

**From:** [Kowalsky, Lisa](#)  
**To:** [Reed, Katie](#)  
**Subject:** RE: MS in Kinesiology and Minor in Human Nutrition  
**Date:** Thursday, February 6, 2025 9:50:34 AM  
**Attachments:** [image001.png](#)

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Hi Katie,

Maria has reviewed these and confirms she's happy with them. Do you want me to re-send the files or is this okay for confirmation?

Best,  
Lisa



**THE OHIO STATE UNIVERSITY**  
GRADUATE SCHOOL

**Lisa Clouser (Kowalsky)**

**The Ohio State University**

Graduate School  
247E University Hall  
230 N. Oval Mall, Columbus, OH 43210  
614-292-2267 Office  
[gradsch.osu.edu](http://gradsch.osu.edu)

Pronouns: she/her/hers

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**From:** Reed, Katie <[reed.901@osu.edu](mailto:reed.901@osu.edu)>  
**Sent:** Wednesday, February 5, 2025 4:12 PM  
**To:** Kowalsky, Lisa <[kowalsky.10@osu.edu](mailto:kowalsky.10@osu.edu)>  
**Subject:** FW: MS in Kinesiology and Minor in Human Nutrition

Lisa,

Would you please add the MS in Kinesiology to your queue?

Thanks,  
Katie

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**From:** Locascio, Pete <[locascio.7@osu.edu](mailto:locascio.7@osu.edu)>  
**Sent:** Wednesday, February 5, 2025 4:11 PM  
**To:** Smith, Randy <[smith.70@osu.edu](mailto:smith.70@osu.edu)>  
**Cc:** Reed, Katie <[reed.901@osu.edu](mailto:reed.901@osu.edu)>  
**Subject:** MS in Kinesiology and Minor in Human Nutrition

Hi Randy,

Please find attached two informational items from the EHE Curriculum Committee:

1. Revision to the MS in Kinesiology
2. Revision to the Minor in Human Nutrition

Thanks,

**Pete Locascio**

Executive Director of Undergraduate Education

**The Ohio State University**

College of Education and Human Ecology

EHE Office of Undergraduate Education

A100 PAES Building

305 Annie and John Glenn Ave, Columbus, OH 43210

614-292-9261

[locascio.7@osu.edu](mailto:locascio.7@osu.edu) / [ehe.osu.edu](http://ehe.osu.edu)

Pronouns: he/him/his

Memo

February 3, 2025

To: W. Randy Smith, Vice Provost – Council on Academic Affairs

From: Pete Locascio, Executive Director of Undergraduate Education, EHE

RE: INFORMATIONAL ITEM: **MS in Kinesiology**, Department of Human Sciences.

Please find materials included in this proposal related to a small-scale revision of the Kinesiology MS.

The department proposes:

- Add KNHES 5500 as an option in the Electives category
- Add KNPE 5643 as an option in the Electives category

This was approved as an informational item by the EHE Curriculum Committee on November 21, 2024.

If there are any questions, please contact me at [Locascio.7@osu.edu](mailto:Locascio.7@osu.edu)

October 18, 2024  
Pete Locascio  
Executive Director of Undergraduate Education  
EHE Office of Undergraduate Education

Dear Pete:

I am writing to express my support for the proposed program revision, **effective Spring 2025**:

**KINESIO-MS (3 Specializations: Exercise Science, Sport Management, Sport Pedagogy)**

1. **KNHES 5500 Fundamentals of Exercise Physiology - Theory & Application (4cr)**  
Proposal: add as a course option in the Electives category across all three specializations (KINESIO-MS)
2. **KNPE 5643 Coaching Effectiveness (3cr)**  
Proposal: add as a course option in the Electives category across all three specializations (KINESIO-MS)

Attached you will find the necessary documentation outlining proposal details. This change is approved by the Kinesiology faculty. Review from members of the Department of Human Sciences Graduate Curriculum Committee has also been completed.

There are no negative budgetary implications and no additional funds or human resources necessary for the execution of this slight revision. Thus, I am in support of the proposed additional course as outlined in the attached documents.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,



**Sue Sutherland, PhD**

*Pronouns: she/her/hers*

Professor, Associate Department Chair

College of Education and Human Ecology

# Health and Exercise Science

Specialization leading to an MS in Kinesiology



Effective for students admitted to the College of Education and Human Ecology beginning **Autumn 2024**

Core Requirements (6 Hours)	HOURS
<b>Required Course</b>	<b>3</b>
KNPE 5795 Sociocultural Issues in Sport, Recreation and Physical Education	3
<b>Research Requirement (Choose 3 hours)</b>	<b>3</b>
KNHES 6891 Kinesiology Graduate Core Course I	3
KNSISM 6850 Applied Research Methods in Sport	3
Specialization Requirements (15 Hours)	HOURS
<i>Select one of the following concentrations:</i>	
<b>Exercise Science Concentration</b>	<b>15</b>
KNHES 5416 Theory of Strength and Conditioning	3
KNHES 5417 Exercise Techniques and Testing Technology in Strength and Conditioning	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 7896 Colloquium: Health and Exercise Science	2
<b>Physical Activity Behavior Concentration</b>	<b>15</b>
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5703 Health Behavior Theory	3
KNHES 5704 Health Program Evaluation	3
KNHES 7720 Measurement in Physical Activity Behavior (in limbo as of 5/8/23)	3
KNHES 7896 Colloquium: Health and Exercise Science	2
Elective Courses (Choose 6 Hours)	HOURS
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
KNHES 7714 Advanced Physiology of Exercise	3
Continued on Page 2	

Electives Courses (Continued from Page 1)	HOURS
KNHES 8803 Seminar in Exercise Metabolism	3
KNPE 5655 Perspectives on Coaching	3
KNPE 6100 Race, Gender and Culture in Sports	3
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
KNSISM 7897 Colloquium in Sport Management	3
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives	3
KNSISM 8951 Theoretical Approaches to Sport Organizations	3
Exit Requirement (Choose 6 Hours)	HOURS
Thesis Option	6
KNHES 7999 Research: Thesis	6
Non-Thesis Option	6
<i>Students must register for a minimum of three hours during the semester they take the examination or the project.</i>	
Master's Examination OR Culminating Project	
KNHES 6191 Internship: Health and Exercise Science	1-6
KNHES 7193 Individual Study: Health and Exercise Science	1-6
<p><b>Minimum hours: 33</b></p> <p>Note: Student's exact curriculum may vary depending upon program of study determined by student and advisor.</p> <p><b>For more information:</b>                      Department of Human Sciences                      135 B Campbell Hall                      1787 Neil Avenue                      614-292-6787  <a href="mailto:kinesiology@osu.edu">kinesiology@osu.edu</a></p>	
<b>Program Code: KINESIO-MS, HEN</b>	

# Health and Exercise Science

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Core Requirements (6 Hours)	HOURS
<b>Required Course</b>	<b>3</b>
KNPE 5795 Sociocultural Issues in Sport, Recreation and Physical Education	3
<b>Research Requirement (Choose 3 hours)</b>	<b>3</b>
KNHES 6891 Kinesiology Graduate Core Course I	3
KNSISM 6850 Applied Research Methods in Sport	3
Specialization Requirements (15 Hours)	HOURS
<i>Select one of the following concentrations:</i>	
<b>Exercise Science Concentration</b>	<b>15</b>
KNHES 5416 Theory of Strength and Conditioning	3
KNHES 5417 Exercise Techniques and Testing Technology in Strength and Conditioning	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 7896 Colloquium: Health and Exercise Science	2
<b>Physical Activity Behavior Concentration</b>	<b>15</b>
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5703 Health Behavior Theory	3
KNHES 5704 Health Program Evaluation	3
KNHES 7720 Measurement in Physical Activity Behavior (in limbo as of 5/8/23)	3
KNHES 7896 Colloquium: Health and Exercise Science	2
Elective Courses (Choose 6 Hours)	HOURS
KNHES 5500 Fundamentals of Exercise Physiology - Theory & Application	<b>4</b>
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
Continued on Page 2	

Electives Courses (Continued from Page 1)	HOURS
KNHES 7714 Advanced Physiology of Exercise	3
KNHES 8803 Seminar in Exercise Metabolism	3
KNPE 5643 Coaching Effectiveness	3
KNPE 5655 Perspectives on Coaching	3
KNPE 6100 Race, Gender and Culture in Sports	3
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
KNSISM 7897 Colloquium in Sport Management	3
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives	3
KNSISM 8951 Theoretical Approaches to Sport Organizations	3
Exit Requirement (Choose 6 Hours)	HOURS
Thesis Option	6
KNHES 7999 Research: Thesis	6
Non-Thesis Option	6
<i>Students must register for a minimum of three hours during the semester they take the examination or the project.</i>	
Master's Examination OR Culminating Project	
KNHES 6191 Internship: Health and Exercise Science	1-6
KNHES 7193 Individual Study: Health and Exercise Science	1-6
<b>Minimum hours: 33</b>	
Note: Student's exact curriculum may vary depending upon program of study determined by student and advisor.	
<b>For more information:</b> Department of Human Sciences 135 B Campbell Hall 1787 Neil Avenue 614-292-6787 <a href="mailto:kinesiology@osu.edu">kinesiology@osu.edu</a>	
<b>Program Code: KINESIO-MS, HEN</b>	



# PROPOSED

## Health and Exercise Science

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Core Requirements (6 Hours)	HOURS
<b>Required Course</b>	<b>3</b>
KNPE 5795 Sociocultural Issues in Sport, Recreation and Physical Education	3
<b>Research Requirement (Choose 3 hours)</b>	<b>3</b>
KNHES 6891 Kinesiology Graduate Core Course I	3
KNSISM 6850 Applied Research Methods in Sport	3
<b>Specialization Requirements (15 Hours)</b>	<b>HOURS</b>
<i>Select one of the following concentrations:</i>	
<b>Exercise Science Concentration</b>	<b>15</b>
KNHES 5416 Theory of Strength and Conditioning	3
KNHES 5417 Exercise Techniques and Testing Technology in Strength and Conditioning	3
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KNHES 5703 Health Behavior Theory	3
KNHES 5704 Health Program Evaluation	3
KNHES 7720 Measurement in Physical Activity Behavior (in limbo as of 5/8/23)	3
KNHES 7896 Colloquium: Health and Exercise Science	2
<b>Elective Courses (Choose 6 Hours)</b>	<b>HOURS</b>
KNHES 5500 Fundamentals of Exercise Physiology - Theory & Application	4
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
Continued on Page 2	

Electives Courses (Continued from Page 1)	HOURS
KNHES 7714 Advanced Physiology of Exercise	3
KNHES 8803 Seminar in Exercise Metabolism	3
KNPE 5643 Coaching Effectiveness	3
KNPE 5655 Perspectives on Coaching	3
KNPE 6100 Race, Gender and Culture in Sports	3
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
KNSISM 7897 Colloquium in Sport Management	3
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives	3
KNSISM 8951 Theoretical Approaches to Sport Organizations	3
Exit Requirement (Choose 6 Hours)	HOURS
Thesis Option	6
KNHES 7999 Research: Thesis	6
Non-Thesis Option	6
<i>Students must register for a minimum of three hours during the semester they take the examination or the project.</i>	
Master's Examination OR Culminating Project	
KNHES 6191 Internship: Health and Exercise Science	1-6
KNHES 7193 Individual Study: Health and Exercise Science	1-6
<b>Minimum hours: 33</b>	
Note: Student's exact curriculum may vary depending upon program of study determined by student and advisor.	
<b>For more information:</b> Department of Human Sciences 135 B Campbell Hall 1787 Neil Avenue 614-292-6787 <a href="mailto:kinesiology@osu.edu">kinesiology@osu.edu</a>	
<b>Program Code: KINESIO-MS, HEN</b>	

## Sport Management

Specialization leading to an MS in Kinesiology



**THE OHIO STATE UNIVERSITY**  
COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY



Effective for students admitted to the College of Education and Human Ecology beginning **Autumn 2024**

Core Requirements (3 Hours)	HOURS
<b>Foundational Requirement</b>	<b>3</b>
KNPE 5795 Sociocultural Issues in Sport, Recreation and Physical Education	3
<b>Research Requirement (Choose 3 credit hours)</b>	<b>3</b>
KNSISM 6850 Applied Research Methods in Sport	3
KNHES 6891 Kinesiology Graduate Core Course I	3
<b>Specialization Requirements (15 Hours)</b>	<b>HOURS</b>
<b>Required Courses</b>	<b>12</b>
KNSISM 6807 Sport Law	3
KNSISM 6808 Management of Sport Delivery Systems	3
KNSISM 6809 Sport Marketing	3
KNSISM 6837 Event and Facility Management for Sport Managers	3
<b>Supporting Courses (Choose 3 credit hours) (Course not chosen can count toward elective credit hours)</b>	<b>3</b>
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
<b>Elective Courses (Choose 6 credit hours)</b>	<b>6</b>
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
KNHES 7714 Advanced Physiology of Exercise	3
KNHES 8803 Seminar in Exercise Metabolism	3
KNPE 5655 Perspectives on Coaching	3
KNPE 6100 Race, Gender and Culture in Sports	3
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
KNSISM 6189 Practicum: Sport Management	3
Continued on Page 2	

Specialization Requirements – Supporting Courses (Continued from Page 1)	HOURS
KNSISM 6842 Business of College Sports	3
KNSISM 7897 Colloquium in Sport Management	3
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives	3
KNSISM 8193 Advanced Independent Studies: Sport Management	1-4
KNSISM 8951 Theoretical Approaches to Sport Organizations	3
Exit Requirement (Choose 6 credit hours)	HOURS
Thesis Option	6
KINESIO 7999 Research: Thesis	6
Non-Thesis Option	6
KNSISM 6191 Master’s Internship/Practicum: Sport Management	6
<p><b>Minimum hours: 33</b></p> <p>Note: Student’s exact curriculum may vary depending upon program of study determined by student and advisor.</p>	
<p><b>Program Code: KINESIO-MS, PSN</b></p>	

Last revised: 9/24/24

## Sport Management

Specialization leading to an MS in Kinesiology



**THE OHIO STATE UNIVERSITY**  
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Core Requirements (3 Hours)	HOURS
<b>Foundational Requirement</b>	<b>3</b>
KNPE 5795 Sociocultural Issues in Sport, Recreation and Physical Education	3
<b>Research Requirement (Choose 3 credit hours)</b>	<b>3</b>
KNSISM 6850 Applied Research Methods in Sport	3
KNHES 6891 Kinesiology Graduate Core Course I	3
<b>Specialization Requirements (15 Hours)</b>	<b>HOURS</b>
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KNSISM 6842 Business of College Sports	3
<b>Elective Courses (Choose 6 credit hours)</b>	<b>6</b>
KNHES 5500 Fundamentals of Exercise Physiology - Theory & Application	<b>4</b>
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
KNHES 7714 Advanced Physiology of Exercise	3
KNHES 8803 Seminar in Exercise Metabolism	3
KNPE 5643 Coaching Effectiveness	<b>3</b>
KNPE 5655 Perspectives on Coaching	3
KNPE 6100 Race, Gender and Culture in Sports	3
Continued on Page 2	

Specialization Requirements – Supporting Courses (Continued from Page 1)	HOURS
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
KNSISM 7897 Colloquium in Sport Management	3
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives	3
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KNSISM 8951 Theoretical Approaches to Sport Organizations	3
Exit Requirement (Choose 6 credit hours)	HOURS
Thesis Option	6
KINESIO 7999 Research: Thesis	6
Non-Thesis Option	6
KNSISM 6191 Master’s Internship/Practicum: Sport Management	6
<p><b>Minimum hours: 33</b></p> <p>Note: Student’s exact curriculum may vary depending upon program of study determined by student and advisor.</p>	
<p><b>Program Code: KINESIO-MS, PSN</b></p>	

Last revised: 9/24/24



# PROPOSED

## Sport Management

Specialization leading to an MS in Kinesiology



THE OHIO STATE UNIVERSITY  
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Effective for students admitted to the College of Education and Human Ecology beginning **Autumn 2024**

Core Requirements (3 Hours)	HOURS
<b>Foundational Requirement</b>	<b>3</b>
KNPE 5795 Sociocultural Issues in Sport, Recreation and Physical Education	3
<b>Research Requirement (Choose 3 credit hours)</b>	<b>3</b>
KNSISM 6850 Applied Research Methods in Sport	3
KNHES 6891 Kinesiology Graduate Core Course I	3
<b>Specialization Requirements (15 Hours)</b>	<b>HOURS</b>
<b>Required Courses</b>	<b>12</b>
KNSISM 6807 Sport Law	3
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<b>Supporting Courses (Choose 3 credit hours) (Course not chosen can count toward elective credit hours)</b>	<b>3</b>
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
<b>Elective Courses (Choose 6 credit hours)</b>	<b>6</b>
KNHES 5500 Fundamentals of Exercise Physiology - Theory & Application	4
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
KNHES 7714 Advanced Physiology of Exercise	3
KNHES 8803 Seminar in Exercise Metabolism	3
KNPE 5643 Coaching Effectiveness	3
KNPE 5655 Perspectives on Coaching	3
KNPE 6100 Race, Gender and Culture in Sports	3
Continued on Page 2	

Specialization Requirements – Supporting Courses (Continued from Page 1)	HOURS
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
KNSISM 7897 Colloquium in Sport Management	3
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives	3
KNSISM 8193 Advanced Independent Studies: Sport Management	1-4
KNSISM 8951 Theoretical Approaches to Sport Organizations	3
Exit Requirement (Choose 6 credit hours)	HOURS
Thesis Option	6
KINESIO 7999 Research: Thesis	6
Non-Thesis Option	6
KNSISM 6191 Master’s Internship/Practicum: Sport Management	6
<p><b>Minimum hours: 33</b></p> <p>Note: Student’s exact curriculum may vary depending upon program of study determined by student and advisor.</p>	
<p><b>Program Code: KINESIO-MS, PSN</b></p>	

Last revised: 9/24/24



# Sport Pedagogy

Specialization leading to an MS in Kinesiology



**THE OHIO STATE UNIVERSITY**  
COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY



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Core Requirements (6 Hours)	HOURS
<b>Required Course</b>	<b>3</b>
KNPE 5795 Sociocultural Issues in Sport, Recreation and Physical Education	3
<b>Research Requirement (Choose 3 hours)</b>	<b>3</b>
KNHES 6891 Kinesiology Graduate Core Course I	3
KNSISM 6850 Applied Research Methods in Sport	3
<b>Specialization Requirements (Choose 15 Hours)</b>	<b>HOURS</b>
KINESIO 8189 Practicum in Kinesiology	3
KNPE 5521 Skill Analysis	3
KNHE 5544 Introduction to Adapted Physical Activity	3
KNPE 5643 Coaching Effectiveness	3
KNPE 5676 Programming for Severe Physical Impairments	3
KNPE 7754 Advanced Motor Development and Learning	3
KNPE 8872 Advanced Study in Adapted Physical Education	3
<b>Elective Courses (Choose 6 Hours)</b>	<b>HOURS</b>
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
KNHES 7714 Advanced Physiology of Exercise	3
KNHES 8803 Seminar in Exercise Metabolism	3
KNPE 5655 Perspectives on Coaching	3
KNPE 6100 Race, Gender and Culture in Sports	3
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
Continued on Page 2	

Electives Courses (Continued from Page 1)	HOURS
KNSISM 7897 Colloquium in Sport Management	3
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives	3
KNSISM 8951 Theoretical Approaches to Sport Organizations	3
Exit Requirement (Choose 6 Hours)	HOURS
Thesis Option	6
KNPE 7999 Research: Thesis	6
Non-Thesis Option	6
<i>Students must register for a minimum of three hours during the semester they take the examination or the project.</i>	
Master's Examination OR Culminating Project	
KNPE 7193 Individual Studies: Sport Pedagogy, Physical Education, and Physical Activity	1-6
<p><b>Minimum hours: 33</b></p> <p>Note: Student's exact curriculum may vary depending upon program of study determined by student and advisor.</p> <p><b>For more information:</b>                      Department of Human Sciences                      135 B Campbell Hall                      1786 Neil Avenue                      614-292-6787  <a href="mailto:kinesiology@osu.edu">kinesiology@osu.edu</a></p>	
<b>Program Code: KINESIO-MS, PEN</b>	

Last revised: 3/29/24

## Sport Pedagogy

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<b>Research Requirement (Choose 3 hours)</b>	<b>3</b>
KNHES 6891 Kinesiology Graduate Core Course I	3
KNSISM 6850 Applied Research Methods in Sport	3
<b>Specialization Requirements (Choose 15 Hours)</b>	<b>HOURS</b>
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KNPE 5643 Coaching Effectiveness	3
KNPE 5676 Programming for Severe Physical Impairments	3
KNPE 7754 Advanced Motor Development and Learning	3
KNPE 8872 Advanced Study in Adapted Physical Education	3
<b>Elective Courses (Choose 6 Hours)</b>	<b>HOURS</b>
KNHES 5500 Fundamentals of Exercise Physiology - Theory & Application	<b>4</b>
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
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KNPE 6100 Race, Gender and Culture in Sports	3
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
Continued on Page 2	

Electives Courses (Continued from Page 1)	HOURS
KNSISM 6189 Practicum: Sport Management	3
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KNSISM 7897 Colloquium in Sport Management	3
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<p><b>Minimum hours: 33</b></p> <p>Note: Student's exact curriculum may vary depending upon program of study determined by student and advisor.</p> <p><b>For more information:</b>            Department of Human Sciences            135 B Campbell Hall            1786 Neil Avenue            614-292-6787  <a href="mailto:kinesiology@osu.edu">kinesiology@osu.edu</a></p>	
<b>Program Code: KINESIO-MS, PEN</b>	

Last revised: 3/29/24

# PROPOSED

## Sport Pedagogy

Specialization leading to an MS in Kinesiology



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COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY



Effective for students admitted to the College of Education and Human Ecology beginning **Autumn 2024**

<b>Core Requirements (6 Hours)</b>	<b>HOURS</b>
<b>Required Course</b>	<b>3</b>
KNPE 5795 Sociocultural Issues in Sport, Recreation and Physical Education	3
<b>Research Requirement (Choose 3 hours)</b>	<b>3</b>
KNHES 6891 Kinesiology Graduate Core Course I	3
KNSISM 6850 Applied Research Methods in Sport	3
<b>Specialization Requirements (Choose 15 Hours)</b>	<b>HOURS</b>
KINESIO 8189 Practicum in Kinesiology	3
KNPE 5521 Skill Analysis	3
KNHE 5544 Introduction to Adapted Physical Activity	3
KNPE 5643 Coaching Effectiveness	3
KNPE 5676 Programming for Severe Physical Impairments	3
KNPE 7754 Advanced Motor Development and Learning	3
KNPE 8872 Advanced Study in Adapted Physical Education	3
<b>Elective Courses (Choose 6 Hours)</b>	<b>HOURS</b>
KNHES 5500 Fundamentals of Exercise Physiology - Theory & Application	4
KNHES 5652 Worksite Health Promotion	3
KNHES 5685 Adult Exercise Programming-Implementation	4
KNHES 5704 Health Program Evaluation	3
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management	3
KNHES 6892 Foundations of Scientific Writing in Kinesiology	3
KNHES 7714 Advanced Physiology of Exercise	3
KNHES 8803 Seminar in Exercise Metabolism	3
KNPE 5643 Coaching Effectiveness	3
KNPE 5655 Perspectives on Coaching	3
KNPE 6100 Race, Gender and Culture in Sports	3
KNPE 8998 Research: Physical Education, Sport & Physical Activity	3
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Electives Courses (Continued from Page 1)	HOURS
KNSISM 6189 Practicum: Sport Management	3
KNSISM 6842 Business of College Sports	3
KNSISM 7897 Colloquium in Sport Management	3
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives	3
KNSISM 8951 Theoretical Approaches to Sport Organizations	3
Exit Requirement (Choose 6 Hours)	HOURS
Thesis Option	6
KNPE 7999 Research: Thesis	6
Non-Thesis Option	6
<i>Students must register for a minimum of three hours during the semester they take the examination or the project.</i>	
Master's Examination OR Culminating Project	
KNPE 7193 Individual Studies: Sport Pedagogy, Physical Education, and Physical Activity	1-6
<p><b>Minimum hours: 33</b></p> <p>Note: Student's exact curriculum may vary depending upon program of study determined by student and advisor.</p> <p><b>For more information:</b>                      Department of Human Sciences                      135 B Campbell Hall                      1786 Neil Avenue                      614-292-6787  <a href="mailto:kinesiology@osu.edu">kinesiology@osu.edu</a></p>	
<b>Program Code: KINESIO-MS, PEN</b>	

Last revised: 3/29/24



# SYLLABUS

# KNHES 5500

## FUNDAMENTALS OF EXERCISE PHYSIOLOGY - THEORY & APPLICATION

AU 2024, 4 CREDIT HOURS, U/G

### Course Instructor

Instructor: Carmen Swain, PhD

Email address: swain.78@osu.edu

Phone number: (614) 292-5959

Office hours: by appointment

### Lab Instructor

Instructor: Jean-Pierre Khouzam

Email address: khouzam.2@osu.edu

Office hours: by appointment

## Course Information

**Course times and location:** This course is 100% online and is asynchronous. There are no required sessions when students must be logged in to Carmen at a scheduled time. This course is divided into **weekly modules** that are released on Monday of each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that period.

**Mode of delivery:** Distance Learning

## Course Overview

### Description

This course will examine the primary human physiological systems and their response to acute and chronic exercise stimuli, as well as the effects of training and physical activity on health, fitness, and human performance.

### Relation to Other Courses

This course is a basic Exercise Physiology course designed for students who are not Health and Exercise Science majors. This course relates to curricula related to human physiology and human performance. There are no courses for which this course is a prerequisite.



**Prerequisites:** None

**Prerequisite Knowledge:** Basic Human Physiology

## Learning Objectives

By the end of this course, students will be able to:

1. Recall determinants affecting energy expenditure.
2. Comprehend the utilization of carbohydrates and lipids as exercise fuel.
3. Implement nutritional strategies for optimizing exercise performance.
4. Examine and differentiate characteristics of the 3 metabolic energy systems.
5. Assess methods for measuring human performance in the 3 metabolic energy systems.
6. Develop insights into the integrated impact of acute and chronic exercise on physiological dynamics and health.

## Course topics

- Nutrition and Energy
  - Macronutrients and Micronutrients
  - Food Energy and Optimum Nutrition
  - Nutritional and Pharmacological Aids to Performance
- Energy Transfer
  - Fundamentals of Human Energy Transfer
  - Human Energy Transfer During Exercise
  - Measuring and Evaluating Human Energy-Generating Capacities During Exercise
  - Energy Expenditure During Rest and Physical Activity
- Physiological Support Systems
  - Pulmonary System and Exercise
  - Cardiovascular System and Exercise
  - Neuromuscular System and Exercise
  - Hormones, Exercise and Training
- Exercise Training and Adaptations
  - Training the Anaerobic and Aerobic Energy Systems
  - Training Muscles to Become Stronger
  - Factors Affecting Physiological Function
- Optimizing Body Composition, Successful Aging and Health-Related Exercise Benefits
  - Body Composition, Obesity, and Weight Control
  - Physical Activity, Exercise, Successful Aging and Disease Prevention
  - Clinical Aspects of Exercise Physiology

## How this course works

**Mode of delivery:** This course is 100% online and is asynchronous. There are no required sessions when students must be logged in to Carmen at a scheduled time. Each week, students



will be presented with content from both lecture and laboratory instructors. Students will complete activities from both domains that require them to integrate information from multiple perspectives, perform activities, deliver feedback via written or video content, dialogue with classmates, utilize feedback from instructors, and consider the intersection of academic material and hands-on application.

**Pace of online activities:** This course is divided into **weekly modules** that are released on Monday of each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that period.

**Credit hours and work expectations:** This is a **4-credit-hour course**. According to Ohio State policy, students should expect to spend around 4 hours per week on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours per week on homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities: AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. During most weeks you will log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor *as soon as possible*.

- **Office hours and live sessions: OPTIONAL**

All live events for the course, including the instructors' office hours, are optional.

- **Participating in discussion forums: ABOUT 1 TIME PER WEEK**

Instructors will present a class discussion topic and engage in dialogue related to the interaction of disciplines. As part of your participation, you can expect to post once a week as part of our substantive class discussion on the week's topics.

**Opportunities for Instructor/Student Interaction:** this is an asynchronous online course, but your ability to have meaningful interaction with your instructors is a high priority. Listed below are some examples of how you can actively engage with your course instructors.

- Interactive discussions on assigned topics brings opportunity to interact with instructor(s) in a variety of ways (e.g., video, assignment comment section, direct comments within assignments)
- Live on-line office hours with instructor(s) via Zoom
- Individual Zoom meetings with instructor(s) upon request
- In-person office hours with instructor(s)
- Assignment comment section will be utilized on CarmenCanvas, this is especially important for when an assignment has not been completed as expected. Feedback will be provided to increase student awareness of the issues at hand.
- Weekly announcements via email and on homepage on CarmenCanvas
- Video discussions/responses allow instructors and students to reply to assignment responses in a videoclip that is tagged to your original post.
- Instructional feedback/responses will be made directly to assignments using the CarmenCanvas feature of 'mark-up' document.
- Email correspondence is encouraged, and students should reach out to instructor(s) to engage in questions/concerns related to course content.

## Course Materials

### Required

- Essentials of Exercise Physiology 5<sup>th</sup> Edition, McArdle Katch & Katch, Lippincott Williams & Williams.
- SPARK-The Revolutionary New Science of Exercise and the Brain, John J. Ratey, MD with Eric Hagerman, Little, Brown and Company, 2008.

### Supplemental / Optional

- Wristwatch or stopwatch

## Course Requirements/Evaluation

### Grades

ASSIGNMENT CATEGORY	WEIGHTED PERCENTAGE
Examination 1	15
Examination 2	15
Examination 3	15
Practical Assignments	10
Discussions	10
Reading Quizzes	10
Special Topics	10
Laboratory Quizzes	15
<b>Total</b>	<b>100</b>

*See below for assignment descriptions and due dates.*

### Late Assignments and Extra Credit

Late submissions will not be accepted. Please refer to the course calendar for due dates. Extra credit is not offered in this course. Please note that a variety of tasks are provided to you through a wide array of assignments (i.e., one can make up for a less than preferred score on an exam by doing well on alternate assignments).

## Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

## Assignment Descriptions

Assignments are described in the course calendar below. There are practical assignments, readings, quizzes, and laboratory tasks each week. A detailed description of each assignment can be found in the weekly module on CarmenCanvas. Students are instructed on how they will be assessed. In this section, learning objectives will be identified for which they are being assessed.

## Course Policies

### Communication Guidelines

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. The following communication and discussion guidelines help improve the readability of your messages, keep conversations focused, increase trust, and create a more positive experience for all participants.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Be professional and do not use language that is considered foul or abusive. Be careful when using sarcasm or humor, a remark meant to be humorous could come across as offensive or hurtful especially in written form.
- **Respectful dialogue:** Respond to peers honestly but thoughtfully, respectfully, and constructively. Address the ideas, not the person, when responding to others. Honor people's rights to their opinions; respect the right for people to disagree.
- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. Avoid writing in all caps as it can convey shouting and anger. Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- **Citing your sources:** When we have written academic discussions, please cite your sources to back up what you say. When citing course materials, like the textbook or other readings, list at least the title and page numbers. For online sources, include a link. Do not distribute copyrighted materials, such as articles and images. Share links to those materials instead to avoid unintentionally violating copyright.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into our online discussion.

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

**Response Times:** I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-HELP** or use [8help@osu.edu](mailto:8help@osu.edu) at any time if you have a technical problem.

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

### Course Assignments and Academic Integrity

In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:

- **Quizzes and exams:** You must complete the exams and quizzes by yourself, without any external help or communication. Exams will largely cover the faculty lecture material. You can refer to notes and course materials. You are not allowed to use internet searches or other sources of information during exams. Weekly quizzes on the assigned reading are included as a tool to build your foundational knowledge and gauge your comprehension of the reading assignment. You can refer to your notes or the reading when completing this assignment.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course may include group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I will attempt to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.
- **Laboratory:** Laboratory is an essential component of this course. You will complete on-line laboratory activities each week that comprise 15% of your grade in this course. During the laboratory component, you will be asked to do activities that relate to measurement and evaluation of human performance.

## Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TTY:** 614-688-8743

### Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

### Technology necessary for this course:

- Technical skills required for this course, included recording and uploading video, using discussion board, using CarmenConnect or video chat, creating a slide presentation, and any software/hardware necessary]

## Student Resources

### Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

### Academics:

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

[OSU Office of Research](#)

[EHE Advising](#)

[OSU Library](#)

[EHE Office of Research](#)

### Student Life:

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

[OSU Career Counseling and Support](#)

[Services](#)

[EHE Office of Diversity, Inclusion, and Community Engagement](#)

[EHE Undergraduate Student Services](#)

[OSU Student Advocacy Center](#)

[EHE Career Services](#)

[OSU Office of Diversity and Inclusion](#)

## Course Schedule

Week	Starts	Lecture	Reading	Laboratory	Assignments Due
WEEK 1 OVERVIEW CRITICAL FOUNDATIONS OF NUTRITION: EXPLORING ESSENTIAL NUTRIENTS - MACRO AND MICRONUTRIENTS LEARNING OBJECTIVES: LO1, LO2					
1	Aug (T)	Faculty Lecture: Essential Nutrients	Macronutrien ts and Micronutrient s	Introductions and Expectations	<u>Practical Assignment</u> The Microbiome  <u>Reading Quiz</u> Macronutrients and Micronutrients  <u>Discussion</u> Introductions
WEEK 2: OVERVIEW EXPLORING FOOD ENERGY AND OPTIMUM NUTRITION FOR EXERCISE LEARNING OBJECTIVES: LO1, LO2, LO3					
2	Aug (M)	Faculty Lecture: Eat to Win I  Faculty Lecture: Eat to Win II	Food Energy and Optimum Nutrition for Exercise	Tour of the Human Performance Laboratories	<u>Reading Quiz</u> Food Energy and Optimum Nutrition for Exercise  <u>Discussion</u> Nutrition of the Nation  <u>Laboratory</u> Week 2 Unit Quiz
WEEK 3: OVERVIEW BOOSTING PERFORMANCE: NUTRITION AND ERGOGENIC AIDS LEARNING OBJECTIVES: LO1, LO2, LO3					
3	Sept (M)  Labor Day – No Class (M)	Faculty Lecture: Ergogenic Aids	Nutritional and Pharmacologi cal Aids to Performance	Monitoring Physiological Responses	<u>Reading Quiz</u> Nutritional and Pharmacological Aids to Performance  <u>Discussion</u> Ergogenic Aids in Sports

Week	Starts	Lecture	Reading	Laboratory	Assignments Due
					<u>Laboratory</u> Week 3 Unit Quiz
<p>WEEK 4: OVERVIEW</p> <p>UNDERSTANDING HUMAN ENERGY METABOLISM: EXPLORING CONCEPTS AND EXERCISE APPLICATIONS</p> <p>LEARNING OBJECTIVES: LO1, LO2, LO4</p>					
4	Sept (M)	Faculty Lecture: Human Energy Metabolism I  Faculty Lecture: Human Energy Metabolism II	Human Energy Transfer During Exercise	Metabolic Cart: Measuring Oxygen Consumption	<u>Practical Assignment</u> 23.5 Hours  <u>Reading Quiz</u> Human Energy Transfer During Exercise Laboratory Week 4 Unit Quiz
<p>WEEK 5: OVERVIEW</p> <p>INSIGHTS INTO PERFORMANCE MEASUREMENT: EXPLORING METHODS AND TECHNIQUES</p> <p>LEARNING OBJECTIVES: LO4, LO5</p>					
5	Sept (M)	Faculty Lecture: Measuring Performance, I  Faculty Lecture: Measuring Performance, II	Measuring and Evaluating Human Energy During Exercise	Submaximal Graded Exercise Test	<u>Reading Quiz</u> Measuring and Evaluating Human Energy During Exercise  <u>Examination 1</u> Week 1-5  <u>Laboratory</u> Week 5 Unit Quiz
<p>WEEK 6: OVERVIEW</p> <p>UNDERSTANDING ENERGY USE: REST AND ACTIVITY</p> <p>LEARNING OBJECTIVES: LO1, LO2, LO4, LO5</p>					
6	Sept (M)	Faculty Lecture: Energy Expenditure I  Faculty Lecture:	Energy Expenditure During Rest and Physical Activity	Maximal Graded Exercise Test	<u>Practical Assignment</u> Energy Expenditure Equations  <u>Reading Quiz</u>

Week	Starts	Lecture	Reading	Laboratory	Assignments Due
		Energy Expenditure II			Energy Expenditure During Rest and Physical Activity  <u>Laboratory</u> Week 6 Unit Quiz
WEEK 7: OVERVIEW EXPLORING RESPIRATION: BASICS AND EXERCISE IMPACT LEARNING OBJECTIVES: LO5, LO6					
7	Sept (M)	Faculty Lecture: Respiration I  Faculty Lecture: Respiration II	The Pulmonary System and Exercise	Ventilatory Threshold	<u>Practical Assignment</u> Rockport Walk Test  <u>Reading Quiz</u> The Pulmonary System and Exercise  <u>Laboratory</u> Week 7 Unit Quiz
WEEK 8: OVERVIEW THE CARDIOVASCULAR SYSTEM: FUNDAMENTALS AND EXERCISE INSIGHTS LEARNING OBJECTIVES: LO5, LO6					
8	Oct (M) AU Break – No Class (W,R, F)	Faculty Lecture: Cardiovascular System I  Faculty Lecture: Cardiovascular System II	The Cardiovascular System and Exercise	None	<u>Practical Assignment</u> Training Heart Rates  <u>Reading Quiz</u> The Cardiovascular System and Exercise  <u>Discussion</u> Coronary Artery Disease Reading
WEEK 9: OVERVIEW NEUROMUSCULAR SYSTEM AND EXERCISE: EXPLORING THE IMPACT LEARNING OBJECTIVES: LO5, LO6					
9	Oct (M)	Faculty Lecture:	SPARK	Force Plate Testing	<u>Discussion</u> SPARK  <u>Laboratory</u>



Week	Starts	Lecture	Reading	Laboratory	Assignments Due
		Neuromuscular System I Faculty Lecture: Neuromuscular System II			Week 9 Unit Quiz
<p>WEEK 10: OVERVIEW  AEROBIC TRAINING: UNDERSTANDING ACUTE AND CHRONIC ADAPTATIONS  LEARNING OBJECTIVES: LO4, LO5, LO6</p>					
10	Oct (M)	Faculty Lecture: Acute and Chronic Adaptation to Aerobic Training I Faculty Lecture: Acute and Chronic Adaptation to Aerobic Training II	Training the Aerobic System	Comprehensive Fitness Test	<u>Reading Quiz</u> Training the Aerobic System  <u>Examination 2</u> Week 6-10  <u>Laboratory</u> Week 10 Unit Quiz
<p>WEEK 11: OVERVIEW  ANAEROBIC TRAINING: UNDERSTANDING ACUTE AND CHRONIC ADAPTATIONS  LEARNING OBJECTIVES: LO4, LO5, LO6</p>					
11	Oct (M)	Faculty Lecture: Acute and Chronic Adaptation to Anaerobic Training I Faculty Lecture: Acute and Chronic Adaptation to Anaerobic Training II	Training the Anaerobic Systems	Strength Assessment	<u>Special Topics</u> Exploration  <u>Reading Quiz</u> Training the Anaerobic Systems  <u>Laboratory</u> Week 11 Unit Quiz

Week	Starts	Lecture	Reading	Laboratory	Assignments Due
WEEK 12: OVERVIEW					
BODY COMPOSITION: EXPLORING OBESITY, WEIGHT CONTROL, AND HEALTHY BODY COMPOSITION PRACTICES					
LEARNING OBJECTIVES: LO1, LO6					
12	Nov (M) Veterans Day – No Class (F)	Faculty Lecture: Body Composition	Body Composition, Obesity and Weight Control	Body Composition	<u>Practical Assignment</u> Exercise & Disease Prevention  <u>Reading Quiz</u> Body Composition, Obesity and Weight Control  <u>Laboratory</u> Week 12 Unit Quiz
WEEK 13: OVERVIEW					
PROMOTING SUCCESSFUL AGING AND DISEASE PREVENTION WITH EXERCISE					
LEARNING OBJECTIVES: LO6					
13	Nov (M)	Faculty Lecture: Successful Aging and Disease Prevention I  Faculty Lecture: Successful Aging and Disease Prevention II	Physical Activity, Exercise, Successful Aging and Disease Prevention	Data Collection & Evaluation	<u>Practical Assignment</u> Exercise & Aging  <u>Reading Quiz</u> Physical Activity, Exercise, Successful Aging and Disease Prevention  <u>Laboratory</u> Week 13 Unit Quiz
WEEK 14: OVERVIEW					
SPECIAL TOPICS RELATED TO MOVEMENT – SUMMARIZING THE RESEARCH					
LEARNING OBJECTIVES: LO6					
14	Nov (M)	Faculty Lecture: How to Identify and	You Pick 2 Related Research	None	<u>Special Topics</u> Summarize your Research Findings

Week	Starts	Lecture	Reading	Laboratory	Assignments Due
	Thanksgiving Break – No Class (W,R,F)	Summarize Research Article	Articles Related to Movement		
WEEK 15: OVERVIEW SPECIAL TOPICS RELATED TO MOVEMENT – PRESENT FINDINGS C LEARNING OBJECTIVES: LO6					
15	Nov (M)	Faculty Lecture: Presenting Findings	Optional: Research Articles Related to Movement	Individualized Exercise Rx	<u>Special Topics</u> Mini-Presentation <u>Practical Assignment</u> SEI & Feedback <u>Laboratory</u> Week 15 Unit Quiz
WEEK 16: OVERVIEW SPECIAL TOPICS RELATED TO MOVEMENT – REVIEW PEERS TOPICS LEARNING OBJECTIVES: LO6					
16	Dec (M)	None	None	Exercise Programming	<u>Special Topics</u> Reflections <u>Examination 3</u> Week 11-13 <u>Laboratory</u> Week 16 Unit Quiz

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).*

## Institutional Policies

### Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have

read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

**Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

### Artificial Intelligence and Academic Integrity

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

## Accessibility Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. *In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.* **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

## Accessibility of course technology

This course may use approved EHE digital technologies such as Hypothesis, H5P, and ThingLink as a part of course requirements. If you encounter an issue with access to these tools, please contact your instructor at their OSU email address and [EHE-Accessibility@osu.edu](#). Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.

## Grievances

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course.

## Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

## Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, mental health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu.edu](mailto:lewis.40@osu.edu) or visit [odi.osu.edu/ccampis](http://odi.osu.edu/ccampis)

## Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor

is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

### **Weather or other short-term closing**

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the website to learn more about preparing for potential closings and planning ahead for winter weather.

**The Ohio State University**  
College of Education and Human Ecology  
Department of Human Sciences | Kinesiology

**KINES 5643 | COACHING EFFECTIVENESS | CREDITS 3 | AUTUMN, XXXX**

**Preparer:** Samuel R. Hodge **Date of preparation:** November 5, 2013

**Instructor:** Dr. Samuel Hodge, Ph.D., Professor  
**Office:** A -254 PAES Building  
**Phone/Email:** (614) 292-8364/hodge.14@osu.edu  
**Office Hours:** Tuesday and Wednesday, 10:00–11:00 am or by arrangement

**Class Time:** TBD (To be determined) **Location:** TBD

**Required Textbooks**

Martens, R. (2012). *Successful coaching* (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics—**hard copy** [ISBN-13: 978-1-4504-0051-0] or **e-book**: [ISBN-10: 1-4504-0051-5]

Vernacchia, R., McGuire, R., & Cook, D. (1996). *Coaching mental excellence: It DOES matter whether you win or lose*. Portola, CA: Warde Publishers, Inc. [ISBN: 1-886346-02-X]

**Required Course Packet:** OSU Barnes and Nobles Bookstore—the packet contains the syllabus, rubrics of tasks and assignments, and supplemental readings. To order the packet call: (614) 292-2000 or order at: [uniprint.osu.edu](http://uniprint.osu.edu)

**PowerPoint presentations and Supplemental Materials posted on OSU Carmen**

**Optional Text:** American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. [ISBN: 10-4338-0559-6] Order: [www.apa.org/books/](http://www.apa.org/books/)

**Description/Rationale/Relationship to Other Courses**

KINES 4643 → **Coaching Effectiveness** is a course designed to introduce students to effective coaching behaviors and practices to improve coaching effectiveness. It is assumed that students are familiar with specific content, needs, skills, and tactics of a sport(s) of their choosing. Emphasis will be placed on philosophical, psychological, and socio-cultural preparedness; development and teaching of skills and tactics; and principles of management. Students taking this course should have already taken KNPE 2262—**Coaching the Young Athlete**, which provides an overview of coaching youth sports, developing a personal philosophy, and some introductory coaching skills. Please note that students taking this course need to have the desire to coach in one of a variety of settings including youth sport, middle and high school athletics, or collegiate athletics. As we progress through the course topics and readings, every attempt will be made to apply the principles and concepts across the various age groups and athletic levels. Your responsibility will be to make the connections between content and setting, ask the necessary and appropriate questions to meet your specific needs, and then apply the concepts to the level at which you will coach.

**Diversity Statement**

The Department of Human Sciences is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, the Department of Human Sciences seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Department of Human Sciences prohibits discrimination against any member of the department's community based on race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.



### Technology

The use of technology will be commonplace for class presentations such as PowerPoint software with LCD projector, OSU Carmen, and use of regular email correspondence to facilitate instructor(s) and student sharing of information and group work.

### Course Objectives

Specific student learning outcomes are identified below. Throughout the semester the learner will have the opportunity to develop materials which demonstrate the following outcomes.

1. Articulate a personal coaching philosophy, expectations for athletes, and a coaching style to be reflected in interaction with athletes (*assessed through a philosophy paper*).
2. Demonstrate knowledge and skill at developing and implementing an appropriate, culturally responsive and effective sport program for individual athletes and the entire team to include communication, motivation, goal setting, dealing with stress, mental imagery, and team building (*assessed through a set of learning experiences designed to focus on psychological preparation and via an examination*).
3. Demonstrate an understanding of teaching/coaching behaviors, knowledge, and skill necessary to design and implement instruction and learning experiences that are challenging, appropriate, and allow for successful athletic participation across a range of skill levels and includes technical and tactical considerations, delivery decisions, maintaining, improving, and correcting previously learned skills/tactics, and daily and seasonal planning (*assessed through a set of learning experiences designed to focus on the teaching of sport skills/tactics; and via an examination*).
4. Demonstrate an understanding of behavioral principles to guide development of daily and seasonal management strategies to govern practice to include behavioral coaching, principles of reinforcement, preventive management, proactive management, decreasing behavior problems, and risk management (*assessed through a set of learning experiences designed to focus on the management of the sport setting; and an examination*).
5. **Graduate student additional component:** Demonstrate skill at conducting a literature review by accessing relevant empirical evidence (*data based research studies*) related to various aspects of coaching including but not limited to sport psychology, management, teaching, training, and research studies that were conducted specific to your chosen sport (*assessed through a synthesis of the relevant literature for a research paper*).

**Off-Campus Field Experience**—this course does not include an off-campus experience.

### Topical Outline

To achieve the aforementioned outcomes, the following topics will be emphasized.

**Coaching Philosophy and Style** | Expectations and objectives; and perspectives on winning

**Consulting the Literature and Citations** (Graduate Students Only)

- a. Primary and secondary sources | Reading, writing, and understanding research (methods of research)
- b. Plagiarism versus Proper Citing Techniques (e.g., APA writing and referencing style)

**Principles of Coaching** | communication, motivation, goal setting, dealing with stress, mental imagery, team building, and confidence

**Principles of Behavior** | behavioral coaching, principles of reinforcement, preventive and management, decreasing behavior problems, and risk management

**Principles of Sport Pedagogy and Training** | teaching sport, technical and tactical considerations; maintaining, improving, and correcting previously learned skills/tactics; and daily and seasonal planning

### Course Assignments and Assessment

Grading is based on how you meet the expectations of the course in attendance, participation, learning tasks, a research project, and examinations. Course points will be earned in the following areas (Table 1).

Table 1. Portfolio of Assignments/Exams		Due Dates	Points
• Philosophy Paper		To be determined	10
• Examination 1 [On-Line]		To be determined	50
• Examination 2 [On-Line]		To be determined	50
• Examination 3 [On-Line]		To be determined	50
• Graduate Student Research Project   Paper		To be determined	60
• Graduate Student Research Project   Presentation		To be determined	20
1.	Learning Task 1. Plagiarism v. Citing Techniques [On-Line]	To be determined	10
2.	Learning Task 2. Motivation		12
3.	Learning Task 3. Reinforce/Punish [On-Line]		12
4.	Learning Task 4. Manage Behavior		12
5.	Learning Task 5. Legal Case Studies [On-Line]		12
6.	Learning Task 6. Task Analysis		6
7.	Learning Task 7. Principles of Training [On-Line]		6
• Class Attendance		To be determined	30
• In-class activities		To be determined	10
• Final Examination [On-Line]		To be determined	50
		<b>Undergraduate Total</b>	<b>320</b>
		<b>Graduate Student Total</b>	<b>400</b>

### Letter Grade Scale:

A	93% & above	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	60-66.9%
B-	80-82.9%	E	59% or less
C+	77-79.9%		

### Course Expectations

This course will require high caliber work from you. To assist you, my contact information (phone and e-mail) is available and I'm willing to give any assistance that you need in achieving success.

1. Participation is an expectation. Every student is expected to complete the readings prior to assigned dates, be prepared to discuss reading contents in class, demonstrate knowledge and participate in the course activities in a substantive way.
2. Quality of work. The ability to clearly articulate with athletes, parents, administrators, the community, and often the media is critical to your role as a coach. With this in mind, the expectation is that all assignments will be typed or computers generated, double spaced, spell checked and proof read for grammatical and typing accuracy. Our expectation is that each of you will develop quality work that reflects you as a professional in the coaching field. This suggests delving into the coaching literature to improve your skill, knowledge, expertise, and quality of the program you will deliver to children, youth, or adults.

3. Support for your work. Having a viewpoint is critical! “Buying into” how you were coached is also ok. However, it is just as important that you are able to provide an appropriate rationale, show support for what you do and what you believe, and be able to *document your perspectives by citing the relevant literature*. Just because “you think so” or because that is what Coach Jones “did to you” is not enough.
4. Attendance. This coaching course requires peer interaction and application exercises makes attendance a *necessary requirement*. One (1) point is awarded for each class session attended. The attendance roster will serve as the record of student attendance. This means your attendance pattern will directly affect the grade you receive. Only absences due to official OSU athletic participation, severe illness or a death in the family will be accepted as excusable. You **must** provide OFFICIAL documentation upon your return to class to have your absence considered excusable. In the event of an excusable absence, and **upon your request**, a missed quiz or application exercise can be made-up within two class sessions following your absence. After work is made up, attendance points will be awarded.
5. Tardiness. Students will sign the attendance roster as they enter the classroom. Class begins promptly at designed time. If you arrive late to class, enter QUICKLY and QUIETLY and find a seat at the back of class. You may sign the attendance roster at the end of class. It should be noted however that tardiness to class will not be tolerated. Learning experiences and quizzes will begin at the designated class starting time. Students entering class late will have only the amount of time left to complete the assignment or quiz. Three tardies will constitute one absence, which will be deducted from your attendance points.
6. Missed work. Evaluation of in-class learning experiences is often immediate and on-sight. If you have an excused absence and have spoken with the instructor prior to class you may make up the in-class activity within two class sessions. This requires you to call the instructor, make an appointment, and obtain information on the missed work. If you do not have an excused absence, or arrive after the experience is over, you will not be able to make it up. This same policy will hold true for missed application exercises, quizzes, and exams.
7. Professionalism. Students will act respectfully and responsibly during class sessions. Any observed inappropriate and/or unprofessional behavior will be dealt with in accordance with the instructor’s judgment. Each and all instances of inappropriate or unprofessional behavior (e.g., use of cell phones, laptop computers, or other mobile technologies) that occur during class sessions are subject to a one-letter grade reduction from grade earned for the course (e.g. drop from A to B).

### **GRADUATE STUDENT PROJECT**

Project. A research project will be used to assess your skill at conducting a literature review, drafting a research summary paper, and/or conducting a research study (observational or interview study) covering various aspects of coaching (e.g., sport psychology, training). Every student will be assessed on this component. A scoring rubric guiding this project will be made available to you. You may select from the following options as the focus of your research project. All projects must receive approval from the instructor prior to conducting it.

#### **Option 1: Complete an Observation Study**

Lead-in Discussion [**1<sup>st</sup> paragraph**]: complete a concise review of existing research in the area of your research focus (e.g., coaching effectiveness, enhancing skill acquisition).

Body of Paper [**one-page**]: select one facet of sport practice that would provide data to help us better understand coaching (*focus on coach, athletes, or both*). Select or modify an existing observation system and collect data in sport practice/game setting (*at least 3 non-participant observations to site*). Write a report that describes the methods used, observation instrument, the setting you observed, present your results, and provide a discussion of the findings including any implications that might be derived from your study.

#### **Option 2: Complete an Interview Study**

Lead-in Discussion [**1<sup>st</sup> paragraph**]: complete a concise review of existing research in the area of your research focus (e.g., coaching effectiveness, enhancing skill acquisition).

Body of Paper [one-page]: select a facet of coaching effectiveness that you feel is important. Create an interview protocol that thoroughly covers the particular area under study. Solicit a sample of coaches to interview (minimum of 3) and conduct the interviews. Audio or videotape the interviews, describe the methods used, analyze and present the findings, and provide a discussion of the findings including any implications that might be derived from your study.

### KINES 4643 – COACHING EFFECTIVENESS – CLASS SCHEDULE 2013

Session	Topics	Readings/Assignment Due Dates
Day 1	Introduction/Syllabus	<ul style="list-style-type: none"> <li>In-class activity</li> </ul>
Day 2	Developing A Coaching Philosophy and Determining Objectives	<ul style="list-style-type: none"> <li>Martens (2012). CH. 1 &amp; 2 <u>book</u>: <i>Successful Coaching</i></li> <li>Vernacchia, McGuire, &amp; Cook (1996)—CH. 1 &amp; 2 <u>book</u>: <i>Coaching Mental Excellence</i></li> </ul>
Day 3	Coaching Style and Character  Team Building	<ul style="list-style-type: none"> <li>Martens (2012). CH. 3 &amp; 4 <u>book</u>: <i>Successful Coaching</i></li> <li>Vernacchia et al. (1996)—CH. 3 <u>book</u>: <i>Coaching Mental Excellence</i></li> <li><u>On-line</u> Plagiarism v. Proper Citing Techniques—<b>Learning Task 1</b></li> </ul>
Day 4	Communicating with Athletes and Others	<ul style="list-style-type: none"> <li>Martens (2012). CH. 6 <u>book</u>: <i>Successful Coaching</i></li> <li><b>Philosophy Paper</b></li> </ul>
Day 5	Communicating with Athletes and Others	<ul style="list-style-type: none"> <li>Martens (2012). CH. 6 <u>book</u>: <i>Successful Coaching</i></li> </ul>
Day 6	Effective Motivation	<ul style="list-style-type: none"> <li>Vernacchia et al. (1996)—CH. 4 <u>book</u></li> <li>Martens (2012). CH. 7 <u>book</u>: <i>Successful Coaching</i></li> <li>Alderman (1978)—<b>Course Packet</b></li> <li><b>Motivation—Learning Task 2</b></li> </ul>
Day 7	<b>Examination #1</b>	<ul style="list-style-type: none"> <li><b>On-line EXAM 1 at OSU Carmen</b></li> </ul>
Day 8	Managing the Environment and Athletes' Behavior	<ul style="list-style-type: none"> <li>Martens (2012). CH. 8 <u>book</u>: <i>Successful Coaching</i></li> <li>Hodge, Lieberman, &amp; Murata (2012). CH 7—<b>Course Packet</b></li> </ul>
Day 9	Managing the Environment and Athletes' Behavior	<ul style="list-style-type: none"> <li>Martens (2012). CH. 8 <u>book</u>: <i>Successful Coaching</i></li> <li>Hodge, Lieberman, &amp; Murata (2012). CH 7—<b>Course Packet</b></li> </ul>
Day 10	Managing the Environment and Athletes' Behavior	<ul style="list-style-type: none"> <li>Martens (2012). CH. 8 <u>book</u>: <i>Successful Coaching</i></li> <li>Hodge, Lieberman, &amp; Murata (2012). CH 7—<b>Course Packet</b></li> <li><b>On-line Reinforce/Punish—Learning Task 3</b></li> </ul>
Day 11	Confidence, Goal Setting, Concentration, and Composure	<ul style="list-style-type: none"> <li>Vernacchia et al. (1996)—CH. 5, 6 and 7 <u>book</u></li> <li>Porter &amp; Foster (1996); Huddleson (1993); and Campbell (1991)—<b>Course Packet</b></li> </ul>
Day 12	<b>Examination #2</b>	<ul style="list-style-type: none"> <li><b>On-line EXAM 2 at OSU Carmen</b></li> </ul>
Day 13	Coaching Athletes with Diverse Backgrounds	<ul style="list-style-type: none"> <li>Coakley (2004, CH 8 and 9) — <b>Course Packet</b></li> <li>Harrison &amp; Worthy (2001) — <b>Course Packet</b></li> <li>Hodge et al. (2008) — <b>Course Packet</b></li> <li>OSU <i>Sexual Harassment Policy</i> — <b>Course Packet</b></li> <li>Martens (2012). CH. 5 <u>book</u>: <i>Successful Coaching</i></li> </ul>
Day 14	Coaching Athletes with Diverse Backgrounds	<ul style="list-style-type: none"> <li>Coakley (2004, CH 8 and 9); Harrison &amp; Worthy (2001); Hodge et al. (2008); and OSU <i>Sexual Harassment Policy</i>—<b>Course Packet</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Martens (2012). CH. 5 <u>book</u>: <i>Successful Coaching</i></li> </ul>
Day 15	Coaching Athletes with Diverse Backgrounds	<ul style="list-style-type: none"> <li>• Coakley (2004, CH 8 and 9); Harrison &amp; Worthy (2001); Hodge et al. (2008); and OSU <i>Sexual Harassment Policy</i>—<b>Course Packet</b></li> <li>• Martens (2012). CH. 5 <u>book</u>: <i>Successful Coaching</i></li> </ul>
Day 16	Coaching Athletes with Disabilities	<ul style="list-style-type: none"> <li>• Hodge, Lieberman, &amp; Murata (2012) CH 1—<b>Course Packet</b></li> </ul>
Day 17	Managing Team and Relationships	<ul style="list-style-type: none"> <li>• Marten (2012). CH. 18 &amp; 19 <u>book</u>: <i>Successful Coaching</i></li> </ul>
Day 18	Behavioral Coaching	<ul style="list-style-type: none"> <li>• Jones (1992). Proactive Management— <b>Course Packet</b></li> </ul>
Day 19	Decreasing Inappropriate Behaviors	<ul style="list-style-type: none"> <li>• Martin &amp; Lumsden (1987). Ch. 7—<b>Course Packet</b></li> <li>• <b>Manage Behavior—Learning Task 4</b></li> </ul>
Day 20	Managing Risk Behaviors	<ul style="list-style-type: none"> <li>• Martens (2012). CH. 20 <u>book</u>: <i>Successful Coaching</i></li> </ul>
Day 21	Managing Risk Behaviors	<ul style="list-style-type: none"> <li>• Martens (2012). CH. 20 <u>book</u>: <i>Successful Coaching</i></li> <li>• <u>On-Line Legal Case Studies</u>—Learning Task 5</li> </ul>
Day 22	Examination #3	<ul style="list-style-type: none"> <li>• <b>Take exam on-line at OSU Carmen</b></li> </ul>
Day 23	Planning for Teaching	<ul style="list-style-type: none"> <li>• Martens (2012). CH. 12 <u>book</u>: <i>Successful Coaching</i></li> </ul>
Day 24	Teaching Technical and Tactical Skills	<ul style="list-style-type: none"> <li>• Martens (2012). CH. 10 &amp; 11 <u>book</u>: <i>Successful Coaching</i></li> <li>• Jones (1993). Expert Coaching—<b>Course Packet</b></li> <li>• <b>Task Analysis—Learning Task 6</b></li> </ul>
Day 25	Teaching, Practicing, Maintaining, & Correcting Skills	<ul style="list-style-type: none"> <li>• Vernacchia et al. (1996)—CH. 8 <u>book</u></li> </ul>
Day 26	Principles of Training	<ul style="list-style-type: none"> <li>• Martens (2012). CH. 13-15 <u>book</u>: <i>Successful Coaching</i></li> </ul>
Day 27	Principles of Training	<ul style="list-style-type: none"> <li>• <u>On-Line Principles of Training</u>—Learning Task 7</li> </ul>
Day 28	Graduate Student Presentations	<ul style="list-style-type: none"> <li>• <b>Research Project Summary</b></li> </ul>
Day 29	Graduate Student Presentations	<ul style="list-style-type: none"> <li>• <b>Research Project Summary</b></li> </ul>
Day 30	Course closure	Review for Final Exam
Final Exam	Examination #4	<ul style="list-style-type: none"> <li>• <b>Take exam on-line at OSU Carmen</b></li> </ul>

## Institutional Policies

### Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize the at failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for

academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes as academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [COAM: The Committee on Academic Misconduct](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

### **Artificial Intelligence and Academic Integrity**

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

### **Accessibility Accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Accessibility of course technology**

This course may use approved EHE digital technologies such as Hypothesis, H5P, and ThingLink as a part of course requirements. If you encounter an issue with access to these tools, please contact your instructor at their OSU email address and [EHE-Accessibility@osu.edu](mailto:EHE-Accessibility@osu.edu). Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.

### **Grievances**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's



department.

### Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course.

Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the *Code of Student Conduct*.
- **Student Generated Materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course Materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course.

### Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning such as: strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the [Office of Student Life's Counseling and Consultation Service](#) (CCS) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> floor of the Younk Success Center and 10<sup>th</sup> floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766- and 24-hour emergency help is also available 24.7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

### Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages everyone to strive to reach their own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources by visiting the [Title IX Office of Institutional Equity](#) website or calling the Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092, email [lewis.40@osu.edu](mailto:lewis.40@osu.edu), or visit [www.odi.osu.edu/ccampis](http://www.odi.osu.edu/ccampis).

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

### [Religious Holidays, Holy Days and Observances](#)

#### **Weather or other short-term closing**

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the [Weather or Other Short-Term Closings](#) website to learn more about preparing for potential closings and planning ahead for winter weather.