiology major in the Department of Kinesiology, Sport Studies, and Physical Education.

Exercise Physiology, Athletic Training, and Kinesiology are among the fastest growing majors in the country with a 50% growth rate in recent years (*Insider Higher Education*, August 2010) and Brockport majors in these areas mirror that growth. Exercise Physiology has grown from 74 majors in fall 2009 (the first year of the stand alone major) to a DARS enrollment of approximately 270 today.

This expansive growth, combined with the President's Initiative for accreditation when possible, has resulted in the Exercise Physiology program's desire to seek accreditation, and maintain and improve the already outstanding reputation of the program. The revisions included in this proposal all contribute to those goals.

Without reiterating and addressing each of the seven changes individually, I will simply indicate my strong support for each of the changes. The need for the revisions is clear to me, despite the possible concern for an increase in the number of credits for the major and the increased time requirement for the internship. These changes will make the program more comparable with other accredited institutions and will further strengthen our rigor and reputation without placing undue barriers to graduation on students. In addition, there is no need for additional resources at this time based on these revisions.

With the competition for placements in graduate programs, entry to physical therapy schools and physician assistant schools, etc. keen, these additional requirements will place our students among the best prepared in the country, thereby increasing our ability to have a nationally recognized program in Exercise Physiology/Exercise Science.

If you have any questions, please don't hesitate to contact me at 5341 or speterse@brockport.edu.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Health and Human Performance

To: Undergraduate Curriculum Committee
College Senate

From: Francis X. Short, Dean
School of Health & Human Performance

Subj.: Curricular Change
Department of Kinesiology, Sport Studies, and Physical Education

Date: February 23, 2012

Please accept this brief memo in support of proposed changes in the undergraduate exercise physiology major in the Department of Kinesiology, Sport Studies, and Physical Education. As I understand the proposal, it requests several changes to the current program: 1) it seeks a new name for the major, 2) it increases the internship from 3 to 6 credits, 3) it creates a program-specific nutrition course which replaces the generic nutrition course in the current curriculum, 4) it changes the name and number of a currently required course, 5) it adds a new course in exercise testing and prescription, and 6) it adds an on-campus practicum class. Taken as a whole, these changes result in a more rigorous curriculum and increase the chances that the program can achieve an aspirational accreditation through CAAHEP. The department has assured me that by re-working current teaching assignments, coverage of the new courses will not require any additional faculty resources. Perhaps it should be noted that the exercise physiology major added a new faculty member for 2011-12 in part because of the pursuit of accreditation, so the expansion of the program to meet CAAHEP standards can be accommodated by the current faculty. [Note: there is a caveat to this observation. At the same time that the major is seeking accreditation it also is experiencing rapid growth in enrollment (from 71 majors in 2009 to 216 majors in 2011). If enrollment continues to grow, the department may request additional faculty resources at some time in the future, but that request would be due to enrollment changes and not to the curricular changes proposed here.]

Inasmuch as these changes a) will improve the preparation of our students in exercise physiology, b) will better position the program for positive accreditation-related reviews, and c) do not require any additional financial resources to implement, I support the proposal without reservation. Please contact me if you have any questions. Thank you for the consideration.

March 14, 2012

Laurie and Committee,

Below are my responses (in BOLD CAPS), to your concerns regarding Senate proposal #21-11-12 – Exercise Physiology changes.

Member #1 - I noted a few things right off the bat
> that may hold up any decision we can make on this
> proposal. One, there are no departmental approvals
> (chair) nor from the dean that I saw.

DEPARTMENT CHAIRPERSON AND DEAN APPROVAL LETTERS ARE ATTACHED AT THE END OF THE PROPOSAL.

Also Heidi

> Byrne (sp?) answered that there are no new courses
> involved but there are -- they are developing a new
> nutrition course, plus a new internship course
> (doubling the hours from 160 to 320 and credits from
> 3 to 6). Also she answered that there are no
> curriculum changes but there are -- increasing the
> hours/credits, for example. Also there is no
> side-by-side comparison, at least not that I saw. **THE SPORT NUTRITION COURSE WAS APPROVED LAST YEAR, SO IT IS A NEW COURSE IN OUR DEPARTMENT, BUT NOT A NEWLY DEVELOPED COURSE BEING REQUESTED FOR APPROVAL VIA THIS PROPOSAL. WE ARE PROPOSING TO REPLACE A COURSE WITH THIS NEWLY DESIGNED COURSE. MY APOLOGIES FOR THE CONFUSION. I ALSO ASSUMED THAT INCREASING THE NUMBER OF CREDITS TO THE INTERNSHIP WAS NOT A CURRICULUM CHANGE PER SE. BOTH OF THESE ARE MY ERRORS IN HOW I INTERPRETED THE QUESTION. THERE IS A SIDE BY SIDE COMPARISON CHART WITH A COLOR CODE INCLUDED.**

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>
> From Member #2

>
> I do not see any letter of support from the
> Department Chair or the Dean. I don't think the
> proposal can move forward without these items.

DEPARTMENT CHAIRPERSON AND DEAN APPROVAL LETTERS ARE ATTACHED AT THE END OF THE PROPOSAL.

>
> 2) Currently the requirement is for 3 credits
> of Internship. The proposal wishes to increase that
> to 6 credits. Can those 6 credits be accomplished in
> 2 in different semesters (3 credits in fall, and 3
> in spring), or must they all come at once? Can the
> Internship course be registered as a course with
> "variable credit" or accommodate this?

THE INTERNSHIP IS DESIGNED TO BE COMPLETED AT ONE LOCATION OVER ONE SEMESTER, AFTER ALL OF THE COURSEWORK IN THE MAJOR IS COMPLETED. THE PROPOSED INTERNSHIP IS A HALF-TIME (20 HOURS PER WEEK), FULL-SEMESTER TIME COMMITMENT INSTEAD OF THE CURRENT HALF-TIME, HALF-SEMESTER TIME COMMITMENT. THE INTERNSHIP IS A ONE-SEMESTER COURSE.

SPREADING THE HOURS OVER TWO SEMESTERS WOULD DELAY THE STUDENT IN GETTING HIS OR HER DIPLOMA WITHOUT ANY REAL ADVANTAGE.

- >
- > 3) The student is responsible for finding the
- > internship placements. What assurance does KSSPE
- > have that enough placements will exist for all the
- > students who need them, especially since the
- > internship requirement is being doubled?

THE NUMBER OF INTERNSHIP SITES WILL NOT CHANGE BASED ON THE EXTENSION OF WEEKS SPENT AT THE INTERNSHIP SITE. WE CURRENTLY PLACE ALL OF OUR MAJORS AT INTERNSHIP SITES, AND ALL FIVE SITES RECENTLY QUERIED ABOUT THIS EXTENSION OF CONTACTS HOURS RESPONDED WITH ENTHUSIASM. PLEASE SEE TABLE IN PROPOSAL THAT ADDRESSES HOURS OF CONTACT TIME AND INTERNSHIP CREDITS AT OTHER ACCREDITING UNIVERSITIES.

- >
- > 4) Item 3 - replacing the HLS Nutrition course
- > with a PES Nutrition course. How many students will
- > be affected by this change? Will the college need to
- > offer more total sections of Nutrition courses than
- > in the past? Or will it be possible to cancel some
- > of the current HLS Nutrition sections? The proposal
- > should include a "letter of support" from the HLS
- > chairperson.

- >
- > 5) Item 3 - replacing the HLS Nutrition course
- > with a PES Nutrition course. Is it necessary to
- > create a new Nutrition course, specifically for the
- > KSSPE students? Perhaps the current HLS course could
- > be modified to meet the needs of KSSPE students
- > (sports supplements, etc.). Creating a new course
- > focused specifically on one group of students is
- > counter to the College's goal of having greater
- > efficiency in the delivery of courses. At this time
- > the College is investigating how we can deliver the
- > introductory statistics courses more efficiently by
- > reducing the number of "discipline specific"
- > statistics courses.

THE SPORT NUTRITION COURSE WAS APPROVED LAST YEAR AND IS BEING TAUGHT FOR THE FIRST TIME THIS SPRING (2012). THE DEPARTMENT OF HEALTH SCIENCE KNOWS ABOUT THIS CHANGE AND DID NOT NEED TO ADJUST THEIR NUMBER OF COURSE SECTION OFFERINGS THIS SEMESTER. MANY OF OUR STUDENTS ARE INTERESTED IN THE FIELD OF NUTRITION, SO IT IS LIKELY THAT THE MAJORITY OF THEM WILL CONTINUE TO TAKE HLS 311 AS CREDITS TOWARD GRADUATION, EVEN IF NOT REQUIRED.

- >
- > 6) The proposal refers to a self-study done for
- > the discipline's accrediting body. What is the
- > status of that accreditation? Has the program been
- > reviewed by the external accreditor and received
- > feedback? Has the program received accreditation
- > from this external group?

WE ARE IN THE PROCESS OF WRITING THE SELF STUDY FOR OUR MAJOR. THE SELF STUDY WILL LIKELY BE REVIEWED IN LATE FALL OF 2012 AND THE SITE VISIT SHOULD OCCUR IN SPRING OF 2013.

- >
- > 7) The proposal does not explain why it is
- > necessary to increase the number of Internship
- > credits from 3 to 6, and to also add a Practicum
- > course. How does a Practicum differ from an
- > Internship (except by being based on
- > campus)? Couldn't a student who completed the
- > Practicum be considered as having satisfied the
- > Internship requirement?

WHEN WE BEGAN TO EXAMINE THE KSA (KNOWLEDGE, SKILLS, AND ABILITIES) CONTENT REQUIRED BY THE ACCREDITING AGENCY, OUR CURRICULUM WAS CLEARLY LACKING IN THE EXERCISE TESTING AND PRESCRIPTION (CLINICAL) AREA, SPECIFICALLY AS IT RELATES TO SPECIAL POPULATIONS OF INDIVIDUALS. WE THEREFORE DID A SEARCH FOR A THIRD TENURE TRACK FACULTY MEMBER WHO ARRIVED ON OUR CAMPUS LAST SEMESTER (FALL 2012). THE TWO NEW COURSES WILL BE TAUGHT BY THIS FACULTY MEMBER. THE FIRST COURSE IS AN EXERCISE TESTING AND PRESCRIPTION COURSE, WHICH WILL COVER MANY KSA's FOR ACCREDITATION, AS WELL AS PREPARE THE STUDENT FOR THE SECOND COURSE, THE PRACTICUM. THE PRACTICUM COURSE WILL ALSO COVER MANY KSA's, AS WELL AS GIVE THE STUDENTS SOME FACULTY-SUPERVISED PRACTICAL EXPERIENCE PRIOR TO LEAVING THE CAMPUS FOR THE INTERNSHIP. WE HAVE HAD FEEDBACK OVER THE YEARS THAT OUR STUDENTS FELT VERY CONFIDENT IN THEIR KNOWLEDGE PRIOR TO THEIR INTERNSHIP EXPERIENCE, BUT THAT THEY ALSO FELT AS THOUGH MORE HANDS-ON EXPERIENCE IN EXERCISE TESTING AND PRESCRIPTION WOULD HAVE BEEN USEFUL.

THE PRACTICUM EXPERIENCE IS DIFFERENT THAN THE INTERNSHIP IN THAT THE PRACTICUM WILL BE SUPERVISED BY OUR FACULTY AND WILL DEAL SPECIFICALLY WITH EXERCISE TESTING, PRESCRIPTION, AND IMPLEMENTATION OF PROGRAMMING IN THE EMPLOYEE FITNESS AND WELLNESS PROGRAM. THE INTERNSHIP IS SUPERVISED BY SOMEONE AT A SPECIFIC INTERNSHIP SITE AND THE GOALS AND OBJECTIVES OF THE INTERN WILL VARY WITH PLACEMENT (CARDIAC REHABILITATION, CORPORATE FITNESS, FITNESS, STRENGTH AND CONDITIONING, RESEARCH, ETC). THE STUDENTS NEED MORE HOURS AT THE INTERNSHIP SITES IN ORDER TO MAXIMIZE THE INTERNSHIP EXPERIENCE. PLEASE SEE THE TABLE IN THE PROPOSAL WHICH PROVIDES EXAMPLES OF OTHER SCHOOLS INTERNSHIP HOURS AND CONTACT TIME.

- >
- > 8) The proposal calls for an increase in 9
- > credit hours in the program. How does this proposal
- > compare to similar programs at peer institutions as
- > to total number of credit hours in the major?

THIS HAS BEEN ADDRESSED IN THE PROPOSAL. PLEASE SEE TABLE. OUR MAJOR IS NOT OUT OF LINE WITH OTHER INSTITUTES. OTHER INSTITUTES THAT HAVE HIGHER GEN ED REQUIREMENTS HAVE LOWER MAJOR REQUIREMENTS, BUT INSTITUTES WITH SIMILAR GEN ED REQUIREMENTS HAVE MAJOR REQUIREMENTS SIMILAR OR EVEN GREATER THAN OURS.

>

- > 9) One page 4, in the side-to-side comparison,
- > the 2 Physics courses should be titled Intro Physics
- > (not College Physics).

CHANGE HAS BEEN MADE

- >
- > 10) The new course PES XXX - Exercise Testing and
- > Prescription, says that the students will be
- > applying their skills during this course in the
- > College fitness center. If that is so, then is it
- > necessary to create a new Practicum course, which
- > does essentially the same thing?

THIS ACTUALLY REFERS TO THE TRAINING THAT STUDENTS WILL NEED TO UNDERGO IN THE EXERCISE TESTING AND PRESCRIPTION CLASS IN ORDER TO BE COMPETENT AND READY TO MOVE INTO THE PRACTICUM CLASS. THE COURSE OUTLINE OF THIS CLASS HAS BEEN SLIGHTLY RE-WORDED TO CLARIFY. THE EXERCISE TESTING AND PRESCRIPTION CLASS WILL BE A PRE-REQUISITE TO THE PRACTICUM, WHICH WILL BE A PRE-REQUISITE TO THE INTERNSHIP EXPERIENCE.

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- >