From:	Smith, Randy
To:	Turner, Brian
Cc:	Leite, Fabio; Reed, Katie; Smith, Randy; Duffy, Lisa; Hunt, Ryan; Miriti, Maria; Porfeli, Erik J.; Snyder, Anastasia
Subject:	Revision to the Ph.D. Kinesiology Program
Date:	Thursday, March 7, 2024 3:08:52 PM
Attachments:	image001.png

Brian,

The proposal from the Department of Human Sciences to revise its Ph.D. Kinesiology Program was approved by the Council on Academic Affairs at its meeting on March 6, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite (.11), or me.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
University Square South, 15 E. 15th Avenue, Columbus, OH 43201
614-292-5881 Office
smith.70@osu.edu
Assisted by:
Katie Reed
Executive Assistant
(614) 292-5672
reed.901@osu.edu

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **2/06/2024**

RE: Proposal to **Program Revision: PhD Kinesiology** in **College of Education and Human Ecology.**

The **Department of Human Sciences** in the **College of Education and Human Ecology** is proposing a **Revision to the PhD in Kinesiology**

The proposal was received by the Graduate School on **10/09/2023**. The combined GS/CAA subcommittee first reviewed the proposal on **12/14/2023** and requested revisions. Revisions were received on **2/06/2024**. The proposal is recommended for elevation to CAA for review.

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology
Department of Human Sciences
Kinesiology

TO: Graduate School
FROM: Kim Tackett
DATE: 2/6/24
SUBJECT: PhD in Kinesiology
RE: Response to requested revisions on 12/18/23

1. PG. 1
   Add the request to change the specialization title to the cover letter.

   Revised percent calculation in both the HMT and FRS specializations. After meeting with Dean Miriti about the difference between fixed requirements vs. what is considered an elective requirement, this decreased the percentage of change in the degree.

2. PG. 11-13 (HES Specialization)
   Revised the percent calculation in the HES specialization. After meeting with Dean Miriti about the difference between fixed requirements vs. what is considered an elective requirement, this decreased the percentage of change in the degree. We also delineate the different courses in each concentration area within the HES Specialization to provide more clarity. Lastly, the table has been updated to reflect an accurate presentation of changes and thereby, our percent calculation.

3. We are aware that anything more than a 50% change could warrant a higher-level review. Luckily in this instance, the percent change calculation decreased to below the 50% threshold, again, after meeting with Dean Miriti who was able to provide much clarification.

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Academic Affairs

College of Education and Human Ecology

A100 PAES Building

305 Annie and John Glenn Ave

Columbus, OH 43210

Memo

October 3, 2023

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

From: Aaron Bagent, Curriculum Specialist

RE: PROGRAM REVISION: PhD Kinesiology, Department of Human Sciences

Please find proposal materials included to revise the PhD in Kinesiology. This was presented and approved at the College of Education and Human Ecology Curriculum Committee meeting on September 14th, 2023. If there are any questions, please contact me at bagent.14@osu.eudu.

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology

Office of Faculty Affairs
150 Arps Hall
1945 N. High Street
Columbus, OH 42310-1172
614-292-8862 Phone
ehe.osu.edu

October 3, 2023

Dr. W. Randy Smith, PhD
Vice Provost for Academic Programs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Vice Provost Smith,

I am writing on behalf of the College of Education and Human Ecology's (EHE) Office of Academic Affairs. EHE supports the recent curricular change that was approved by the EHE Curriculum Committee on September 14, 2023:

- Program revision to the Kinesiology PhD program.

The changes to the three specializations areas (Health and Exercise Science, Sport Management and Sport Pedagogy) in the Kinesiology PhD program update the programs, create a core of courses that are required by all PhD KN students, and makes the credit hour requirements the same across the three specialization areas. These revisions should not result in any significant changes in the credit hours generated by the KN PhD program.

Sincerely yours,

Tasha Snyder

Anastasia R. Snyder, PhD
Associate Dean for Faculty Affairs
College of Education and Human Ecology

THE OHIO STATE UNIVERSITY

Curriculum Proposal Checklist

Title of Program: Kinesiology, Health and Exercise Science Ph.D.

Effective term: Autumn 2024 **College:** Education and Human Ecology

New/Establish: ☐ **Secondary Major Eligible:** ☐ **Academic Unit:** Department of Human Sciences

Revise: ☑ **50% Revision:** ☐ **Mark Up:** ☐ **Program Contact:**

Terminate: ☐ **Suspend:** ☐ **Certificate Category*:** 3a - Graduate, Post-Bachelor Degre

Degree/Credential: Doctor of Philosophy

Program of Study : Graduate Program **Title:** Kinesiology, Health and Exercise Science Ph.D

Code: KINESIO-PH, HI

Program Focus*: Specialization Health and Exercise Science

Credit hours to degree/credential: 57 **Is this a change to the current total?** ☑ Yes ☐ No

Program offered only online? ☐ Yes ☑ No **If yes, is there a signed MOU with ODEE?** ☐ Yes ☐ No

Campus(es) where offered: ☑ Columbus ☐ ATI ☐ Lima ☐ Mansfield ☐ Marion ☐ Newark

Rationale:

See table of contents for page numbers to rationale, summary of changes, percent of change, transition plan, etc.

PG. 11 Overall HES Changes
PG. 12-13 Rationale, Summary of Changes/Percent of Change, Transition Plan
PG. 14-15 Current Curriculum
PG. 16-18 Mark-up Curriculum
PG. 19-20 Proposed Curriculum
PG. 21 3-year plan

Student Curriculum Sheet Required: ☑

Four Year (or appropriate) Plan: ☑

Academic Unit Curriculum Committee approval date: 8/31/23

College Curriculum Committee approval date: 9/14/23

Graduate School Council approval date*:

Regional Campus approval date*:

Council on Academic Affairs approval date:

University Senate approval date*:

Board of Trustees approval date*:

ODHE approval date*:

* If applicable

Kinesiology, Ph.D. Proposal

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All courses have been approved through the proper curricular channels but are newly added to the KINESIO-PH curriculum as course options.

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All newly added course options that fall outside of the Department of Human Sciences

THE OHIO STATE UNIVERSITY

College of Education and Human Ecology
Department of Human Sciences, Kinesiology

8/25/2023

Dear Sue,

The Kinesiology faculty are seeking approval for revisions to the Doctor of Philosophy in Kinesiology, Ph.D. program which includes three specializations: Health and Exercise Science, Physical Education, and Sport Management. The program has not been revised since it was created during semester conversion (2011). Proposed changes ensure all three specializations within the Kinesiology Ph.D. program share a core of courses that reflect important topics in the field of Kinesiology (Diversity, Teaching, Research) and breed consistency in total credit hours. Additional revisions occur in the respective specialization areas to accurately reflect each of our unique identities, remain up to date on accreditation standards, add in new course developments, and remove courses no longer offered in the curriculum. Lastly, we request to change the title of the Physical Education specialization to Sport Pedagogy.

All necessary documents are attached. The proposed revisions were approved by the Kinesiology faculty (Oct. 2022). If you have additional questions, please do not hesitate to reach out to me (turner.409@osu.edu).

Thank you for your consideration,

Brian A. Turner, Ph.D.
Professor
Kinesiology Graduate Studies Chair
The Ohio State University
A250 PAES Building
305 Annie & John Glenn Ave.
Columbus, OH 43210
Business Phone: (614) 247-8374
Email: turner.409@osu.edu

Sport Management (KINESIO-PH, PSN) **Overall Changes**			
Current Requirement	**Proposed Request**		
Core Requirement	KNHES 6892 – course revision, pending approval (required course) KNPE 7860 – course already approved, newly added to curriculum (required course) KNPE 8865 – course revision, pending approval, newly added to curriculum (required course)		
Research Requirement	KNHES 6891 – moved from core requirement (course option)		
Specialization Requirement	Change Specialization Requirement from 15 credit hours required + 12 credit hours of supporting course choices (27 credits total) to 27 credit hours of required courses. KNSISM 6807 – moved from core requirement (required course) KNSISM 8951 – increase credit hours from 3 to 6, repeatable (required course) KNSISM 7897 – increase credit hours from 6 to 12, repeatable (required course) Change Supporting Courses to Alternate Courses for students who may have completed the course(s) in a previous degree. KNSISM 5610, 5611, 5614, 6730, 6837, 7711, 7852, 7839, 7850, 8895 (remove as course options)		
Flex Requirement	No changes	**Exit Requirement**	No changes

Rationale:

- Created standardization in requirements across all three specializations within the degree, e.g., Core, Research, Specialization, Flex, and Exit requirements.
- The decision to align core requirements in the program resulted in moving two courses, one to the Sport Management specialization (KNSISM 6807) and one to the Research requirement as an optional course (KNHES 6891). Courses removed from the curriculum are no longer offered in our program.

Summary of Changes to Degree and Percent of Change: 27% (15 credits of 57 credits)
In this summary we list changes that are defined as a "change" per university guidelines:

1. **YES:** Changing the meaning of expected learning outcomes (ELOs). Academic Organization, Curriculum, and Assessment Handbook Page 40 – If the wording or grammar of an ELO changes, but its meaning and intent do not, this ELO is not changed by this criterion and would not count towards the 10% change:

A. Core
- 6 credits (KNHES 6892, KNPE 8865), changes in course title and course learning objectives

2. **YES:** Adding a course to a program, removing a course from a program, or changing a course from 'required' to 'elective' or 'elective' to 'required' within the curriculum:

A. Core
- 3 credits (KNPE 7860), new required course

B. Research
- 3 credits (KNHES 6891), moved from required core to elective

C. Specialization
- 3 credits (KNSISM 6807), moved from required core to required specialization
- Electives that are no longer offered have been removed from the curriculum for clarity but does not impact the percent of change in degree requirements.

Transition Plan: Current students can pursue the new curriculum (appropriate course substitutions will be applied where applicable, pending where students are in the current program) or, students can resume with their current requirements.

Current Program Sheet - Sport Management (KINESIO-PH, PSN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: 57 credits

Core Requirements (9 hours)

KNHES 6891 Kinesiology Graduate Core Course I (3)
KNHES 6892 Kinesiology Graduate Core Course II (3)
KNSISM 6807 Sport Law (3) (If taken as a master's student, an alternative course may be substituted)

Research Core (choose three, minimum 9 hours)
Consult with advisor and committee to select three courses from the list below or other research courses offered at the University

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)
AAE 8890 Applied Regression Analysis (2)

AAE 8895 Applied Data Reduction Techniques (2)
HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)
HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements (27 hours)

Required Courses (15 hours)
KNSISM 6809 Sport Marketing (3) (If taken as a master's student, an alternative course may be substituted)
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives (3)
KNSISM 8951 Theoretical Approaches to Sport Organizations (3)
KNSISM 7897 Colloquium in Sport Management (6) (repeatable)

Supporting Courses (choose four, minimum 12 hours)
KNSISM 5610 Women's in Sport History (3)
KNSISM 5611 Premodern Sport (3)
KNSISM 5614 Sport and Sexuality (3)
KNSISM 6730 Financing Sport Operations (3)
KNSISM 6808 Management of Sport Delivery Systems (3)
KNSISM 6837 Event and Facility Management for Sport Managers (3)
KNSISM 6842 Business of College Sports (3)
KNSISM 7711 American Sports History (3)
KNSISM 7852 Sport Philosophy and Ethics (3)
KNSISM 7839 Professional Sport from the Civil War to the Present (3)
KNSISM 7850 Role of Sport in Society (3)
KNSISM 8193 Advanced Individual Studies: Sport Management (1-12) (repeatable)
KNSISM 8895 Seminars: Sport Management (3)
KNSISM 8998 Research: Sport Management (1-4) (repeatable)

Flexibility Requirement (6 hours)
This coursework may be from inside or outside of the program but should extend the breadth of disciplinary knowledge.

Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, marketing, higher education administration, sociology, history, comparative studies, or women's studies.

Dissertation Requirement (6 hours)
Consult with faculty advisor

KNSISM 8999 Dissertation/Thesis Research: Sport Management (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor and approved by the Graduate Studies Committee.

MARKUP: Sport Management Specialization

KEY:

BLACK – current requirements that will remain
~~STRIKETHROUGH~~ – remove from curriculum entirely
*~~STRIKETHROUGH~~ – moved to different area within curriculum, e.g., moved from required core to concentration, etc.
RED – courses in progress of approval through curricular process and/or changes to credit hours
BLUE – existing courses, but newly added to the curriculum

All courses are offered in-person. If also approved to be offered in hybrid or distance learning modes of instruction, this is noted next to the course.

Sport Management (KINESIO-PH, PSN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: 57 credit hours

Core Requirements (9 credit hours)

*~~KNHES 6891 Kinesiology Graduate Core Course I (3)~~ (move to Research Option)
KNHES 6892 Kinesiology Graduate Core Course II (3) (see new course title below once approved)
KNHES 6892 Introduction to Scientific Writing in Kinesiology (3) (pending approval)
*~~KNSISM 6807 Sport Law (3) (If taken as a master's student, an alternative course may be substituted)~~
KNPE 7860 The Art of College Teaching within the Human Sciences (3)
KNPE 8865 Advanced Socio-cultural Issues in Physical Education (3) (see new course title below once approved)
KNPE 8865 Social Justice Issues in Kinesiology (3) (pending approval, new course)

Research Core (Choose 9 credit hours)
Consult with advisor and committee to select three courses from the list below or other research courses offered at the University.

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)
*KNHES 6891 Kinesiology Graduate Core Course I (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)
*KNHES 6891 Kinesiology Graduate Core Course I (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)
AAE 8890 Applied Regression Analysis (2)
AAE 8895 Applied Data Reduction Techniques (2)
HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)
HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements (27 credit hours)
Required Courses ~~(15 hours)~~
(If already completed one or more course(s) see list of alternate courses for approved course substitutions)

*KNSISM 6807 Sport Law (3)
KNSISM 6809 Sport Marketing (3) ~~(If taken as a master's student, an alternative course may be substituted)~~
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives (3)
KNSISM 8951 Theoretical Approaches to Sport Organizations ~~(3)~~ (6; repeatable)
KNSISM 7897 Colloquium in Sport Management ~~(6)~~ (12; repeatable)

~~Supporting~~ Alternate Courses (Electives) ~~(choose four, minimum 12 hours)~~
~~KNSISM 5610 Women's in Sport History (3)~~
~~KNSISM 5611 Premodern Sport (3)~~
~~KNSISM 5614 Sport and Sexuality (3)~~
~~KNSISM 6730 Financing Sport Operations (3)~~
KNSISM 6808 Management of Sport Delivery Systems (3)
~~KNSISM 6837 Event and Facility Management for Sport Managers (3)~~
KNSISM 6842 Business of College Sports (3)
~~KNSISM 7711 American Sports History (3)~~
~~KNSISM 7852 Sport Philosophy and Ethics (3)~~
~~KNSISM 7839 Professional Sport from the Civil War to the Present (3)~~
~~KNSISM 7850 Role of Sport in Society (3)~~
KNSISM 8193 Advanced Individual Studies: Sport Management (1-12) (repeatable)
~~KNSISM 8895 Seminars: Sport Management (3)~~
KNSISM 8998 Research: Sport Management (1-4) (repeatable)

Flexibility Requirement (6 credit hours)
This coursework may be from inside or outside of the program but should extend the breadth of disciplinary knowledge.

Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, marketing, higher education administration, sociology, history, comparative studies, or women's studies.

Exit Requirement (6 credit hours)
Consult with faculty advisor.

KNSISM 8999 Dissertation/Thesis Research: Sport Management (minimum 6)
Successful completion of dissertation/thesis.

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor and approved by the Graduate Studies Committee.

PROPOSED: Sport Management Specialization

Sport Management (KINESIO-PH, PSN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: 57 credit hours

Core Requirements (9 credit hours)
KNHES 6892 Introduction to Scientific Writing in Kinesiology (3)
KNPE 7860 The Art of College Teaching within the Human Sciences (3)
KNPE 8865 Social Justice Issues in Kinesiology (3)

Research Core (Choose 9 credit hours)
Consult with advisor and committee to select three courses from the list below or other research courses offered at the University.

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)
KNHES 6891 Kinesiology Graduate Core Course I (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)
KNHES 6891 Kinesiology Graduate Core Course I (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)
AAE 8890 Applied Regression Analysis (2)
AAE 8895 Applied Data Reduction Techniques (2)

HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)
HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements (27 credit hours)

Required Courses

(If already completed one or more course(s) see list of alternate courses for approved course substitutions)

KNSISM 6807 Sport Law (3)
KNSISM 6809 Sport Marketing (3)
KNSISM 7906 Understanding Sport Consumers: Theoretical Perspectives (3)
KNSISM 8951 Theoretical Approaches to Sport Organizations (6; repeatable)
KNSISM 7897 Colloquium in Sport Management (12; repeatable)

Alternate Courses (Electives)

KNSISM 6808 Management of Sport Delivery Systems (3)
KNSISM 6842 Business of College Sports (3)
KNSISM 8193 Advanced Individual Studies: Sport Management (1-12) (repeatable)
KNSISM 8998 Research: Sport Management (1-4) (repeatable)

Flexibility Requirement (6 credit hours)

This coursework may be from inside or outside of the program but should extend the breadth of disciplinary knowledge.

Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, marketing, higher education administration, sociology, history, comparative studies, or women's studies.

Exit Requirement (6 credit hours)

Consult with faculty advisor.

KNSISM 8999 Dissertation/Thesis Research: Sport Management (minimum 6)
Successful completion of dissertation/thesis.

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor and approved by the Graduate Studies Committee.

3-year Plan

Sport Management (KINESIO-PH, PSN)						
	AUTUMN	**CREDITS**	**SPRING**	**CREDITS**	**SUMMER**	**CREDITS**
YEAR 1	KNHES 6892	3	KNPE 8865	3	Flexibility Requirement	3
	KNPE 7860	3	KNSISM 6807	3		
	KNSISM 8951	3	KNSISM 7897	3		
	KNSISM 7897	3	Research Core	3		
	TOTAL	**12**	**TOTAL**	**12**	**TOTAL**	**3**
YEAR 2	KNSISM 6809	3	KNSISM 7906	3	Flexibility Requirement	3
	KNSISM 8951	3	KNSISM 7897	3		
	KNSISM 7897	3	Research Core	3		
	Research Core	3				
	TOTAL	**12**	**TOTAL**	**9**	**TOTAL**	**3**
YEAR 3	KNSISM 8999	3	KNSISM 8999	3		
	TOTAL	**3**	**TOTAL**	**3**	**TOTAL CREDIT HOURS**	**57**

Please note this is a tentative 3-year plan and is not an approved plan for graduation. You, as the student, are responsible for meeting all necessary requirements. Because course availability is subject to change, it is essential that you work with your faculty advisor each semester. Certain requirements such as research hours, flexibility requirements, independent study hours, etc. remain flexible and therefore, can be taken in different semesters than what is listed above. Utilize your faculty advisor to guide you in your course planning.

Health and Exercise Science (KINESIO-PH, HEN) Overall Changes			
Current Requirement	**Proposed Request**		
Core Requirement	KNHES 6892 – course revision, pending approval (required course) KNSISM 6807 – remove (course option) KNPE 7863 – remove (course option) KNPE 7860 – course already approved, newly added to curriculum (required course) KNPE 8865 – course revision, pending approval, newly added to curriculum (required course)		
Research Requirement	Decrease required credit hours from 12 to 9 KNHES 6891 – moved from core requirement (course option)		
Specialization Requirement	Decrease required credit hours from 30 to 27 by changing Specialization Requirement from 9 credit hours required + 12 credit hours of Concentration course choices + 9 credits supporting courses (30 total credit hours) to 27 credit hours in Concentration of choice. <u>Specialization Requirement:</u> KNHES 5661.01 – remove (required) KNHES 5661.02 – remove (required) <u>Exercise Science Concentration:</u> KNHES 5416 – course already approved, newly added to curriculum (course option) KNHES 5417 – course already approved, newly added to curriculum (course option) KNHES 5590 – course already approved, newly added to curriculum (course option) KNHES 5685 – moved from required (course option) KNHES 5805 – course already approved, newly added to curriculum (course option) KNHES 7714 – moved from required (course option) KINESIO 7730 – course already approved, newly added to curriculum (course option) KNHES 7486 – course already approved, newly added to curriculum (course option) KNHES 7896 – moved from required (course option) KNHES 8193 – course already approved, newly added to curriculum (course option) HUMNNTR 8802 – remove (course option) KNHES 8867 – remove (course option) KNHES 8998 – course already approved, newly added to curriculum (course option) HUMNNTR 7761 – course already approved, newly added to curriculum (course option) PSYCH 5089 – course already approved, newly added to curriculum (course option) PSYCH 5612 – course already approved, newly added to curriculum (course option) PUBHEPI 6410 – course already approved, newly added to curriculum (course option) <u>Physical Activity Behavior Concentration:</u> KNHES 5651 – course already approved, newly added to curriculum (course option) KNHES 5652 – course already approved, newly added to curriculum (course option) KNHES 5703 – course already approved, newly added to curriculum (course option) KNHES 5704 – course already approved, newly added to curriculum (course option) KNHES 7713 – moved from required (course option) KNHES 7720 – moved from required (course option) KNHES 7726 – moved from required (course option) KNHES 7896 – moved from required (course option) KNHES 8801 – moved from required (course option) KNHES 8193 – course already approved, newly added to curriculum (course option) KNHES 8998 – course already approved, newly added to curriculum (course option) PUBHEPI 6410 – course already approved, newly added to curriculum (course option)		
Flex Requirement	No changes	**Exit Requirement**	No changes

Rationale:

- Created standardization in requirements across all three specializations within the degree, e.g., Core, Research, Specialization, Flex, and Exit requirements.
- The desire to align core requirements in the program resulted in removing two courses from the curriculum as Sport Law is not pertinent to our population of students and KNPE 7863 was revamped into a new course, KNPE 7860 to meet the broader scope of Kinesiology students.
- Courses have been added to the specialization as a course option in either the Exercise Science Concentration or the Physical Activity Behavior Concentration to match National Strength and Conditioning Association accreditation processes and/or American College of Sports Medicine certification requirements. Additionally, the expansion of course choices provide students additional flexibility in creating their plan of study. Courses have also been removed from the specialization because of no longer being offered in our program or to reflect current trends in the field of Exercise Science.

Summary of Changes and Percent of Change:
Exercise Science Concentration 47% (27 credits of 57 credits)
Physical Activity Behavior Concentration 47% (27 credits of 57 credits)

YES. Adding a course to a program, removing a course from a program, or changing a course from 'required' to 'elective' or 'elective' to 'required' within the curriculum:

Health and Exercise Science CHANGES IN CREDIT HOURS		
KINESIO-PH, HEN	**Exercise Science Concentration**	**Physical Activity Behavior Concentration**
Core	9	9
Research	3	3
Specialization	15	15
Flex Requirement	0	0
Exit Requirement	0	0
Total Changes in Credit Hours	**27**	**27**

KINESIO-PH, Exercise Science Concentration 47% (27 credits of 57 credits)

- Core: 9 credit hour change
  - Removed KNHES 6891
  - KNPE 7860 replaced KNPE 7863
  - KNPE 8865 replaced KNSISM 8865
- Research: 3 credit hour change
  - Decreased from 12 credits required to 9 credits required
- Specialization – Exercise Science Concentration: 15 credit hour change
  - Within the specialization requirement, students chose one concentration pathway as they navigated through the program. Previously, there were 9 required credit hours listed under the specialization, 3 required credit hours in the concentration, and a requirement of 9 supporting course (elective) credit hours, totaling 21 credit hours.
  - Faculty have since removed all *required* specialization courses: KNHES 5661.01, KNHES 5661.02, KNHES 5685, KNHES 7896 (9cr)
  - And increased the Specialization/Exercise Science Concentration required credit hours from 21 to 27 (6cr)
- Electives that are no longer offered have been removed from the curriculum for clarity but do not impact the percent of change in degree requirements.
- Existing courses in the program are added as options to meet the electives credit hour requirement.

KINESIO-PH, Physical Activity Behavior Concentration 47% (27 credits of 57 credits)

- Core: 9 credit hour change
  - Removed KNHES 6891
  - KNPE 7860 replaced KNPE 7863
  - KNPE 8865 replaced KNSISM 8865
- Research: 3 credit hour change
  - Decreased from 12 credits required to 9 credits required
- Specialization – Physical Activity Behavior Concentration: 15 credit hour change
  - Within the specialization requirement, students chose one concentration pathway as they navigated through the program. Previously, there were 9 required credit hours listed under the specialization, 3 required credit hours in the concentration, and a requirement of 9 supporting course (elective) credit hours, totaling 21 credit hours.
  - Faculty have since removed all *required* specialization courses: KNHES 5661.01, KNHES 5661.02, KNHES 5685, KNHES 7896 (9cr)
  - And increased the Specialization/Exercise Science Concentration required credit hours from 21 to 27 (6cr)
- Electives that are no longer offered have been removed from the curriculum for clarity but do not impact the percent of change in degree requirements.
- Existing courses in the program are added as options to meet the electives credit hour requirement.

Transition Plan: Current students can pursue the new curriculum (appropriate course substitutions will be applied where applicable, pending where students are in the current program) or, they can resume with their current requirements.

Current Program Sheet - Health and Exercise Science (KINESIO-PH, HEN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: 63 credits

Core Requirements (9 hours)
KNHES 6891 Kinesiology Graduate Core Course I (3)
KNHES 6892 Kinesiology Graduate Core Course II (3)
Select one of the following two courses to complete the Kinesiology Core:
KNSISM 6807 Sport Law (3)
KNPE 7863 Teaching Health and Fitness Courses at the College Level (3)

Research Core (choose four, minimum 12 hours)
Consult with advisor and committee to select four courses from the list below or other research courses offered at the University

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)

AAE 8890 Applied Regression Analysis (2)
AAE 8895 Applied Data Reduction Techniques (2)
HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)
HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements (9 hours)
KNHES 5661.01 Beginning Labs in Exercise Physiology (1) (unless taken previously)
KNHES 5661.02 Intermediate Labs in Exercise Physiology (1) (unless taken previously)
KNHES 5685 Adult Exercise Programming: Implementation (3)
KNHES 7896 Colloquium: Health and Exercise Science (4)

Concentration Specific Courses (12 or 13 hours minimum)
Select one of the following concentrations.

Exercise Science Concentration (13 hours)
Required Course (4 hours)
KNHES 7714 Advanced Physiology of Exercise (4)

Supporting Courses (choose three, 9 hours)
KNHES 8867 Biochemical Methods for Assessment of Human Performance (3)
HUMNNTR 8802 Advanced Micronutrient Metabolism (3)
KNHES 8803 Seminar in Exercise Metabolism (3)
KNHES 8804 Skeletal Muscle Structure, Function, and Plasticity (3)

Physical Activity Behavior Concentration (12 hours)
Required Course (12 hours)
KNHES 7713 Foundations of Physical Activity Behavior (3)
KNHES 7720 Measurement in Physical Activity Behavior (3)
KNHES 7726 Changing Physical Activity Behavior (3)
KNHES 8801 Seminar in Physical Activity Behavior (3)

Flexibility Requirement (6 hours)
This coursework may be from inside or outside of the program, but should extend the breadth of disciplinary knowledge. Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, public health, psychology, physiology/ cell biology, or nutrition.

Dissertation Requirement (6 hours)
Consult with faculty advisor

KNHES 8999 Dissertation/Thesis Research: Health and Exercise Science (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor and approved by the Graduate Studies Committee.

MARKUP: Health and Exercise Science

KEY:

BLACK – current requirements that will remain
~~STRIKETHROUGH~~ – remove from curriculum entirely
*~~STRIKETHROUGH~~ – moved to different area within curriculum, e.g., moved from required core to concentration, etc.
RED – courses in progress of approval through curricular process and/or changes in credit hours
BLUE – existing courses, but newly added to the curriculum

All courses are offered in-person. If also approved to be offered in hybrid or distance learning modes of instruction, this is noted next to the course.

Health and Exercise Science (KINESIO-PH, HEN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: ~~63~~ (57 credit hours)

Core Requirements (9 credit hours)
*~~KNHES 6891 Kinesiology Graduate Core Course I (3)~~ (moved to Research as an optional course)
KNHES 6892 Kinesiology Graduate Core Course II (3) (see new course title below once approved)
KNHES 6892 Introduction to Scientific Writing in Kinesiology (3) (pending approval, revised course)
~~Select one of the following two courses to complete the Kinesiology Core:~~
~~KNSISM 6807 Sport Law (3)~~
~~KNPE 7863 Teaching Health and Fitness Courses at the College Level (3)~~
KNPE 7860 The Art of College Teaching within the Human Sciences (3)
KNPE 8865 Advanced Socio-cultural Issues in Physical Education (3) (see new course title below once approved)
KNPE 8865 Social Justice in Kinesiology (3) (pending approval, new course)

Research Core ~~(choose four, minimum 12 hours)~~ (Choose 9 credit hours)
Consult with advisor and committee to select four courses from the list below or other research courses offered at the University.

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)
*KNHES 6891 Kinesiology Graduate Core I (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)

ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)
*KNHES 6891 Kinesiology Graduate Core I (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)
AAE 8890 Applied Regression Analysis (2)
AAE 8895 Applied Data Reduction Techniques (2)
HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)
HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements ~~(9 hours)~~
~~KNHES 5661.01 Beginning Labs in Exercise Physiology (1) (unless taken previously)~~
~~KNHES 5661.02 Intermediate Labs in Exercise Physiology (1) (unless taken previously)~~
*~~KNHES 5685 Adult Exercise Programming: Implementation (3)~~ (moved to EXSCI Concentration)
*~~KNHES 7896 Colloquium: Health and Exercise Science (4)~~ (moved to EXSCI Concentration & PAB Concentration)

~~**Concentration Specific Courses** (12 or 13 hours minimum)~~
Select one of the following concentrations.

Exercise Science Concentration ~~(12 hours)~~ (Choose 27 credit hours)
~~**Required Course (4 hours)**~~
*~~KNHES 7714 Advanced Physiology of Exercise (4~~) (moved to EXSCI Concentration)

~~**Supporting Courses (choose three, 9 hours)**~~
KNHES 5416 Theory of Strength and Conditioning (3) (IP, DL)
KNHES 5417 Exercise Techniques and Testing Technology in Strength and Conditioning (3) (IP, HY)
KNHES 5590 Comprehensive Laboratory in Exercise Science (3) (IP, DL)
*KNHES 5685 Adult Exercise Programming-Implementation (4)
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management (3)
*KNHES 7714 Advanced Physiology of Exercise (4)
KINESIO 7730 Endocrinology (3)
KNHES 7486 Ergogenic Aids (3)
*KNHES 7896 Colloquium: Health and Exercise Science (variable 1-10; repeatable)
KNHES 8193 Advanced Individual Studies: Health and Exercise Science (variable 1-12; repeatable)
~~HUMNNTR 8802 Advanced Micronutrient Metabolism (3)~~
KNHES 8803 Seminar in Exercise Metabolism (3)
KNHES 8804 Skeletal Muscle Structure, Function, and Plasticity (3)
~~KNHES 8867 Biochemical Methods for Assessment of Human Performance (3)~~
KNHES 8998 Research: Health and Exercise Science (variable 1-12; repeatable)
HUMNNTR 7761 Macronutrient Metabolism (4)
PSYCH 5089 Cognitive Aging, Neurodegeneration, and Neuroplasticity (3)
PSYCH 5612 Introduction to Cognitive Science (3)
PUBHEPI 6410 Principles of Epidemiology (3)

Physical Activity Behavior Concentration ~~(12 hours)~~ (Choose 27 credit hours)

~~**Required Course (12 hours)**~~

*~~KNHES 7713 Foundations of Physical Activity Behavior (3)~~ (moved to PAB Concentration)
*~~KNHES 7720 Measurement in Physical Activity Behavior (3)~~ (moved to PAB Concentration)
*~~KNHES 7726 Changing Physical Activity Behavior (3)~~ (moved to PAB Concentration)
*~~KNHES 8801 Seminar in Physical Activity Behavior (3)~~ (moved to PAB Concentration)

KNHES 5651 Health Program Planning (3) (HY)
KNHES 5652 Worksite Health Promotion (3) (HY)
KNHES 5703 Health Behavior Theory (3) (HY)
KNHES 5704 Health Program Evaluation (3) (HY)

*KNHES 7713 Foundations of Physical Activity Behavior (3)
*KNHES 7720 Measurement in Physical Activity Behavior (3)
*KNHES 7726 Changing Physical Activity Behavior (3)
*KNHES 7896 Colloquium: Health and Exercise Science (variable 1-10; repeatable)
*KNHES 8801 Seminar in Physical Activity Behavior (3)

KNHES 8193 Advanced Individual Studies: Health and Exercise Science (variable 1-12; repeatable)
KNHES 8998 Research: Health and Exercise Science (variable 1-12; repeatable)
PUBHEPI 6410 Principles of Epidemiology (3)

Flexibility Requirement (6 credit hours)

This coursework may be from inside or outside of the program but should extend the breadth of disciplinary knowledge. Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, public health, psychology, physiology/ cell biology, or nutrition.

Exit Requirement (6 credit hours)

Consult with faculty advisor.

KNHES 8999 Dissertation/Thesis Research: Health and Exercise Science (6)
Successful completion of dissertation/thesis.

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor and approved by the Graduate Studies Committee.

PROPOSED: Health and Exercise Science

Health and Exercise Science (KINESIO-PH, HEN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: 57 credit hours

Core Requirements (9 credit hours)
KNHES 6892 Introduction to Scientific Writing in Kinesiology (3)
KNPE 7860 The Art of College Teaching within the Human Sciences (3)
KNPE 8865 Social Justice in Kinesiology (3)

Research Core (Choose 9 credit hours)
Consult with advisor and committee to select four courses from the list below or other research courses offered at the University.

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)
KNHES 6891 Kinesiology Graduate Core I (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)
KNHES 6891 Kinesiology Graduate Core I (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)
AAE 8890 Applied Regression Analysis (2)
AAE 8895 Applied Data Reduction Techniques (2)

HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)
HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements (Choose 27 credit hours)
Select one of the following concentrations.

Exercise Science Concentration (Choose 27 credit hours)
KNHES 5416 Theory of Strength and Conditioning (3)
KNHES 5417 Exercise Techniques and Testing Technology in Strength and Conditioning (3)
KNHES 5590 Comprehensive Laboratory in Exercise Science (3)
KNHES 5685 Adult Exercise Programming-Implementation (4)
KNHES 5805 Challenging the Conventional Role of Diet & Exercise in Obesity Management (3)
KNHES 7714 Advanced Physiology of Exercise (4)
KINESIO 7730 Endocrinology (3)
KNHES 7486 Ergogenic Aids (3)
KNHES 7896 Colloquium: Health and Exercise Science (variable 1-10; repeatable)
KNHES 8193 Advanced Individual Studies: Health and Exercise Science (variable 1-12; repeatable)
KNHES 8803 Seminar in Exercise Metabolism (3)
KNHES 8804 Skeletal Muscle Structure, Function, and Plasticity (3)
KNHES 8998 Research: Health and Exercise Science (variable 1-12; repeatable)
HUMNNTR 7761 Macronutrient Metabolism (4)
PSYCH 5089 Cognitive Aging, Neurodegeneration, and Neuroplasticity (3)
PSYCH 5612 Introduction to Cognitive Science (3)
PUBHEPI 6410 Principles of Epidemiology (3)

Physical Activity Behavior Concentration (Choose 27 credit hours)
KNHES 5651 Health Program Planning (3)
KNHES 5652 Worksite Health Promotion (3)
KNHES 5703 Health Behavior Theory (3)
KNHES 5704 Health Program Evaluation (3)
KNHES 7713 Foundations of Physical Activity Behavior (3)
KNHES 7720 Measurement in Physical Activity Behavior (3)
KNHES 7726 Changing Physical Activity Behavior (3)
KNHES 7896 Colloquium: Health and Exercise Science (variable 1-10; repeatable)
KNHES 8801 Seminar in Physical Activity Behavior (3)
KNHES 8193 Advanced Individual Studies: Health and Exercise Science (variable 1-12; repeatable)
KNHES 8998 Research: Health and Exercise Science (variable 1-12; repeatable)
PUBHEPI 6410 Principles of Epidemiology (3)

Flexibility Requirement (6 credit hours)
This coursework may be from inside or outside of the program but should extend the breadth of disciplinary knowledge. Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, public health, psychology, physiology/ cell biology, or nutrition.

Exit Requirement (6 credit hours)
Consult with faculty advisor.

KNHES 8999 Dissertation/Thesis Research: Health and Exercise Science (6)
Successful completion of dissertation/thesis.

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor and approved by the Graduate Studies Committee.

3-year Plan

Health and Exercise Science (KINESIO-PH, HEN)						
	AUTUMN	**CREDITS**	**SPRING**	**CREDITS**	**SUMMER**	**CREDITS**
YEAR 1	KNHES 6892	3	KNPE 8865	3	Flexibility Requirement	3
	KNPE 7860	3	Research Core	3		
	Research Core	3	Concentration Option	3		
	Concentration Option	3	Concentration Option	3		
	TOTAL	**12**	**TOTAL**	**12**	**TOTAL**	**3**
YEAR 2	Research Core	3	Concentration Option	3	Flexibility Requirement	3
	Concentration Option	3	Concentration Option	3		
	Concentration Option	3	Concentration Option	3		
	Concentration Option	3				
	TOTAL	**12**	**TOTAL**	**9**	**TOTAL**	**3**
YEAR 3	KNSISM 8999	3	KNSISM 8999	3		
	TOTAL	**3**	**TOTAL**	**3**	**TOTAL CREDIT HOURS**	**57**

Please note this is a tentative 3-year plan and is not an approved plan for graduation. You, as the student, are responsible for meeting all necessary requirements. Because course availability is subject to change, it is essential that you work with your faculty advisor each semester. Certain requirements such as research hours, concentration course options, flexibility requirements, independent study hours, etc. remain flexible and therefore, can be taken in different semesters than what is listed above. Utilize your faculty advisor to guide you in your course planning.

~~Physical Education~~ Sport Pedagogy (KINESIO-PH, PEN) Overall Changes			
Current Requirement	**Proposed Request**		
Core Requirement	KNHES 6892 – course revision, pending approval (required course) KNPE 7863 – remove (course option) KNPE 7860 – course already approved, newly added to curriculum (required course) KNPE 8865 – course revision, pending approval, moved from specialization (required course)		
Research Requirement	KNHES 6891- moved from core requirement (course option)		
Specialization Requirement	Increase specialization total credits from 24 to 27. Change Specialization Requirement from 15 credit hours required + 9 credit hours of supporting course choices to 9 credit hours of required courses + 18 credit hours of supporting course choices. Decrease Required credit hours from 15 to 9: KNPE 7868 – moved from supporting courses (required) KNPE 7754 – moved from supporting courses (required) KNPE 8872 – moved from supporting courses (required) Increase Supporting Courses credit hours from 9 to 18: KNPE 5544 – course already approved, newly added to curriculum (course option) KNPE 5795 – course already approved, newly added to curriculum (course option) KNPE 6100 – course already approved, newly added to curriculum (course option) KNPE 8189 – course already approved, newly added to curriculum (course option) KNPE 8193 – course already approved, newly added to curriculum (course option) KNPE 8777 – course already approved, newly added to curriculum (course option) KNPE 8891, 8998, 8865, 8870 – remove (course option) PUBAFRS 6000, 6070 – remove (course option) PUBHHMP 7602, 7603, 7605, 7606, 7640 – remove (course option) PUBHHBP 7528, 7520, 7542 – remove (course option)		
Flex Requirement	No changes	**Exit Requirement**	No changes

Rationale:

- Created standardization in requirements across all three specializations within the degree, e.g., Core, Research, Specialization, Flex, and Exit requirements.
- The desire to align core requirements in the program resulted in removing one course from the curriculum. This course was revamped into a new course, KNPE 7860, to meet the broader scope of Kinesiology students. Additionally, KNHES 6891 was moved to the Research requirement to remain an option for our students to enroll.
- Changes to our curriculum reflect the updated course offerings in our Ph.D. program given the discontinuation of our Ed.D. program.
- The revised specialization better serves the outcomes that employers in higher education are expecting of our graduates.

Summary of Changes to Degree and Percent of Change: 47% (27 credits of 57 credits)
In this summary we list changes that are defined as a "change" per university guidelines:

1. **YES:** Changing the meaning of expected learning outcomes (ELOs). Academic Organization, Curriculum, and Assessment Handbook Page 40 – If the wording or grammar of an ELO changes, but its meaning and intent do not, this ELO is not changed by this criterion and would not count towards the 10% change:

A. Core
   - 6 credits (KNHES 6892, KNPE 8865), changes in course title and course learning objectives

2. **YES:** Adding a course to a program, removing a course from a program, or changing a course from 'required' to 'elective' or 'elective' to 'required' within the curriculum:

A. Core
   - 3 credits (KNPE 7860 replaced KNPE 7863), new required course

B. Research
   - 3 credits (KNHES 6891), moved from required core to elective

C. Specialization
   - Increase in required specialization hours from 24 to 27 is captured in the credit hour changes below
   - 6 credits (KNPE 8891, KNPE 8998), removed from required specialization
   - 9 credits (KNPE 7868, KNPE 7754, KNPE 8872) moved from elective to required
   - Electives that are no longer offered have been removed from the curriculum for clarity but does not impact the percent of change in degree requirements.
   - Existing courses in the program are added as options to meet the electives credit hour requirement.

Transition Plan: Current students can pursue the new curriculum (appropriate course substitutions will be applied where applicable, pending where students are in the current program) or, students can resume with their current requirements.

Current Program Sheet - Physical Education (KINESIO-PH, PEN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: 54 credits

Core Requirements (9 hours)
KNHES 6891 Kinesiology Graduate Core Course I (3)
KNHES 6892 Kinesiology Graduate Core Course II (3)
KNPE 7863 Teaching Health and Fitness Courses at the College Level (3)

Research Core (choose three, minimum 9 hours)
Consult with advisor and committee to select three courses from the list below or other research courses offered at the University

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)
AAE 8890 Applied Regression Analysis (2)
AAE 8895 Applied Data Reduction Techniques (2)

HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)
HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements (24 hours)

Required courses (15 hours)

KNPE 8891 Doctoral seminar in Physical Education (12 hours) (3 hours, repeat four times)
KNPE 8998 Research: Physical Education, Sport and Physical Activity (9 hours) (3 hours, repeat three times)

Supporting Courses (choose three, minimum 9 hours)

KNPE 5676 Programming for Severe Physical Impairments (3)
ESSPED 5742 Applied Behavior Analysis for Teachers (3)
KNPE 7754 Advanced Motor Development and Learning (3)
KNPE 7868 Research on Teaching in Physical Education (3)
KNPE 8865 Advanced Socio-Cultural Issues in Physical Education (3)
KNPE 8870 Research on Teaching (3)
KNPE 8872 Advanced Study in Adapted Physical Education (3)
PUBAFRS 6000 Public Policy Formulation and Implementation (4)
PUBAFRS 6070 Public Affairs Statistics (4)
PUBHHMP 7602 Economic Analysis of Health Services (3)
PUBHHMP 7603 Economics of Health Care I (3)
PUBHHMP 7605 Introduction to Health Policy (3)
PUBHHMP 7606 Applied Health Policy (3)
PUBHHMP 7640 Mental Health & Disability Policy (3)
PUBHHBP 7528 Foundations of Professional Practice in Health Promotion (3)
PUBHHBP 7520 Community Health Assessment (3)
PUBHHBP 7542 Settings and Special Populations in Health Promotion (3)

Flexibility Requirement (6 hours)

This coursework may be from inside or outside of the program but should extend the breadth of disciplinary knowledge. Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, public health, developmental psychology, child development, teacher education, or urban education

Dissertation Requirement (6 hours)

Consult with faculty advisor

KNPE 8999 Dissertation/Thesis Research: Physical Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

MARKUP: Physical Education Specialization

KEY:

BLACK – current requirements that will remain
~~STRIKETHROUGH~~ – remove from curriculum entirely
*~~STRIKETHROUGH~~ – moved to different area within curriculum, e.g., moved from required core to concentration, etc.
RED – courses in progress of approval through curricular process and/or changes in credit hours
BLUE – existing courses, but newly added to the curriculum

All courses are offered in-person. If also approved to be offered in hybrid or distance learning modes of instruction, this is noted next to the course.

~~Physical Education~~ Sport Pedagogy (KINESIO-PH, PEN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: ~~54~~ (57 credit hours)

Core Requirements (9 hours)
*~~KNHES 6891 Kinesiology Graduate Core Course I (3)~~ (moved to research requirement as an optional course)
KNHES 6892 Kinesiology Graduate Core Course II (3) (see new course title below once approved)
KNHES 6892 Introduction to Scientific Writing in Kinesiology (3) (pending approval, revised course)
~~KNPE 7863 Teaching Health and Fitness Courses at the College Level (3)~~
KNPE 7860 The Art of College Teaching within the Human Sciences (3)
*KNPE 8865 Advanced Socio-cultural Issues in Physical Education (3) (see new course title below once approved)
KNPE 8865 Social Justice in Kinesiology (3) (pending approval, new course)

Research Core (Choose 9 credit hours)
Consult with advisor and committee to select three courses from the list below or other research courses offered at the University.

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)
*KNHES 6891 Kinesiology Graduate Core Course I (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)
*KNHES 6891 Kinesiology Graduate Core Course I (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)
AAE 8890 Applied Regression Analysis (2)
AAE 8895 Applied Data Reduction Techniques (2)
HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)
HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements ~~(24 hours)~~ (27 credit hours)
Required courses ~~(15 hours)~~ (9 credit hours)
~~KNPE 8891 Doctoral seminar in Physical Education (12 hours) (3 hours, repeat four times)~~
~~KNPE 8998 Research: Physical Education, Sport and Physical Activity (9 hours) (3 hours, repeat three times)~~

*KNPE 7868 Research on Teaching in Physical Education (3)
*KNPE 7754 Advanced Motor Development and Learning (3)
*KNPE 8872 Advanced Study in Adapted Physical Education (3)

Supporting Courses ~~(choose three, minimum 9 hours)~~ (Choose 18 credit hours)
KNPE 5544 Introduction to Adapted Physical Education (3)
KNPE 5676 Programming for Severe Physical Impairments (3)
ESSPED 5742 Applied Behavior Analysis for Teachers (3)
KNPE 5795 Sociocultural Issues in Sport, Recreation, and Physical Education (3)
KNPE 6100 Race, Gender, and Culture in Sports (3) (HY, DL)
*~~KNPE 7754 Advanced Motor Development and Learning (3)~~ (moved to specialization requirement)
*~~KNPE 7868 Research on Teaching in Physical Education (3)~~ (moved to specialization requirement)
KNPE 8189 Planned Field Experience: Physical Education, Sport and Physical Activity (1-6; repeatable)
KNPE 8193 Advanced Individual Studies: Physical Education & Physical Activity (1-6; repeatable)
KNPE 8777 Doctoral Seminar for Conceptualizing, Constructing, and Finalizing your Dissertation (3)
*~~KNPE 8865 Advanced Socio-Cultural Issues in Physical Education (3)~~ (moved to core requirement)
~~KNPE 8870 Research on Teaching (3)~~
*~~KNPE 8872 Advanced Study in Adapted Physical Education (3)~~ (moved to required specialization)
~~PUBAFRS 6000 Public Policy Formulation and Implementation (4)~~
~~PUBAFRS 6070 Public Affairs Statistics (4)~~
~~PUBHHMP 7602 Economic Analysis of Health Services (3)~~
~~PUBHHMP 7603 Economics of Health Care I (3)~~
~~PUBHHMP 7605 Introduction to Health Policy (3)~~
~~PUBHHMP 7606 Applied Health Policy (3)~~
~~PUBHHMP 7640 Mental Health & Disability Policy (3)~~
~~PUBHHBP 7528 Foundations of Professional Practice in Health Promotion (3)~~
~~PUBHHBP 7520 Community Health Assessment (3)~~
~~PUBHHBP 7542 Settings and Special Populations in Health Promotion (3)~~

Flexibility Requirement (6 credit hours)

This coursework may be from inside or outside of the program but should extend the breadth of disciplinary knowledge. Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, public health, developmental psychology, child development, teacher education, or urban education.

Exit Requirement (6 credit hours)

Consult with faculty advisor.

KNPE 8999 Dissertation/Thesis Research: Physical Education (minimum 6)
Successful completion of dissertation/thesis.

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

PROPOSED: Physical Education Specialization

Sport Pedagogy (KINESIO-PH, PEN)
Specialization leading to Doctor of Philosophy in Kinesiology

Minimum hours
post-MA/MS: (57 credit hours)

Core Requirements (9 hours)
KNHES 6892 Introduction to Scientific Writing in Kinesiology (3)
KNPE 7860 The Art of College Teaching within the Human Sciences (3)
KNPE 8865 Social Justice in Kinesiology (3)

Research Core (Choose 9 credit hours)
Consult with advisor and committee to select three courses from the list below or other research courses offered at the University.

Quantitative
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 6661 Intro to Educational Measurement (3)
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (3)
ESQREM 7661 Instrument Construction (3)
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8674 Scaling and Item Response Theory (3)
KNHES 6891 Kinesiology Graduate Core Course I (3)

Qualitative
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)
KNHES 6891 Kinesiology Graduate Core Course I (3)

Single Subject
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
Sociology 6608 Qualitative Methods in Sociology (3)
AAE 8860 Research Design (2)
AAE 8870 Analysis and Interpretation of Data (2)
AAE 8880 Instrumentation and Procedures for Data Collection (2)
AAE 8890 Applied Regression Analysis (2)
AAE 8895 Applied Data Reduction Techniques (2)
HISTORY 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills I (3)

HISTORY 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills II (3)

Specialization Requirements (27 credit hours)

Required courses (9 credit hours)
KNPE 7868 Research on Teaching in Physical Education (3)
KNPE 7754 Advanced Motor Development and Learning (3)
KNPE 8872 Advanced Study in Adapted Physical Education (3)

Supporting Courses (Choose 18 credit hours)
KNPE 5544 Introduction to Adapted Physical Education (3)
KNPE 5676 Programming for Severe Physical Impairments (3)
ESSPED 5742 Applied Behavior Analysis for Teachers (3)
KNPE 5795 Sociocultural Issues in Sport, Recreation, and Physical Education (3)
KNPE 6100 Race, Gender, and Culture in Sports (3)
KNPE 8189 Planned Field Experience: Physical Education, Sport and Physical Activity (1-6; repeatable)
KNPE 8193 Advanced Individual Studies: Physical Education & Physical Activity (1-6; repeatable)
KNPE 8777 Doctoral Seminar for Conceptualizing, Constructing, and Finalizing your Dissertation (3)

Flexibility Requirement (6 credit hours)

This coursework may be from inside or outside of the program but should extend the breadth of disciplinary knowledge. Courses are selected in consultation with faculty advisor and committee. Examples of areas of study for Health and Exercise Science include statistics/research, public health, developmental psychology, child development, teacher education, or urban education.

Exit Requirement (6 credit hours)

Consult with faculty advisor.

KNPE 8999 Dissertation/Thesis Research: Physical Education (minimum 6)
Successful completion of dissertation/thesis.

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

3-year Plan

Sport Pedagogy (KINESIO-PH, PEN)						
	AUTUMN	**CREDITS**	**SPRING**	**CREDITS**	**SUMMER**	**CREDITS**
YEAR 1	KNHES 6892	3	KNPE 8865	3	Flexibility Requirement	3
	KNPE 7860	3	KNPE 7754	3		
	Research Core	3	Research Core	3		
	Supporting Course	3	Supporting Course	3		
	TOTAL	**12**	**TOTAL**	**12**	**TOTAL**	**3**
YEAR 2	KNPE 7868	3	Research Core	3	Flexibility Requirement	3
	KNPE 8872	3	Supporting Course	3		
	Supporting Course	3	Supporting Course	3		
	Supporting Course	3				
	TOTAL	**12**	**TOTAL**	**9**	**TOTAL**	**3**
YEAR 3	KNPE 8999	3	KNPE 8999	3		
	TOTAL	**3**	**TOTAL**	**3**	**TOTAL CREDIT HOURS**	**57**

Please note this is a tentative 3-year plan and is not an approved plan for graduation. You, as the student, are responsible for meeting all necessary requirements. Because course availability is subject to change, it is essential that you work with your faculty advisor each semester. Certain requirements such as supporting courses, research hours, flexibility requirements, independent study hours, etc. remain flexible and therefore, can be taken in different semesters than what is listed above. Utilize your faculty advisor to guide you in your course planning.

College of Education & Human Ecology
Department Human Sciences
Human Nutrition

HUMNNTR 7761 – Macronutrient Metabolism

Autumn 2023, 4 Credit Hours, G

Course Times and Location: In Person MWF 9:35 AM to 10:55 AM

Course Overview

Description / Rationale

In-depth treatment of digestion, absorption, transport, and utilization of dietary protein, carbohydrates and fat for energy production and fat deposition in humans and other higher animals.

Relation to Other Courses

Prerequisites: Biochemistry 4511 or equivalent, Human Nutrition 2310 or Animal Sciences 3130, or permission of instructor

Learning Objectives

1. Digestion, absorption and integrated metabolism of dietary proteins, carbohydrates, and lipids.
2. Specific hormonal and nutritional regulation of protein, carbohydrate, and lipid metabolism.
3. Influence of dietary proteins, carbohydrates, and lipids on disease states.
4. Comparative metabolism of carbohydrates and lipids in humans and other species.

Course Materials

Required Textbooks

Recommended Resources: Biochemical, Physiological, and Molecular Aspects of Human Nutrition-

Martha H. Stipanuk and Marie A. Caudill (4th edition) and Molecular Cell Biology (9th edition; 8th edition also will suffice) – Harvey Lodish and others. Background Recommended Text: Any biochemistry text; Harper's or Lehninger's Biochemistry are recommended.

Supplemental Articles: Protein, carbohydrate, and lipid metabolism is a rapidly expanding field of science. To provide the most current information in the field, supplemental articles will be provided on Carmen in addition to the above texts.

Course Requirements/Evaluation

Grades

Assignment / Category	**Points**
Kinetics Problem Set	20
Exam 1	90
Exam 2	90
Exam 3	100
Exam 4	100
TOTAL	**500**

Course Schedule

Date	**Lesson**	**Lodish**	**Stipanuk**
8.23	Enzymes.	58-67, 95-103	244-255
8.23	Structure and digestion of carbohydrates	50-51	Chap 3, 8
8.28	Fiber.		159-168

8.30	Glucose transport.	470-477, 507-509, 960-964	Chap 7
9.1	Hormones and homeostasis in carbohydrate metabolism	676-680, 688-690	234-238
9.6	Glycolysis and gluconeogenesis.	515-520	Chap 10
9.8	Glycogenesis and glycogenolysis	683-687	Chap 12
9.11	Mitochondrial function.	520-522, 531-535	Chap 10
9.13	Mitochondrial function.	550-557	
9.15	**Midterm exam**: Carbohydrates		
9.18	Structure and function of proteins and amino acids.	72-80	Chap 15
9.20	Protein digestion, transporters, and bioactive peptides.		Chap 9
9.22	Protein synthesis and degradation, trafficking	87-94, 104-107, 199-204, 652-659	Chap 15
9.25	Amino acid metabolism.		Chap 16
9.27	Amino acid metabolism.		
9.29	Urea cycle, uric acid, and nitrogen balance		
10.2	Amino acid requirements, growth, and lactation.		Chap 2, 19
10.4	Fuels, dieting, and changes of states.		
10.6	Exercise and nutrition		233-241
10.9	Comparative digestion and metabolism among species (CHO, protein, lipids).		
10.11	**Midterm exam**: Proteins through comparative.		
10.16	Lipid classification. The role in the membrane structure.	39, Chapter 7, 271-297	Chapter 8,169, chapter13,312,350,359,362,365
10.18	Lipids' contribution to cellular energetic: ketogenesis and mitochondrial b-oxidation and its regulation by fatty acids.	Chapter 12 w/o photosynthesis 371-416	Chapter13, 316-324 Chapter 10, 11,229
10.20	Energetically unproductive oxidation: peroxisomal beta oxidation, endoplasmic omega oxidation, detoxification by cytochrome P450.	538,548,619	Chapter13, 316-324 Publication-Based
10.23	Regulation of energetics in critical metabolic situations: starvation, diabetes, aging	Publication Based, 769	Chapter13, 316-324 Chapter 11 Publication-Based
10.25	Lipids' signaling function: eicosanoids, cannabinoids, sphingomyelins.	Publication 277-295	Chapter 11 Publication-Based
10.27	b-adrenergic pathway in the regulation of lipid mobilization.	Chapter 15	Chapter 11
10.30	**Midterm exam**: Lipid classification and major functions		
11.1	Lipids and stress response pathways: relation to Ca2+ mobilization. Diets and neurodegenerative diseases.	Chapter 15	Chapter 11Chapter 29, 760,771

11.3	Essential lipids. Overview of lipids' post-absorptive trafficking.	Publication-based	Chapter 8,13: 312
11.6	Fatty acid and triglyceride synthesis. Triglyceride storage and mobilization.	Publication-based, 455,464-466, 41,42,530	Chapter 13: 327, 338-342
11.8	Regulation of fatty acid and triglyceride synthesis, storage and mobilization.	Publication based	Chapter 13
11.13	Obesity from thermogenic prospective: Disbalanced energy intake and expenditure or signaling?	277-278, 296	Chapter 11, Publication based
11.15	Cholesterol synthesis. Relation to steroid hormones.	40, 386, 765	Chapter 14: 368-375, publications
11.17	Cholesterol influx and efflux: Relation to atherosclerosis.	40, 296, 433-440, 1022	Chapter 14: 375393
11.20	**Midterm exam**: Lipid synthesis and turnover		
11.27	Regulation of cholesterol synthesis and metabolism. SREBP pathway.	762-767	Chapter 14
11.29	Phospholipid synthesis, participation in PI3 kinase-dependent Ca2+ mobilization for regulation of muscle activity, neuroregulation, cell death/proliferation and carcinogenesis.	Paper based 748-751	Chapter 13, 11
12.1	Lipids' contribution to metabolic syndrome and chronic systemic inflammation. Reverse cholesterol transport.	659-660, Paper-based, Selected by students	Chapter 14, publication-based
12.4	Insulin receptor pathway in the regulation of lipid storage and synthesis.	paper based	Chapter 11, 14, 18
12.6	Lipid storage and synthesis and de-regulation of inflammation. NFkB pathway.	751,757-760	Paper-based, Chapter 14,13:316
12.11	**Final Exam** 10:00-11:45 am, last lectures + comprehensive portions from both instructors.		

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KINESIO 7730 - Endocrinology

Spring 2023, 4 Credit Hours, G

Course Times and Location: In Person MW 3:00 PM to 5:05 PM

Course Overview

Description / Rationale

Endocrinology is the study of endocrine glands and their secretions. It includes a study of hormone receptors and hormone action at the level of target tissues.

Goals: Students will gain a general understanding of endocrine principles and endocrine mechanisms in mammals, with emphasis on humans and domestic animals.

Relation to Other Courses

Prerequisites: Biochem 4511 or permission of instructor.
Prerequisite Knowledge:

Learning Objectives

The Successful students will have the ability to:

1. Describe the nature of hormones and their receptors.
2. Compare mechanisms of action of various classes of hormones.
3. Understand methods used for measuring hormones and receptors.
4. Become familiar with the sources and target tissues of an assortment of hormone and hormone-like agents.
5. Understand how feedback (positive and negative) regulates the circulating concentrations of hormones.
6. Incorporate endocrine questions into their research.
7. Identify and solve endocrine problems by integrating reliable knowledge, logic, and experiences.

Course Expectations

How students meet the objectives through this course:

This course provides an in-depth study of hormones and the mechanisms controlling endocrine processes in domestic animals and humans. Students will gain an understanding of the principles of endocrinology by studying the interrelationships between the hormones and their target organs. In addition, students will learn how circulating concentrations of hormones are regulated, and how hormones act on and effect target tissues. Knowledge gained in this course will facilitate performance of endocrine research. It will also contribute to a better understanding of endocrine pathologies. Assignments of readings and in-class discussions will contribute to student learning in this course.

Course Materials

Required Textbooks

White BA and Porterfield SP. 2013. Endocrine and Reproductive Physiology 4th Ed. ISBN: 978-0-323-08704-9
Kovacs WJ and Ojeda SR. 2012. Textbook of Endocrine Physiology 6th Ed. ISBN: 978-0-19-974412-1
Squires EJ.2010. Applied Animal Endocrinology 2nd Ed. ISBN: 978-1-84593-663-1

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Exam 1	60
Exam 2	50
Exam 3	70
Exam 4	60
Assignments (7)	70
TOTAL	**310**

Assignment Descriptions

There will be four exams and each exam will consist of short answer questions and discussion/essay questions. There may be some multiple-choice items. Each test covers 5-7 classes and each class will be assigned ~ 10 points/exam. There will also be as many as 7 assignments/presentations for ~10 points apiece for a total of ~310 points in the course.

Course Schedule

Week	Topics	LO's	Instructor	Assignments/Assessments
1	Intro to Course/General Endocrine Principles Biochemistry of Hormones/Measurement of Hormones		Ottobre Relling	
2	MLK HOLIDAY Receptors and Signal Transduction		Relling	
3	Measurement of Receptors/Endocrine Feedback Regulation Hypothalamus		Relling Kraemer	
4	Pituitary Hormones Relationship between Hormones, Cytokines, and Growth Factors		Kraemer Ottobre	
5	Eicosanoids Thyroid Hormone		Ottobre	
6	Exam #1 (Lectures 1-7) Thyroid Hormone		Ottobre	
7	Calcium Regulating Hormones		Ottobre	
8	Adrenal Medulla/Opioid Peptides Adrenal Medulla/Cortex		Kraemer	
9	Adrenal Cortex Exam #2 (Lectures 8-12)		Kraemer	
10	Spring Break			
11	Gastrointestinal Hormones Pancreatic Hormones		Relling	
12	Pancreatic Hormones		Relling	

	Hormones and Energy Storage			
13	Prenatal Development of Reproductive System Exam #3 (Lectures 13-19)		Ottobre	
14	Male Reproductive Endocrinology Female Reproductive Endocrinology		Kramer Ottobre	
15	Oogenesis and Folliculogenesis Female Reproductive Cycles		Ottobre	
16	Pregnancy, Parturition, and Lactation Exam #4 (Lectures 20-25)		Ottobre	

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KNHES 5416 - Theory of Strength and Conditioning

Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person MWF 11:30 to 12:25 PM

Course Overview

Description / Rationale

This in-person lecture course will examine the fundamental principles and theories that are the basis of strength and conditioning that allow for workout and training program design. The course is designed to give students the scientific and practical basis for developing, designing, evaluating, and implementing resistance training programs. Including:

- Resistance training concepts from developing a "needs analysis", understanding the impact of the various acute program variables in workout design and the how periodization strategies can be used for chronic training progressions.
- Understanding different conditioning programs from aerobic endurance, flexibility, agility, balance, etc. along with how to deal with integration of different conditioning programs and their compatibility for adaptation will also be addressed (e.g., strength/power vs aerobic endurance).
- Basic physiological principles (e.g., Size Principle), theories (e.g., Sliding Filament Theory), and concepts (e.g., overtraining) needed for understanding exercise prescriptions and training program progressions for men and women across the life span including athletes will be examined.
- Students will gain experience reading and interpreting peer-reviewed literature that informs the principles of strength and conditioning taught in class.
- Graduate students will develop the skills to present peer-reviewed research to their colleagues related to modern concepts in strength and conditioning.
- This course will also serve as a valuable preparation tool for those students interested in taking the National Strength and Conditioning Association's (NSCA) certification exams. Ultimately, this course is designed to give students the scientific and practical basis for developing, designing and implementing resistance training programs having a broad range of needs and contexts for practice.

Relation to Other Courses

This course expands on the content in KNHES 3415 for exercise prescription and conditioning concepts.
Prerequisites: KNHES 3414 or graduate standing**|**
Prerequisite Knowledge: Basic understanding of human anatomy and physiology.

Learning Objectives

The content of specific lectures will be addressing the various individuals served by the development and implementation of a strength and conditioning program. Thus, by the end of this course, students should successfully be able to:

1. Understand the basic physiological and biomechanical principles involved with strength and conditioning programs and implementation. (Addressed by content in the Course Schedule - Weeks 1-5)
2. Develop a "needs analysis" for the individual goals for a strength and conditioning program. Understand the different components of workout designs with the manipulation of the acute program variables for the development of workouts in the weight room as well as for speed, power and agility. (Addressed by content in the Course Schedule – Weeks 6 and 7)
3. Identify the interactions of different workout programs for aerobic and anaerobic training and learn to minimize incompatibility of programs in a strength and conditioning programs. (Addressed by content in the Course Schedule – Week 8)

4. Identify the different periodization models and be able to develop optimal periodization schedules for the strength and conditioning programs to meet specific target goals for each training phase. (Addressed by content in the Course Schedule – Weeks 9 and 10)
5. Know the relationship of specific program in strength and conditioning to the basic associated physiological adaptations. (Addressed by content in the Course Schedule – Week 11)
6. Understand the basic issues with ergogenic aids and understand what nutritional supplements are evidenced based as well as allowed for use in various types of fitness and athletic populations. (Addressed by content in the Course Schedule – Week 12)
7. Identify the basics for the psychology of coaching, issues that need professional attention along with and proper methods of motivation and interactions with fitness and athletic populations. (Addressed by content in the Course Schedule – Week 13)
8. Understand the basic principles of athletic rehabilitation and reconditioning and the role of strength and conditioning specialists with the sports medicine health care professionals (Addressed by content in the Course Schedule – Week 14)
9. Identify the professional organizations, certifications, practice and guidelines and ethical roles played by the strength and conditioning specialists. (Addressed by content in the Course Schedule – Week15)
10. 10. Students will evaluate and create abstracts of peer-reviewed literature that will provide insights regarding the quality and applicability of the research (Addressed by content in Course Schedule Weeks 9-14)
11. 11. Graduate students will create a research presentation on a topic related to strength and conditioning research. This project will focus on demonstrating how foundational research has been transforms to the strength and conditioning principles taught in the course (Addressed by content in the Course Schedule Weeks 14-15)

Course Expectations

All Students are expected to:

- review the course syllabus and ask for any clarification needed
- read all assigned material and review all information required for each course module
- complete the quizzes and literature reviews by the corresponding deadlines
- notify the instructor immediately if extenuating circumstances interfere with participation in the course
- have an active OSU e-mail account and check the account daily for course related email

Students can expect the instructor to:

- develop and provide instructional material to facilitate student learning
- provide clear guidance on the course expectations and requirements
- provide criteria for evaluation of the learning activities and course assignments
- Post weekly announcements in Canvas summarizing upcoming due dates and deadlines, to assist with pacing course progress
- respond to email within two business days, excluding weekends
- be available to students during scheduled appointments (use OSU email to schedule appointments)
- post quiz grades within one week of the due date

Course Materials

Required Textbooks

National Strength and Conditioning Association's Essentials of Strength Training and Conditioning, 4th Ed. Haff, G.G. and Triplett, N.T. (Editors) Human Kinetics Publishers, Champaign, IL, 2016

Ratamess, N.A. ACSM's Foundations of Strength Training and Conditioning 2nd Edition, Wolters Kluwer. Lippincott, Williams & Wilkins, Philadelphia, PA, 2021.

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Literature Review #1 (Week 2)	10 (3%)
Quiz #1 (Week 3)	10 (3%)
Literature Review #2 (Week 4)	10 (3%)
Quiz #2 (Week 5)	10 (3%)
Quiz #3 (Week 6)	10 (3%)
Literature Review #3 (Week 6)	10 (3%)
Quiz #4 (Week 7)	10 (3%)
Quiz #5 (Week 9)	10 (3%)
Literature Review #4 (Week 9)	10 (3%)
Quiz #6 (Week 10)	10 (3%)
Quiz #7 (Week 12)	10 (3%)
Literature Review #5 (Week 12)	10 (3%)
Quiz #8 (Week 13)	10 (3%)
Quiz #9 (Week 14)	10 (3%)
Research Manuscript (Week 14)	50 (15%)
Quiz #10 (Week 15)	10 (3%)
Research Presentation (Week 15)	25 (8%)
MIDTERM (Week 8)	50 (15%)
FINAL (Week 15)	50 (15%)
TOTAL	**325 (100%)**

Assignment Descriptions

Quizzes will be on the material covered in the lectures and associated readings. In addition to the weekly lectures and required readings, the quizzes shown above represent the major course assignments. The Midterm and Final will be cumulative exams based on the content covered up to that point in the semester.

Students will perform reviews (Abstract) of peer-reviewed literature related to strength and conditioning. For graduate students, the first 3 reviews, the instructor will provide the article for review; for the subsequent 2 reviews, graduate students will find their own peer-reviewed literature related to their research topic. For undergraduate students, the instructor will provide the article for their first review; the student will need to find their own peer-reviewed literature to abstract for the second review. All students are encouraged to check with the instructor to assure the articles they selected are appropriate for the assignment.

By week 9, graduate students will be required to submit a topic for their research manuscript and research presentation that is related to strength and conditioning. The research manuscript will be a 5-page, double spaced document with a minimum of 5 peer-reviewed sources that have been published within the last 10 years. The research presentation will be based on this manuscript and will be presented in the last week of classes. If graduate students are having difficulty identifying a topic to research prior to Week 9, please see the instructor for assistance.

Course Schedule

Week	Dates	Topics	LO's	Readings & Activities	Assignments/Assessments
1	8/22 8/25	Class Introduction Overview Lecture 1 -Introduction History of Strength and Conditioning/Basic Principles	1	NSCA Ch1 ACSM CH1, CH10 Graduates: research article 1	Quiz #1 – History /Basics
2	8/28 9/1	NEEDS ANALYSIS Evidence Based Practice Conditioning elements Lectures **1**, **2** and **3**	2 10	NSCA Ch2 ACSM CH12	Quiz # 2 - Needs Analysis Graduates: Literature review 1
3	9/4 9/8	Acute Program Variables Choice and Order Lecture 1, 2, 3	2	Any Readings Assigned ACSM CH12 NSCA CH17 Graduates: research article 2	Quiz #3 – Choice and Order
4	9/11 9/15	Acute Program Variables Intensity and Sets Lecture 1, 2, 3	2 10	Any Readings Assigned ACSM CH12 NSCA CH17	Quiz #4 – Intensity and Sets Graduates: Literature review 2 Undergraduates: Literature review 1
5	9/18 9/22	Acute Program Variables Rest Periods	2	Any Readings Assigned ACSM CH12 NSCA CH17 Graduates: research article 3	
6	9/25 9/29	Periodization Classic Linear Models Lecture 1, 2, 3	4 10	Any Readings Assigned ACSM CH18 NSCA CH21	Quiz # 5 Rest Periods & Linear Periodization Graduates: Literature review 3
7	10/2 10/6	Periodization Non-Linear Models Lectures 1, 2, 3	4	Any Readings Assigned ACSM CH18 NSCA CH21	
8	10/9	Anaerobic Training Lectures 1, 2, 3 FALL BREAK 10/12-10/13	3	Any Readings Assigned ACSM CH16 NSCA CH5	Quiz #6 – Non-Linear Undergraduates: Submit article to be reviewed Periodization & Anaerobic Training
9	10/16 10/20	Overtraining/ Compatibility Lectures 1,2,3	3 10 11	Assigned Readings ACSM CH17 NSCA CH5,6	Quiz #7 – Overtraining/ Compatibility Graduates: Literature Review 4 and Topic for research project due Undergraduates: literature review 2

10	10/23 10/27	Concepts in Exercise Techniques Plyometrics, Speed, and Teaching Lectures 1, 2, 3	3	Any Readings Assigned ACSM CH15,16 NSCA CH18,19	
11	10/30 11/3	Adaptations to Strength Training Lectures 1,2,3	5	Any Readings Assigned ACSM Chapter parts covered in Lecture Part 2 NSCA Parts in Different chapters covered in lecture	Quiz #8 – Concepts and Adaptations
12	11/6 11/10	Ergogenics and Nutritional Supplements Lectures 1,2,3	6 10	Any Readings Assigned ACSM CH3 NSCA CH9,10,11	Quiz # 9 Ergogenics/ Nutrition Graduates: Literature Review 5 Due
13	11/13 11/17	Women, Older Adults and Children Lectures 1,2,3	7	Any Readings Assigned NSCA CH7	Quiz #9 – Women/Older Children
14	11/20	Rehabilitation and Reconditioning Psychology Lectures 1, 2, 3 THANKS GIVING BREAK 11/22-11/24	8 10	Any Readings Assigned NSCA CH8,22	Quiz #10 – Rehab and Reconditioning Graduates: Research Manuscript Due
15	11/27 12/1	Graduate Research Presentations Professionalism, Career and Organizations – Lectures 1 and 2	9 10 11		Graduates: Research Presentation Due
16	12/4 12/6	Graduate Research Presentations Professionalism, Career and Organizations – Lectures 1 and 2	9 10 11		

College of Education and Human Ecology
Department of Human Sciences
Kinesiology: Exercise Science

KNHES 5417 - Exercise Techniques and Testing Technology in Strength and Conditioning

Autumn 2023, 3 Credit Hours, U/G

Course Times and Location: This is an in-person course.

Course Overview

Description / Rationale

This course is focused on the practical aspects in the field of strength and conditioning.

- This course will teach students the basics on how to teach weight room exercises, plyometrics, and other conditioning drills and exercise protocols.
- This course will give students a basic understanding of how to conduct individual and team workouts in a safe and effective manner with concerns for health and wellbeing the individual as the primary concern.
- Students will learn the key principles in the design and development of a strength and conditioning facility using professional standards and guidelines.
- In this course students will build on what they have learned in other courses and how to develop testing protocols and profiles for individuals and teams to evaluate training effectiveness and eliminate overtraining or sudden death.
- This course will teach students how to evaluate of testing results using basic analytics to evaluate progress in targeted goals.
- Students will learn how to interact with clients and athletes properly to maintain appropriate professional guidelines and standards.
- Graduate students in this course will learn how to find and interpret new research regarding strength and conditioning.
- Graduate students in this course will develop the skills to synthesize a review and present on a modern topic in strength and conditioning.

Relation to Other Courses

This course expands on the concepts and content in KNHES 3416, Theory of Strength and Conditioning.
Prerequisites: KNHES 3414 or equivalent, or graduate student
Prerequisite Knowledge: Basic understanding of human anatomy and exercise physiology.

Learning Objectives

The content of specific lectures will be directed at how to implement strength and conditioning programs using the science and theoretical concepts to implement evidence-based programs. It is the objective of the course to teach students the practical aspects of teaching exercises, conducting workouts, how to work with clients and athletes and develop a basic testing program for determining progress toward training goals over different phases of a program. Thus, by the end of this course, all students should successfully be able to:

1. Understand the overall basics of different strength and conditioning venues and using the needs analysis to determine the exercises to be used in a training cycle. (Addressed by content in the Course Schedule - Weeks 1.
2. Be able to recognize the basic steps in teaching core multi-joint exercises, recognize fundamental errors in technique and understand spotting needs for an exercise. Weeks 2and 3
3. Be able to demonstrate the proper exercise technique of core multi-joint excises and their associated spotting requirements. Weeks 2,3 and 4
4. Be able to demonstrate the proper exercise techniques for common single joint exercises and their needed spotting techniques. Week 5
5. Understand the different types of weight training equipment from free-weights to different types of machines and their relationship to exercise choices in a resistance training program design. Week 5
6. Understand basic guidelines for safety and maintenance of weight training equipment. Week 6

7. Understand the guidelines for facility layout and the legal aspects of facility design, layout, and maintenance. Week 7
8. Be able to design, teach and implement flexibility, speed and agility programs. Weeks 8 and9
9. Learn the basics in the design of weight rooms for strength and conditioning programs. Week
10. Understand the role of the strength and conditioning professional in developing and implementing rehabilitation and reconditioning exercise programs. Week 12
11. Be able to develop client/player testing profile for goal orientated program objectives. Weeks 13 and 14
12. Know about the different professional organizations and opportunities for NSCA and ACSM certifications for the strength and conditioning professionals. Week 15
13. Graduate Students will be able to critically review peer-reviewed literature and assess quality of the research and the conclusions made Weeks 1-6
14. Graduate Students will be able to identify a topic in strength and conditioning research and search for peer-reviewed literature to support a viewpoint Weeks 9-14
15. Graduate Students will be able to communicate, in written and oral form, on a relevant topic in strength and conditioning that is substantiated with peer-reviewed literature Weeks 14-15

Course Expectations

All Students are expected to:

- review the course syllabus and ask for any clarification needed
- read all assigned material and review all information required for each course module
- complete the quizzes and literature reviews by the corresponding deadlines
- notify the instructor immediately if extenuating circumstances interfere with participation in the course
- have an active OSU e-mail account and check the account daily for course related email

Students can expect the instructor to:

- develop and provide instructional material to facilitate student learning
- provide clear guidance on the course expectations and requirements
- provide criteria for evaluation of the learning activities and course assignments
- Post weekly announcements in Canvas summarizing upcoming due dates and deadlines, to assist with pacing course progress
- respond to email within two business days, excluding weekends
- be available to students during scheduled appointments (use OSU email to schedule appointments)
- post quiz grades within one week of the due date

Course Materials

Required Textbooks

National Strength and Conditioning Association's Essentials of Strength Training and Conditioning, 4th Ed. Haff, G.G. and Triplett, N.T. (Editors) Human Kinetics Publishers, Champaign, IL, 2016 (NSCA)

Ratamess, N.A. ACSM's Foundations of Strength Training and Conditioning 2nd Edition, Wolters Kluwer. Lippincott, Williams & Wilkins, Philadelphia, PA, 2021. (ACSM)

Strength and Conditioning Professional Standards and Guidelines
https://www.nsca.com/globalassets/education/nsca_strength_and_conditioning_professional_standards_and_guidelines.pdf

Basics of Strength and Conditioning Manual
https://www.nsca.com/contentassets/116c55d64e1343d2b264e05aaf158a91/basics_of_strength_and_conditioning_manual.pdf

NSCA Certification Handbook
https://www.nsca.com/globalassets/certification/certification-pdfs/certification-handbook.pdf

Course Requirements/Evaluation

Grades

Assignment/Category	Points (% of grade)
Quiz #1 (Week 2)	10 (10%)
Literature Review #1 (Week 2)	5 (2.5%)
Quiz #2 (Week 4)	10 (10%)
Literature Review #2 (Week 4)	5 (2.5%)
Quiz #3 (Week 5)	10 (10%)
Quiz #4 (Week 6)	10 (10%)
Literature Review #3 (Week 6)	5 (2.5%)
Quiz #5 (Week 7)	10 (10%)
Quiz #6 (Week 8)	10 (10%)
Quiz #7 (Week 9)	10 (10%)
Literature Review #4 (Week 9)	5 (2.5%)
Quiz #8 (Week 12)	10 (10%)
Literature Review #5 (Week 12)	5 (2.5%)
Quiz #9 (Week 13)	10 (10%)
Research Manuscript (Week 14)	50 (25%)
Quiz #10 (Week 15)	10 (10%)
Research Presentation (Week 15)	25 (12.5%)
TOTAL	**200 (100%)**

Assignment Descriptions

Quizzes will be on the material covered in the lectures and associated readings. In addition to the weekly lectures and required readings, the quizzes shown above represent the major course assignments for undergraduate students. Given that your lowest quiz grade will be discarded before your final grade is determined, there will be no extra credit opportunities.

In addition to the course quizzes, graduate students will perform reviews of peer-reviewed literature related to strength and conditioning. This will be implemented in the following manner. For the first 3 reviews, the instructor will provide the article for review; for the subsequent 2 reviews, graduate students will find their own peer-reviewed literature related to their research topic. Graduate students are encouraged to check with the instructor to assure the articles you selected are appropriate for the assignment.

By week 9, graduate students will be required to submit a topic for their research manuscript and research presentation that is related to strength and conditioning. The research manuscript will be a 5- page, double spaced document with a minimum of 5 peer-reviewed sources that have been published within the last 10 years. The research presentation will be based on this manuscript and will be presented in the last week of classes. If graduate students are having difficulty identifying a topic to research prior to Week 9, please see the instructor for assistance.

Course Schedule

Week	Dates	Topics	LO's	Reading & Activities	Assignments/Assessments
1		Introduction/Choice of Exercise/Exercise Selection Lectures 1 and 2 (PPTs on Carmen when lectures noted to be on-line	1	Read ACSM Chapter 1, NSCA Chapter 15 Assigned ASCSM and NSCA Exercise Videos Research Article 1	
2		Part 1 Complex Multi-joint Exercises/Spotting Lectures 1 and 2	2	Read ACSM Chapter14, and Assigned sections NSCA Free PDF Online documents and NSCA videos	Quiz #1 Introduction/Choice of Exercise/Exercise Selection Literature Review 1 Due

3		Part 2- Complex Multi-joint Exercises/Spotting Lectures 1, 2 and 3 In person Weight Room Instruction, Practice and Critiques	3	Read ACSM Chapter 15, NSCA Chapter 18 Assigned ACSM and NSCA Videos Research Article 2	Further Practice of exercise techniques on their own
4		Individual vs Teaching Team teaching of exercise techniques/Spotting Lectures 1, 2,3	3	Assigned ACSM and NSCA Videos	Quiz #2- Part 1- Further Practice of exercise techniques on their own Literature Review 2 Due
5		Single Joint and Weight Training Equipment (Machines and implements) Lectures 1, 2 and 3	4 5	Read NSCA Chapter 15, Free PDF Online documents and Assigned NSCA videos Research Article 3	Quiz #3 – Part 2 and Individual vs Teaching Team teaching of exercise techniques/spotting, further practice of exercise techniques on their own
6		Equipment Maintenance and Safety, Lectures 1, 2,3	6	Assigned NSCA videos and Assigned sections of NSCA Free PDF Online documents	Quiz #4 – Single Joint and Weight Training Equipment (Machines) Literature Review 3 Due
7		In Person -Weight Room Instruction and Practice Facilities, Policies, Procedures, and Legal Aspects - Lectures 1, 2,3	7	Read ACSM Chapter 13, NSCA Chapter 24 and assign sections NSCA Free PDF Online documents	Quiz #5 – Equipment Maintenance and Safety
8		Speed, Agility, and Flexibility Exercises Lectures 1, 2. 3	8	Read ACSM Chapter 16, NSCA Chapters 14, 19 Assigned NSCA Video and assigned sections NSCA Free PDF Online documents	Quiz #6 Facilities Policies Procedures and Legal Aspects
9		Practice Teaching Speed Agility and Flexibility Exercises Lectures 1,2,3	8	Read assigned sections NSCA Free PDF Online documents	Quiz # 7 Speed, Agility, and Flexibility Exercises Literature Review 4 Due and Topic for Research Project Due
10	BREAK				
11		Facility Design and Organization Lectures 1, 2, 3	9	Read NSCA Chapter 23 Assigned sections in NSCA Free PDF Online documents Assigned ACSM and Videos	
12		Rehabilitation and Reconditioning Lectures 1, 2, 3	10	Read ACSM Chapter 3 NSCA Chapter 22	Quiz #8 Facility Design, Layout and Organization Literature Review 5 Due
13		Part 1: Testing and Evaluation of Athlete/Client Profiles Lectures 1,2,3	11	Read ACSM Chapter 19 NSCA Chapters 12, 13	Quiz #9 – Rehabilitation and Reconditioning
14		Part 2: Player Development and Sport Science Lectures 1, 2 3	11	Assigned ACSM and NSCA Videos	Research Manuscript Due
15		Presentations Certifications, Professional Development, and Internships	12	Assigned NSCA and ACSM Guidelines and Certification Pamphlets	Quiz #10 – Part 1 and Part 2 Research Presentation Due

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KNHES 5590 – Comprehensive Laboratory in Exercise Science

Summer 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person T 8:00 – 10:50

Course Overview

Description / Rationale

This course provides practical experiences in comprehensive fitness testing, fitness evaluation and the development of training programming for the healthy adult and older adult populations. This course will focus on measuring and evaluating components of health-related fitness, which include cardiorespiratory system, body composition, muscular strength, muscular endurance, and flexibility.

Relation to Other Courses

This is a core course of the Exercise Science curriculum. This course will provide practical experiences that collaborate with the academic core courses in Exercise Science.
Prerequisites: Junior, Senior, or Graduate standing

Learning Objectives

Following successful completion of this course, the student will demonstrate the appropriate level of competence in the following skills:

- CO1: Assessment of blood pressure at rest and during exercise
- CO2: Accurately interpret common ECG tracings, identify 4 lethal rhythms and be able to use the ECG to help in making the distinction between angina and myocardial infarction.
- CO3: Conduct an aerobic capacity protocol (treadmill) and accessory field tests for the basis of developing recommendations for an aerobic training program
- CO4: Conduct body composition assessment and interpret results
- CO5: Conduct flexibility assessment with interpretation of results and recommendation on a future stretching regimen
- CO6: Conduct muscular strength testing protocols with adequate description of correct lifting form. The student will further interpret the results for application of overall strength and exercise prescription
- CO7: Conduct muscular endurance testing with interpretation of results and application via exercise prescription
- CO8: Conduct anaerobic power test with interpretation of results
- CO9: Conduct senior fitness exam with interpretation and programming suggestions
- CO10: Evaluation and prescription of an exercise program based on results and heart rate response
- CO11: Comprehensive delivery of fitness evaluation and results
- CO12: Engage in critical analysis of evidence-based publications

Course Materials

Required Textbooks

Textbook: ACSM Guidelines for Exercise Testing and Prescription, 10th edition, ISBN-13: 9781609136055

- Additional required readings will be posted on Carmen
- Calculator (recommended)
- Wristwatch or stopwatch (recommended)
- Tape measure (recommended)
- Plastic skinfold caliper (recommended)

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Evaluation of competency x 5 (25) x 1 Final (50)	175
Assignments, case studies, lab reports x 5 (15)	75
Quizzes x 10 (8)	80
TOTAL	**330**

Course Schedule

Week	Topics	Objectives	Assignments Due
Week 1	Objective: CO1, CO2		
May 19th	Syllabus, BP Exercise Screening	Blood Pressure (BP) • Perform accurate assessment of manual BP at rest and various stages of exercise • Setup/prep/ECG/HR • Demonstrate proper equipment calibration and preparatory procedures for testing • Prepare subject for testing, including informed consent, explanation of test, risks and subject rights, correct anatomical placement of ECG leads and ECG interpretation.	Quiz 1: Ex Screening & BP Assignment 1 Listen to BP on YouTube and fill worksheet, "lab report" on how to do a VO2 max test
Week 2	Objective CO1, CO2		
May 26st	Graded Exercise Testing	VO2max testing • Perform graded exercise testing with metabolic cart to completion • Obtain measures of heart rate (HR) and BP at appropriate intervals and at maximal exertion Evaluation of testing data • Identify appropriate maximal values of HR, BP, RER, VO2 Determine anaerobic threshold Design training program • Describe initial training intensity for specified modalities based on test data • Provide an incremental plan to build on training plan • Provide variety in plan (prescribe exercise for various	Quiz 2: Aerobic Rx. Evaluation 1: GXT Analysis of GXT Video

Week 3	Objective CO3, CO5		
June 2nd	Field Testing	Field Testing • Understand the constraints of resources, and laboratory equipment and how to utilize other forms of evaluations to assess VO2	Quiz 3: Field Test Evaluation 2: Field testing
Week 4	Objective CO4		
June 9th	Mobility & Flexibility	FMS • Learn methods, measurement and procedures • Perform FMS and provide assessment of results Sit and Reach • Learn methods, measurement and procedures	Quiz 4: FMS/Flex Assignment 2: Review filmed FMS & flexibility assessment and analyze results and provide recommendations for improvement
Week 5	Objective CO4, CO7. C12		
June 16th	Body Composition	Skinfold technique/practice • Learn proper technique, anatomical locations, and procedures • Practice 3-site and 7-site skinfold measurement • Calculate percent body fat, lean mass • Explain sex specific body composition recommendations • Calculate ideal body weight based on current values of fat and lean mass Bod pod, under water weighing • Learn technique, procedures and calculations Perform skinfolds, Bod Pod, UWW on one individual, compare results, explain variation in scores	Quiz 5: Body Comp Assignment 3: Review BC video and do calculations; or have them video themselves doing assessment
Week 6	Objective CO4		

June 23rd	Body Composition Eval	• Full comprehensive testing of each body composition measure learned in the lab.	Evaluation 3: BC Zoom video describing UWW/BodPod/Circumferences/Skinfold & having them perform some measurements "in real time"
Week 7	Objective CO8		
June 30th	Anaerobic Power	Anaerobic Lecture Wingate testing/HiTrainer • Understand purpose, procedures, and outcome measures for anaerobic fitness assessment • Perform Wingate test, provide results and explanation Force Plate/3PQ • Understand purpose, procedures, and outcome measures for anaerobic lab fitness assessments • Compare results to normative values • Understand the proper test to select for the population and circumstance Anaerobic Field Testing • Perform various anaerobic power field tests and compare to normative values	Quiz 6: Anaerobic Assignment 4: Anaer. Module already made for online instruction

Week 8	Objective CO4		
July 7th	Older Adult	Senior fitness test • Explain purpose and procedures of senior fitness test • Perform testing and determine results Fall prevention, exercise prescription and motivation • Learn methods to evaluate increased susceptibility for falls • Produce a comprehensive exercise plan from test results • Utilize behavioral strategies, goal setting, and/or extrinsic motivation to enhance adherence • Case Study Testing and Programing	Quiz 7: Older Adult Evaluation 4: Older Adult Rx Module already made for online instruction
Week 9	Objective CO6, CO7		
July 14th	Muscular Strength/ Endurance	1 RM, strength assessments • Describe proper 1RM testing format according to the ACSM • Learn procedure, limitations, technique and measurement • Perform 1RM, provide assessment of results • Compare to normative data Lifting day form and progression • Examine appropriate technique, form and recommendations for various strength training exercises • Describe appropriate starting points and progression recommendations • Describe proper spotting techniques Muscular Endurance Testing • Perform proper muscular endurance tests and compare to normative data	Quiz 8: Str. Testing Assignment 5: Str.
Week 10	Objective C12		

July 21st	Clinical Recommendations Critique	• Learn exercise & dietary recommendations for a certain clinical and/or special population • Evaluate how exercise & dietary recommendations can lead to positive health & fitness outcomes • Present on current guidelines and recommendations for a clinically and/or special population	Evaluation 5: Clinical Recommendations Critique 10 min virtual presentation on ACSM guidelines for special populations
Week 11	Objective CO8		
July 28th	Class Wrap-up	• Evaluation and prescription of an exercise program based on results and heart rate response • Comprehensive delivery of fitness evaluation and results	**Final Eval 1** Already made for online facilitation -Case Study Evaluation
Week 12	Objective CO9		
FINALS Aug 1-3	Comprehensive Evaluation	• Practical evaluation of all skills learned • Will professional conduct a fitness evaluation highlighting the mastery of individual skills such as skin-folds, GXT, Blood Pressures, Strength assessments, and flexibility assessments	**Final Eval 2** Already made for online facilitation -Case Study Prescription

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KNHES 5651 – Health Program Planning

Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person T 4:00 to 6:45 PM

Course Overview

Description / Rationale

The social, epidemiologic, behavioral and educational foundations of health promotion are covered. Health Promotion skills in needs assessment, community organizing, and program planning for school, worksite and community settings will be developed.

Relation to Other Courses

This is a core course for professional preparation of students in the HPNES program. Together 5703, 5704, 5651 and 5652 target the CHES competencies and serve as the core courses for the HPNES program.
Prerequisites: none
Prerequisite Knowledge: Basic principles in population health, epidemiology, and multidimensional models of health.

Learning Objectives

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

1. Explain the contributions of health promotion to the solution of public health problems.
2. Estimate relative contributions of health behaviors as etiologic factors for health problems.
3. Conduct data driven needs assessment, engaging stakeholders in decision-making.
4. Compose educational objectives, health behavior objectives, and health status goals.
5. Identify Health behaviors, policies, and environments to improve community health.
6. Design evidence-based programs to promote health behaviors.
7. Apply basic principles of budgeting for program implementation.

Course Materials

Required Textbooks

Text: Health Program Planning 1st edition. By L. Green and M. Kreuter, Mayfield publishing.

Course Requirements/Evaluation

Grades

Assignment / Category	Points / %
Social Diagnosis	30 / 3%
Epidemiological Diagnosis	50 / 5%
Behavioral Diagnosis	50 / 5%
Educational Diagnosis	100 / 10%
Intervention Outline	50 / 5%
Intervention Plan	50 / 5%
Complete Health Promotion Paper	400 / 40%
Course Participation	50 / 5%
Exam	100 / 10%
Chapter Quizzes (6 x 20pts)	120 / 12%
TOTAL	**1,000 / 100%**

Assignment Descriptions

Paper 1: Social Dx Describe the Health Promotion Setting:

- construct a leadership group
- facilitate decision-making meeting to identify the worksite 3 main health concerns

Paper 2: Epidemiological DX:

- Review Health Risk factor data for Nation and Ohio
- Present an evidence-based rational for top 2 health concerns
- Have leadership group prioritize
- Identify obesity as the health status goal
- Present steps of PRECEDE Epidemiological DX
- References (APA style)

Paper 3: Behavioral DX:

- Conduct a literature search on behavioral factors associated with target health problem
- Present steps of PRECEDE Behavioral DX
- Identify Health Behavior Priorities
- Compose a measurable Health Behavior Objective

Paper 4: Educational DX:

- conduct a literature search (descriptive and intervention) on factors affecting health behavior b. Present steps of PRECEDE Educational DX
- established behavioral approach based on effective practices discovered in literature
- list a set of educational objectives to support attainment of health behavior objective

Paper 5: Intervention Outline:

- Conduct on literature search on effective health behavior programs
- Define target population
- Create a recruitment plan
- Describe main approaches to health behavior change
- timeline/duration of program for optimal effectiveness

Paper 6: Intervention Plan:

- health status goal
- Health behavior objectives
- educational objective
- educational content
- educational process / time

Paper 7: COMPLETE Health Promotion Program:

- consolidate, extend and integrate individual papers 1 -6
- increase the quality and depth of documentation for each DX of the paper
- include revised, fully documented versions of papers 1,2,3,4,5 and a full set of intervention plans, all instructional materials

Final Complete Health Promotion Program Outline:

- EXECUTIVE SUMMARY (1page)
- Provide a concise overview of the purpose of your intervention
- State Health Status Goal and Health Behavior Objective
- Provide concise overview of the intervention

Course Schedule

WEEK	DATE	TOPIC(S)	LEARNING OBJECTIVE	READING(S)	ASSIGNMENTS & ASSESSMENTS
1	8/30	Health Promotion Rationale	1		
2	9/13	PRECEDE: Social DX	1-2	Text 1	Quiz 1
3	9/20	Epidemiological DX	2-3	Test 2	Quiz 2, Paper 1
4	9/27	Behavioral DX	2-3	Text 3	Quiz 3, Paper 2
5	10/4	Behavioral DX	3-4-5	Text 4	Quiz 4
6	10/11	Educational DX	4-5	Text 5	Quiz 5, Paper 3
7	10/18	Educational DX	4-5-6	Text 6	Quiz 6, Paper 4
8	10/25	Intervention Outline	5-6	Text 7	
9	11/1	Intervention Plans	4-5-6	Text 8	Paper 5
10	11/8	Evidence based program	6	Text 9	Paper 6
11	11/15	Theory and Interventions	6		
12	11/22	Integration of DX	5-6		
13	11/29	Evaluation of PRECEDE	6-7		
14	12/6	Budget/ Timelines	7		Program Paper

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KNHES 5652 – Worksite and Health Promotion

Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person T 4:00 – 6:45 PM

Course Overview

Description / Rationale

A survey of effective health promotion practice in the workplace. Skills include health program planning, health program implementation, evidence-based practice, organizational planning, group- decision making.

Relation to Other Courses

This is a core course for professional preparation of students in the HPNES program. Together 5703, 5704, 5651 and 5652 target the CHES competencies and serve as the core courses for the HPNES program.

Prerequisites: KNHES 5651 recommended

Prerequisite Knowledge: Principles of community needs assessment and Health Program Planning.

Learning Objectives

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

1. Explain the purpose, processes, and potential contributions of worksite health promotion.
2. Use Health Risk Assessments as program planning, motivational and instructional tools.
3. Compose goals/objectives through formal planning approaches and research support.
4. Design evidence based WHP programs which produce health behavior change.
5. Use of instructional technology to enhance Health Promotion program effectiveness.
6. Effectively work in small groups to design, implement, and evaluate health promotion programs.

Course Expectations

All

Course Materials

Required Textbooks

Text: Health Promotion in The Workplace: 5th Edition by M. P. O'Donnell (www.artsciencehpi.com/books)

Course Requirements/Evaluation

Grades

Assignment / Category	Points / %
Labs 1-3	150 / 15
Test Quizzes'	200 / 20
Exam	100 / 10
Group Project: Literature review	250 / 25%
Group Project: Design WHP Program	200 / 20%
Presentation of Group Projects	100 / 10%
TOTAL	**1,000 / 100%**

Assignment Descriptions

LAB 1. Searching Professional Databases:

1. Create a list 2 Pubmed citations and 2 Google Scholar citations on each of the topics below (a-e): Note: searches 2 – 6 require different search terms, but you will need to read the abstracts to determine if the citation was on target.
    a. WHP programs impact on health status.
    b. WHP programs impact on health behavior change.
    c. WHP programs impact on health behavior adherence.
    d. WHP program impact on healthcare/insurance costs.
    e. Review articles on impact of WHP on health behavior.
2. List the citations using APA format. Authors (year) Article title, Journal Title, V(N) pp.
3. Comment on the differences between Pubmed results and Google Scholar results.
4. Go to OSU Library and secure a pdf of one of the articles you cite. Submit pdf with assignment.

LAB 2. Effective Presentations:

Watch the 5 short YouTube presentations. Compose a short outline of main points from each video. Develop a 1-page outline of criteria to plan and evaluate an effective zoom presentation.

7 Presentation Skills and Tips to Leave an Impression
https://www.youtube.com/watch?v=MnIPpUiTcRc&t=30s 7 minutes

5 TIPS FOR DELIVERING GREAT ZOOM PRESENTATION
https://www.youtube.com/watch?v=jtH_vrkd1Go 7 minutes
https://www.youtube.com/watch?v=RNqQYnggprE 9 minutes

6 Public Speaking Tips To Hook Any Audience
https://www.youtube.com/watch?v=k8GvTgWtR7o&t=379s 9 minutes

7 Speaking Tips That Improve Your (Virtual) Presentations
https://www.youtube.com/watch?v=16xQbUEwa3g&t=355s 7 minutes

Lab3 Health Risk Appraisal Lab:

Complete the health risk appraisal at each of the four sites then read "How best to use HRA for Worksite Health Promotion.

Paper: List your results for each HRA.
Describe your reaction to your HRA results (paragraph)
Compose a 1 page on how you would use HRA effectively in your worksite health promotion program.

https://hcamidwest.com/your-health/health-risk-assessments.dot - Heart Disease HRA only

https://www.adena.org/services/page.dT/findout complete 1: breast cancer or colorectal cancer

https://www.heart.org/en/health-topics/consumer-healthcare/what-is-cardiovascular-disease/heart-health-risk-assessments-from-the-american-heart-association Heart health Screen

https://www.pennmedicine.org/updates/health-risk-assessment-tools diabetes risk

https://www.cdc.gov/workplacehealthpromotion/tools-resources/pdfs/HRA-Decision-Makers-Guide-508.pdf

Two group assignments. There will be 4 assigned members to each group.

Each group will elect a group manager. One manager for the for the first assignment. A different manager for the second assignment. The manager will ensure that workload is equal across members. The manager will ensure that deadlines are met. Each group assignment will produce: a paper, a powerpoint presentation and a presentation to the class. Each group member will evaluate the degree to which other members of the group contributed. This is done on the Manager report form. If there are group members not contributing equally grades on the assignment will be adjusted. Students in class will evaluate each presentation using a scale created by the class.

Group Assignment One: Review of WHP Research Literature Paper Outline

Purpose- Create a review of 12 research articles published in professional health promotion journals which evaluate intervention programs targeting an assigned WHP topic.

Grade on this paper is influenced by the quality of articles reviewed. As a group pick the most relevant, most recent, most rigorous articles. Each chosen article should report on a single study. Each article must report use of scientific methods to evaluate the impact of the WHP program. Opinion articles, Program description articles, Review articles and meta-analysis articles are not to be used for this assignment.

1. Purpose of Review (1 page)
   Instructor assigned substantive health behavior focus (ex. Physical Activity, Obesity, etc.)
2. Literature Review Methods (1 page)
   Search methods used to identify articles; years included in review.
   Scientific criteria used to evaluate articles for inclusion (best articles) in the review.
   Published Review articles are not appropriate for this assignment.
3. Review of each article (1 page each x 12 articles, 3 per group member)
   Purpose of evaluation
   Recruitment strategies, resulting sample
   Approach to behavior change or health status change
   Intervention components, duration of program, describe what the participants received.
   Impact on health behavior (% of participants who changed behavior
   Impact on health status
   Author conclusions / reviewer conclusions
4. Critical analysis of impact of WHP across all articles reviewed (1-2 pages)
   Use Table 2-15 (text page 59) as a guide to level of evidence to support practices
   How much impact on health behavior detected?
   How much impact on Health was detected?
   Patterns identified: duration or quality of the program and impact.
   Create a table to compare approach/impact across studies.
5. Conclusions (1-2 pages)
   Effective program practices “ideas that work”
   Ineffective program practices
   Estimate of overall impact of Strong WHP programs on health behavior and health status.
6. Citations (APA style):
   Johnson, R., and Jones, A., (1998) Effectiveness of Smoking Cessation Trial, American Journal of Health Promotion, V11(N3), pp. 33-36. (Do not list web address for citations)
7. Submit 4 multiple choice questions based on your presentation
8. Presentation Outline for Review of the literature- 2 members of the group will present the literature review in Powerpoint form. The outline of the presentation.
   a. Purpose of the Review
   b. How much impact on health behavior/ health status was detected? Range of Impact. Be specific.
   c. Patterns identified: duration and quality of the WHP program as it relates to impact.

d. Effective WHP program practices “ideas that work”,
e. Ineffective WHP program practices
f. Estimate of overall impact of Strong WHP programs on health behavior and health status.

Group assignment Two: Lesson Planning Design 8 50-minute lessons (1 per group member).

Purpose of Paper: design a worksite health promotion intervention incorporating effective practices from the reviews of literature project. This paper is derived from the groups first paper, review of the literature. You focus on the same health topic and apply the lesson learned from your reviews.

1. Use the course format for lesson plan design.
2. Each group member designs two 50-minute lessons.
3. The 8 lessons of the group are part of one program. The 8 lessons are one program.
4. All 8 lessons will be submitted into Carmen coursesite.
5. Two of the lessons will be presented to the class.
6. The lessons are written in sufficient detail that I could deliver it correctly.
7. The lessons focus on the core substance of the health behavior change approach. .
8. The lessons and their delivery rely on groups members expertise.

Outline for the Lesson Planning Paper

1. Describe a worksite setting. (1 paragraph)
2. Identify the targeted goals of the WHP program (adherence, not short-term change)
3. Overview of WHP Program: intervention approaches that will be used.
4. Create 8 lesson plans (2 per group member). Many WHP programs at 10 to 20 lessons, you are designing 8 of the core health behavior change lessons.
5. Health Status Goal (for the program)
6. Health Behavior Objective (for the program)
7. Educational Objectives (for this lesson)
8. Educational Content, Educational Process, Time (per ed. Process)

Group Project Presentations: Lesson Plans:

Select the most innovative skills-based component of the lessons you have developed and deliver it to class. The students in class are your worksite employees. Make your presentation to employees not students in this class.

Lesson Presentation

1. Deliver a 10–15-minute portion of your intervention lesson plan.
2. This should be a specific 10–15-minute component of your intervention lesson plan.
3. Do not review entire lesson plan.
4. Present a section of educational content and educational process as you would to employees.
5. The presentation should go beyond knowledge, focus on employee actions and skills.

Dress & Demeanor

1. Keep in mind that you are delivering a health promotion intervention for a worksite, in a worksite
2. Presenters are presenting to employees at a worksite
3. Students are expected to be role play employees at the worksite

Students in class are expected to play the role of the employee workforce. All “employees” are expected to be actively involved in each program lesson, enthusiastic, and supportive of the Program Planners as well as the lesson being delivered. Students will evaluate each presentation on a scale created by the class.

Course Schedule

WEEK	DATE	TOPIC(S)	LEARNING OBJECTIVE	READING(S)	ASSIGNMENTS & ASSESSMENTS
1	1/11	WHP Rationale	1		
2	1/18	Needs Assessment	1,2	Text 1,2,4	Quiz 1, 2, 4 - Lab 1
3	1/25	Organizational DM	1,3	Test 5,7	Quiz 5, 7
4	2/1	Program Planning	3,4	Text 6,8.	Quiz 6, 8 - Lab 2
5	2/8	Theory of Behavior	3,4	Text 9,10	Quiz 9, 10 – Lab 3
6	2/15	Evidence Based WHP	4	Text 11,12	Quiz 11, 12
7	2/22	Fitness and Exercise	4,5,6	Test 13	Quiz 13 - Lit. Rev 1
8	3/1	Smoking cessation	4,5,6	Text 14,22	Quiz 14 ,22 - Lit. Rev 1
9	3/8	Nutrition programs	4,5,6	Text 15	Quiz 15 - Lit. Rev 1
10	3/15	Obesity programs	5,6	Text 16	Quiz 16 - Lit. Rev 1
11	3/22	EAP Programs	5.6	Text 17	Quiz 17 - Lessons 1
12	3/29	Evaluation of WHP	5,6	Text 18,20	Quiz 18 - Lessons 1
13	4/5	Evaluation of WHP	5,6	Text 19	Quiz 19 - Lessons 2
14	4/12	Small business WHP	5,6	Text 23	Quiz 23 - Lessons 2

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KNHES 5685 – Adult Exercise Programming Implementation

Spring 2023, 4 credit hours, UG/G

Course Times and Location: MWF 9:10 to 10:05, Jennings Hall

Course Overview

Description / Rationale

This course will introduce adult exercise training and evaluation methods, with an emphasis on the implementation of programs for the healthy adult. To meet the objectives of this course laboratory is to be taken concurrently.

Course Topics: The Evaluation Process, Principles of graded exercise testing, Basic electrocardiography and ECG abnormalities, Methods of fitness testing and test selection, Muscular strength, endurance, and flexibility, Effects of Exercise and Training: Cardiovascular effects of exercise and training, Health related effects of physical activity, Adaptation of skeletal muscle to training, Body composition changes, Exercise Prescriptions and Training: Formulation of the exercise prescription, Medications and exercise training/prescription, Strength and flexibility training, Exercise Programming for Special Circumstances: CAD risk factor assessment and improvement, Coronary vascular and implications for exercise programming, Exercise testing and training in special circumstances, Considerations in exercise testing and exercise program delivery: Administrative concerns, Certification procedures, Environmental considerations, Safety and emergency procedures

Learning Outcomes

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

CO1: Apply principles of exercise physiology to adult exercise training and evaluation. CO2: Identify various evaluative procedures used to assess progress and prescribe appropriate levels of exercise.
CO3: Employ exercise testing and training procedures that are appropriate and beneficial to the specific subject population.
CO4: Describe the methods of administering adult exercise programs in an efficient and safe manner.
CO5: Explain recent research relating to the effects of activity and exercise training on health-related fitness, coronary disease, and associated parameters.

Course Materials

Required Textbooks: ACSM's Guidelines for Exercise Testing and Prescription, 11th Ed., American College of Sports Medicine, Lippincott, Williams & Wilkins & Wilkins

Recommended: ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription, 7th Ed., American College of Sports Medicine, Lippincott, Williams & Wilkins
Recommended: Wristwatch or stopwatch

A textbook is not necessary for laboratory, and all laboratory materials will be provided to you.

Course Requirements/Evaluation

Grades

ASSIGNMENT CATEGORY	WEIGHTED PERCENTAGE
Examination 1	15
Examination 2	15
Examination 3	15
Assignments & Discussions	15
Special Topics & Related Work	10
Reading Quizzes	5
Laboratory	25
Total	**100**

COURSE SCHEDULE

Week	Date	Lecture(s)	Reading	Assignments Due	Laboratory
1		Introduction/Syllabus Physical activity recommendations	ACSM's Guidelines Ch. 1 (Part I)	Week 1 Practical Assignment: 23.5 hours Week 1 Reading Quiz Week 1 Discussion: Introductions	Introduction & facility tour
2		Benefits and risks associated with physical activity	ACSM's Guidelines Ch. 1 (Part II)	Week 2 Reading Quiz Week 2 Discussion: Weight of the nation	None
3		Pre-exercise evaluation Pre-participation health screening	ACSM's Guidelines Ch. 2	Week 3 Practical Assignment: Risk Assessment Week 3 Reading Quiz	Blood pressure: rest/exercise

4		Health-related physical fitness testing	ACSM's Guidelines Ch. 3 (Part I)	Week 4 Practical Assignment: Rockport Week 4 Reading Quiz	Submaximal GXT
5		Health-related physical fitness testing	ACSM's Guidelines Ch. 3 (Part II)	Week 5 Reading Quiz Exam 1: Week 1-5	Metabolic cart, measuring VO2
6		Basic electrocardiography	ACSM's Resource Manual Ch. 29	Week 6 Practical Assignment: ECG recognition Week 6 Discussion: Coronary disease	ECG placement, simulator
7		ECG interpretation	ACSM's Resource Manual Ch. 29	Week 7 Practical Assignment: ECG interpretation	Maximal GXT
8		Clinical exercise testing	ACSM's Guidelines Ch. 4 (Part I)	Week 8 Practical Assignment: Clinical exercise testing Week 8 Reading Quiz	Ventilatory threshold
9		Interpretation of clinical exercise test data	ACSM's Guidelines Ch. 4 (Part II)	Week 9 Reading Quiz Exam 2: Week 6-9	Lactate Threshold
10	BREAK				
11		General principles of exercise prescription I & II Exercise prescription: case studies I & II	ACSM's Guidelines Ch. 5 (Part I) ACSM's Guidelines Ch. 5 (Part II)	Week 11 Practical Assignment: General exercise prescription Week 11 Reading Quiz Week 11 Special Topics Discussion: Exploration	Independent Lab 1-Max GXT

12		General principles of exercise prescription III	ACSM's Guidelines Ch. 5	Week 12 Practical Assignment: Personalized exercise prescription	Independent Lab 2-Max GXT w/VT
13		General principles of exercise prescription IV Exercise prescription: case studies III	ACSM's Guidelines Ch. 5	Week 13 Special Topics Assignment: Summarize the Research	Independent Lab 3-Exercise Rx
14		Special populations	ACSM's Guidelines Ch. 6-11	Week 14 Special Topics Assignment: Mini Presentation	Independent Lab 4-BP (rest and Exercise)
15		Special populations	None	Week 15 Special Topics Discussion: Reflections SEI & Feedback	Lab quiz
16		None	None	Exam 3: Week 11-13	None

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KNHES 5703 – Health Behavior Change

Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person TTH 4:00 to 6:45 PM

Course Overview

Description / Rationale

Critical analysis and application of Health Behavior Theory to Health Behavior change programs. Review of professional literature on changing health behavior through the use of theory-based interventions. Focus on the development and evaluation of effective health promotion interventions in the school, worksite and community settings

Relation to Other Courses

This is a core course for professional preparation of students in the HPNES program. Together 5703, 5704, 5651 and 5652 target the CHES competencies and serve as the core courses for the HPNES program.

Prerequisites: None

Prerequisite Knowledge: Basic principles of population health, health behavior risk factors.

Learning Objectives

By the end of this course:

1. Applying theoretical models of health behavior to the design of health promotion interventions.
2. Designing intervention components to produce favorable change in theoretical constructs.
3. Evaluating impact of intervention components on theoretical constructs.
4. Critically assessing the theoretical basis of published health promotion interventions.'
5. Identifying theory-based programs and theory tested programs in the literature.
6. Assessing the degree of scientific support for health behavior theories.
7. Estimating the behavioral impact of theory-based health promotion interventions.

Course Materials

Required Textbooks

Health Behavior and Health Education: Theory, Research and Practice. 4th Edition by: K. Glanz, Jossey Bass.Co.
Facebook: Health Behavior Research www.facebook.com/heatlhbehaviorresearch/

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Theory Tested Paper	100/10%
Personal Change Analysis	30/3%
Chapter Quizzes (12x10)	120/12%
Application Papers (7x50)	350/35%
Exercise Interview	100/10%
Create a Construct	50/5%
PSA Video	50/5%
Course Participation	50/5%
Exam	150/15%
TOTAL	**1000/100%**

Assignment Descriptions

Chapter Quizzes: There is a corresponding quiz for each assigned reading assignment. The quizzes are short answer, open response format. Generally, the quiz should be done completed in 1-2 pages. The chapter quiz is submitted to Carmen and due at 4:00 pm (before class) on the date assigned.

APPLICATION PAPERS 1-7: The target behavior for this assignment is physical activity/exercise adherence at a worksite with 500 blue collar and 500 white collar employees. 15% of employees are currently active and 50% are overweight or obese. The worksite does not have an exercise facility on site. The health behavior objective for all of your application papers is: Participants in the ACME company Heart Health program will engage in 45 minutes of cardiovascular exercise at least four days a week for 6 months. The program is required to engage 25% of the employees in meeting the objective. Identify the target population you want to reach at the worksite.

Outline:

- Behavioral objective
- Target population
- List of the constructs to be used
- Detailed description of how theory constructs will be operationalized in an intervention to change/maintain exercise behavior
- Describe the educational process used to produce favorable changes in theory constructs.

Theory Intervention Literature: Using pubmed or google scholar locate a publication in the scientific literature that evaluates the effectiveness of a worksite based, physical activity program. The article MUST: describe how the theory was used in the program, describe the educational process to change theory constructs and measure the impact of the program of the theory constructs.

Outline:

- Citation
- theory used
- program impact on theory constructs
- description of the educational process used to change each construct.

Personal Change Assignment: Identify a health behavior change incident that happened in your personal life. The health behavior change should be one that you maintained for at least one year. You may or may not continue the health behavior today. Describe the health behavior precisely. Explain the critical incidents that resulted in this change.

Outline:

- personal health behavior change
- describe the personal, social, and environmental factors that influenced the decision/motivation to change,
- describe the personal, social and environmental factors that were actively used in the behavior change process,
- describe the personal, social and environmental factors that influenced the behavior change process. Present to class.

Exercise History Interview paper: Recruit someone over the age of 40 to interview. The person needs to have been physically activity a significant portion of their lives but does not need to be currently active.

1. Step one in the interview is to describe the nature of the exercise patterns from childhood to current day.
2. Describe personal, social and environmental factors that shaped activity patterns over time.
3. Consider the following factors: family, sports, role models, school, jobs, family responsibilities, injuries, health status, enjoyment, etc.
4.

Outline:

- timeline from birth to present charting exercise type, volume, etc.
- Identify personal, social and environmental factors that influenced their exercise pattern over time,
- summary: critical factors in shaping physical activity over the lifespan for this person. Present to class.

PSA Video (create at 15 to 30 second public service announcement):
In a companion paper indicate:

- the health behavior objective
- target population
- how theory constructs were used in video
- Post video and paper to Carmen. Present to class

Create a Construct: create a theoretical construct not covered in the course. Instead of a paper, create a set of powerpoint slides to complete this assignment:

Outline:

- Target health behavior
- Target population
- Construct definition
- Explain mechanism of health behavior change
- Describe educational methods to change construct
- Construct 5 Instrument items to measure construct. Present to class.

Course Schedule

Week	Dates	Topics	LO's	Readings/Activities	Assignments/Assessments
1		Theory/Health Promotion	1		
2		Definitions/Applications	1	Text 1, 2	Quiz 1, 2
3		Social Support	1,2,3	Test 9	Quiz 9 – App 1
4		Theory Reasoned Action	1,2,3	Text 4	Quiz 4 – App 2
5		Theory Testing	3,4		Theory Test Paper
6		Stage of Change Model	1,2	Text 5, 7	Quiz 5, 7 – App 3
7		Social Cognitive Theory	1,2	Text 8, 12	Quiz 8, 12 – App 4
8		Health Behavior Change	3,4	Text 7	Quiz 7 Personal Change Paper
9		Self-Regulation Theory	1-6		App5
10		Lifespan Behavior Change	3,4		Exercise History Paper
11		Diffusion of innovations	1,2	Text 14	Quiz 14 – App 6
12		Public Service Announcement	2		PSA Video
13		Ecological Models	1,2,6,7	Test 20, 21	Quiz 20, 21 – App 7
14		Create a Construct	2,5		Create Construct Paper

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KNHES 5704 – Evaluation of Health Programs

Spring 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person TTH 4:00 to 6:45 PM

Course Overview

Description / Rationale

Application of methods for evaluating learning processes and programs in health behavior interventions in the school, worksite or community setting. Skills to conduct process, impact and outcome evaluation methods will be developed. Emphasis will be placed on the political, educational, organizational and theoretical aspects of evaluation.

Relation to Other Courses

Evaluation is a companion course of 5651 Program Planning. Together 5703, 5704, 5651 and 5652 target the CHES competencies and serve as the core courses for the HPNES program.
Prerequisites: KNHES 5703 recommended
Prerequisite Knowledge: Principles of community needs assessment and Health Program Planning.

Learning Objectives

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

1. Analyze stakeholder influence on the purpose, design, and interpretation of evaluations.
2. Integrate evaluation planning with program planning and implementation processes.
3. Create a process, impact, and outcome evaluation plan.
4. Evaluate factors affecting the internal and external validity of an evaluation design.
5. Evaluate the validity, reliability of relevance of different measurement methods.
6. Create a comprehensive (process, impact, outcome) evaluation report.

Course Materials

Required Textbooks

Measurement and Evaluation in Health Education and Health Promotion by Sharma and Petosa Jones and Bartlett, (2014)

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Labs 1-8	200/20
Test Quizzes	150/15
Exam	150/15
Evaluation Project	500/50
TOTAL	**1000/100**

Assignment Descriptions

Lab 1 (25 points): Read the following information and answer the questions regarding DARE.

1. Explore website, www.dare.org read sections under “About”
2. Read about DARE at: http://en.wikipedia.org/wiki/Drug_Abuse_Resistance_Education (Links to an external site.)
3. On the Canvas course, read the following two articles:

a. DARE Program Evaluation 1994 DARE metaevaluation.pdf Download 1994 DARE metaevaluation.pdf
b. DARE Program Evaluation Follow-up 2004 DARE meta evaluation.pdf Download 2004 DARE meta evaluation.pdf
c. DARE Evaluation Support

Questions to Answer

- What is the purposes/goals of DARE? What do you think the public perception is?
- Is the program Successful? List evidence to support position.
- How does the program justify the resources it uses?
- Is the program successful or unsuccessful? List evidence to support position.
- What is your personal level of support for program continuation?

Lab 2 (25 points): Use the Logic Model to map the Health Status Goal, Health Behavior Objectives and educational objectives of the New Salem Heart Health program.

1. Carefully study the New Salem Heart Health Program.
2. Create/list a Health Behavior Objective for the program.
3. Create/list a Health Status goal for the program.
4. List your revised educational objectives based on criteria presented in class and to align with the HBO and HSG.

   The HBO, HSG and Ed. Obs. should be optimized for evaluation, meet the purpose of the evaluation, and be valued by the CEO of New Salem Whistle Co. In each case the revisions are made to focus and refine the evaluation project. Make sure objectives are measurable. See “Criteria for Review of Health Goals and Objectives,” found on carmen.

Lab 3 (25 points): Lab 3: Go to the facebook page "Health Behavior Research"

View the John Oliver presentation on "Scientific Studies."
Compose 2 paragraphs based on the presentation:

1. What are the implications of this presentation on the design of health promotion evaluations?
2. What are the implications of this presentation on health promotion evaluation results presented to the public?

Lab 4 (25 points: The goal is to develop 2 instruments that are custom tailored to the intervention you are evaluating.

1. Identify 1 set of related educational objectives (skills based) from the health intervention and develop an instrument.
2. Identify: 1 health behavioral objective from the health intervention and develop a scale or method to measure the health behavior. The instruments you develop can be a paper and pencil instrument but could also take another form. If it is not a paper and pencil instrument you will need to clearly outline the protocols and criteria used for scoring. For example-participants are demonstrating a skill in class. Describe the set-up instructions, how data is collected and how criteria are used to score the skills.
3. List your objectives to be measured. Develop a clear, concise definition of the construct (skill, behavior) you are developing a scale for.
4. Develop your measurement items and response scale.
5. Please review (modules--instrument development SE slides) on how to set up face and content validity rating forms.
6. Contact your Lab 4 partner and have them conduct an "expert panel review" of your 2 instruments for face and content validity. The review should be completed in one day so that the feedback can be used to revise instrument (steps 7-8)
7. Make revisions to the items based on the expert panel review.
8. Submit all work- Steps 1-7 to Carmen Lab 4.

Lab 5 (25 points): Choose one of the several intervention plans from your Health Program. Design an observation form for use in the assessment of implementation fidelity for this intervention plan. Chapter 8 covers information useful to completion of this lab.

Lab 6 (25 points): Comprehensive Evaluation Design

1. List evaluation targets for the process, impact and outcome evaluation.
2. Diagram Evaluation design using research notation.
3. Describe methods of sampling, measures, timing, intervention.
4. Describe how data will be used to address evaluation questions.

Lab 7 (25 points): Lab 7: Create a data set for pretest and post-test measures of the targeted educational objectives. Include demographic data needed for evaluation. This does not include the Process Evaluation Data.

1. Describe data coding/grading for each instrument.
2. Create data set of realistic values for measurements.
3. Run descriptive statistics (frequency distributions, means, range, sd).
4. Identify errors in coding/ clean data set.
5. Use SPSS software (free) or excel spreadsheet .

Chapter 12 covers information useful to this lab. Submit the following to complete this assignment:

- Word document describing instruments, coding and scoring of instruments used for lab 6
- Spreadsheet of data set
- Output of analysis from SPSS.

Lab 8 (25 points): Lab 8: Create a data set for pretest/ post-test measures and follow up measures of the target health behavior and health status goal.

1. Describe how the health behavior and health status goal will be measured.
2. Describe data coding/grading instructions.
3. Decide on number of evaluation participants. Have data for all participants.
4. Create data set (spreadsheet) of realistic values for measurements.
5. Run descriptive statistics (frequency distributions, means, range, sd).
6. Identify errors in coding/ clean data set.
7. Conduct your data analysis (statistical tests).
8. Based on data analysis make conclusions.

Use SPSS software (free) or excel spreadsheet . Chapter 12 covers information useful to this lab.

Submit the following to complete this assignment:

- Word document describing instruments, coding and scoring of instruments.
- Spreadsheet of data set
- Output of analysis from SPSS.

Comprehensive EVALUATION PROJECT (500)- a process, impact and outcome evaluation of the Salem Whistle Co. physical activity intervention.

A comprehensive evaluation: process, impact and outcome; for a health promotion program of your choice. To complete this assignment you will need access to a health promotion program that includes the intervention or lesson plans.

Upload the following under this module:

1. Word document of Final Evaluation Project when completed.

2. Saved SPSS output window from running statistical analysis (similar to what was submitted in lab 7/8)
   COMPREHENSIVE FINAL EVALUATION PROJECT OUTLINE:

   Evaluation Report: a comprehensive evaluation: process, impact and outcome; for a health promotion program. To complete this assignment, you will need access to the New Salem Whistle company health promotion program. You will create data sets for the 3 levels of Evaluation (process, impact and outcome).

   - Title Page
   - Executive Summary (one page)
   - Table of Contents
   - Health Promotion Program Evaluated
   - Purpose of Evaluation
   - Process Evaluation
   - Impact Evaluation
   - Outcome Evaluation
   - Total Evaluation
   - Appendices
   - References (APA style)

Course Schedule

Week	Dates	Topics	LO's	Readings/Activities	Assignments/Assessments
1		Purpose of Evaluation	1,2		
2		Measurement	2,3	Text 1,2	Quiz 1,2 – Lab 1
3		Measurement	3	Test 3,4,5	Quiz 3,4,5 – Lab 2
4		Data Collection	3	Text 6,7	Quiz 6,7 – Lab 3
5		Formative Evaluation	3	Text 8	Quiz 8
6		Process Evaluation	4	Text 9	Quiz 9 – Lab 4
7		Evaluation Design, Impact	4,5		
8		Evaluation Design, Outcome	4,5	Text 11	Quiz 11 – Lab 5
9		Sampling	5		
10		Data Coding	5,6	Text 13	Quiz 13 – Lab 6
11		Data Analysis	5,6		Lab 7
12		Interpretation	6		Lab 8
13		Report Writing	6		
14		Synthesis	6		

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Exercise Science

KNHES 5805 – Challenging the Conventional Role of Diet and Exercise in Obesity

Spring 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person, TTH, Time TBA

Course Overview

Description / Rationale

For decades we have been told to exercise more and eat less (especially fat), but the obesity and diabetes crisis is getting worse. This course will explore potential reasons to explain Why we are getting fatter? and What can be done about it? It will explore why traditional lifestyle treatments (i.e., diet and exercise) have had limited success in curtailing the explosive and continued growth in obesity. The course will be intentionally provocative, challenge accepted dogma, and present controversial viewpoints. For example, we will scrutinize the veracity of fondly held beliefs such as 'a calorie is a calorie', 'you are what you eat', and 'exercise speeds metabolic rate', and explore the biological basis of why nearly everyone fails at long-term weight loss.

For the last several decades the medical and nutritional establishment has told us that the solution to the crushing worldwide obesity and diabetes problem is to simply eat less fat and move more. Yet a staggering three-fourths of U.S. adults are overweight or obese and half are prediabetic or diabetic. The average adult has type-2 diabetes or is on the fast track to developing it. Beyond the shaming and personal suffering, there is a devasting economic burden with hundreds of billions of dollars spent managing obesity and diabetes. And it is not just America's problem. Obesity and diabetes are on the rise in every continent and across all ages and socioeconomic spectrums. The problem is not getting better despite the proliferation of experts on the topic, programs, policies, and task forces to address this burgeoning public health crisis.

Experts often disagree on important fundamental aspects of obesity. They also have a propensity to become overly enamored with their theories and resist change. There are numerous instances throughout history where a widely accepted paradigm was vigorously defended before being overturned by the advent of a new and more accurate understanding of the world. A goal of this course is to challenge conventional wisdom and preconceived beliefs while promoting an informed data-driven perspective on the causes and treatments of obesity. Teaching critical thinking skills through the lens of the obesity crisis is intended to expand student's knowledge regarding one of society's greatest healthcare challenges, as well as inspire them to think differently about how to be part of the solution.

Relation to Other Courses

Prerequisites: KNHES 3414 or graduate standing**|**
Prerequisite Knowledge: Basic understanding of human metabolism and physiology.

Learning Objectives

By the end of this course, all students should successfully be able to:

1. Describe the scope of the obesity problem in various age and ethnic groups, its association with diabetes and other diseases, and its impact on human health and society.
2. Explain various viewpoints on the causes of obesity and the impact of lifestyle treatments on weight loss and weight maintenance.
3. Critically evaluate the evidence supporting a role of exercise in obesity management.
4. Critically evaluate the role of diet, specifically low-fat versus low-carbohydrate eating patterns, in obesity management.
5. Summarize and succinctly communicate key points on obesity-related topics of personal interest.

6. Demonstrate the ability to lead the development of an evidenced-based public policy campaign promoting exercise and/or diet related to the obesity problem.
7. Demonstrate the ability to manage a public policy campaign team that involves creating a slide deck and coordinating a presentation to the class.
8. Demonstrate critical thinking and writing skills relevant to interpreting scientific articles on obesity.

Course Expectations

Most class periods will involve a topic lecture presented by Dr. Volek or guest lecturer. Class participation during the lecture is highly encouraged. I will provide slides in pdf format. In addition, you are expected to familiarize yourself with relevant background materials prior to class. You are responsible for all information presented in the course, regardless of format. A portion of each class, usually at the end, will be dedicated to student Ignite Obesity Talks. As such,

Students are expected to:

- review the course syllabus and ask for any clarification needed
- read all assigned material and review all information required for each course module
- complete the corresponding quizzes
- notify the instructor immediately if extenuating circumstances interfere with participation in the course
- have an active OSU e-mail account and check the account daily for course related email

Students can expect the instructor to:

- develop and provide instructional material to facilitate student learning
- provide clear guidance on the course expectations and requirements
- provide criteria for evaluation of the learning activities and course assignment
- respond to email within two business days, excluding weekends
- be available to students during scheduled appointments (use OSU email to schedule)
- post quiz grades within one week

Course Materials

Required Textbooks

There is no required textbook. Materials will include scientific journal articles and/or online video presentations that will be made available through Carmen (see end of syllabus for partial listing of learning materials).

Course Requirements/Evaluation

Grades

Assignment / Category	**Points**
Quizzes	30%
Ignite Obesity Talks (15 min duration)	20%
Develop Public Policy Campaign (assume group leadership role and assign specific roles to UG members)	30%
Scientific Reading Responses	20%
TOTAL	**100%**

Assignment Descriptions

Ignite Obesity Talks

Once during the semester, you will be scheduled to present an obesity-related topic using the Ignite format. The goal is to prepare a creative and engaging presentation that enlightens the class on an obesity topic of your choice. The purpose is to learn to present with clarity and precision while under the pressure of advancing slides. For undergraduate class members, the Ignite format uses 20 Power Point slides timed to automatically advance every 15 seconds for a total

presentation of 5 minutes. For graduate class members, the Ignite format requires 30 PowerPoint slides timed to automatically advance every 30 seconds for a total presentation of 15 minutes, allowing for more in-depth subject content. The format requires that the presentation is well prepared and practiced.

For this assignment it is best to write a draft of your presentation. After you have written the draft break it up into 20 (UG) or 30 (GRAD) parts, with about 40 (UG) or 80 (GRAD) words per slide, so you can then begin to create your slide deck. Here is where your creativity can shine; you want to make your presentation clear and meaningful, that is, you teach the class something memorable about obesity. Your script MUST be in your own words even if your slides have figures or guidelines and are referenced. The script must reflect that you understand the information and are not just regurgitating material from your sources. Your written script assures you do not get ahead or behind the automatic slide advance. Be sure you practice enough so that you do not simply read the text (make it a performance). After your talk, you will answer questions. See http://www.ignitetalks.io/ for more details and examples.

A wide variety of topics can be presented but must involve obesity in some manner, which I will need to pre-approve. A few examples include: Is obesity a metabolic or behavioral problem?; Are the dietary guidelines evidence-based?; Should we fear fat?; Can you be fat and fit?; Does overeating cause obesity or vice versa?; Is obesity a disease?; Is diabetes reversible?; What is the best exercise to burn fat?; What is the economic cost of obesity?; Can weight loss be maintained long-term?; Why is it nearly impossible to keep weight off?; Do heavy kids become heavy adults?; What is the role of genetics in obesity?; Why is obesity more prevalent in some groups?; Is exercise the obesity panacea?; Is sugar to blame for the obesity epidemic?; Is diet plus exercise the key to obesity?; What effect does exercise have on appetite?; Is bariatric surgery a viable option to treat obesity?; Is diabetes a carbohydrate intolerant state?; Why is it so hard to lose weight?; Are ketogenic diets uniquely beneficial or a fad?; Why is childhood obesity on the rise?; Are their promising drugs to manage obesity?

Public Policy Campaign
During the last two weeks of the semester, students will participate in presenting an overview of the public policy campaign that they have worked on in groups to develop. The number of campaigns developed will be determined by the number of students in the class, generally comprised of 5-6 students. The campaigns will address Promotion of Exercise and Diet Composition in Obesity Management.

Your public policy campaign should involve setting a clear goal with a measurable outcome and executing a plan that meets your goal. Your goal may involve an actual change in policy, a change in the system that manages the policy, a change in behavior, or an increase in awareness or engagement. Additional details will be provided on the public policy format, but each student is expected to contribute to the overall effort with leadership being provided by graduate student members of the class. Graduate students will be responsible for leading each assigned team. They will develop a slide deck and give a Presentation (~45 min) to the Class incorporating input from other team members.

Scientific Reading Responses (Graduate Students only)
Graduate students will select a scientific manuscript related to obesity. They will write a one-page typed response that briefly describes the research question, methods, and unique findings. The focus will be on the interpretation of the findings. For example, how are the results relevant to obesity management, the unique impact, biological insights into obesity pathogenesis, conflicting data, and/or implications for future research. The purpose is to help students think deeply about a specific scientific paper on obesity and relate it to existing knowledge.

Course Schedule

Week	Dates	Topics	Readings	Quizzes	Ignite Talks
1/2	Class 1 Class 2	Introduction to course, Defining the scope of the obesity crisis, Intro to energy homeostasis, control of body fat stores	1-4		
3/4	Class 1 Class 2	Introduction to course, Defining the scope of the obesity crisis, Intro to energy homeostasis, control of body fat stores	5-8	Quiz 1 Quiz 2	
5	Class 1 Class 2	Overview of treatment approaches – Does anything work?	10-11	Quiz 3	
6	Class 1 Class 2	Is exercise a potent weight loss/maintenance tool?	12-13	Quiz 4	
7	Class 1 Class 2	Does exercise increase metabolic rate?	14-17	Quiz 5	2 Talks
8	Class 1 Class 2	Aerobic vs resistance training in obesity management?	18-19	Quiz 6	2 Talks
9	Class 1 Class 2	Dietary patterns and human variability – Is there a best diet?	20-21	Quiz 7	2 Talks
10	BREAK				
11	Class 1 Class 2	Is a calorie a calorie; metabolic difference among calories	22	Quiz 8	2 Talks
12	Class 1 Class 2	Should we restrict carbs or fat or both?	23-25	Quiz 9	2 Talks
13/14	Class 1 Class 2	Low-carb ketogenic diets, fat-phobia, where do we go from here?	25-28	Quiz 10	4 Talks
15	Class 1 Class 2	Public Policy Campaign			
16	Class 1	Public Policy Campaign			

College of Education & Human Ecology
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Kinesiology: Exercise Science

KNHES 7486 – Ergogenic Aids

3 Credit Hours, Graduate

Course Times and Location: In Person MWF 11:30 to 12:25 PM

Course Overview

Description / Rationale

Graduate seminar focusing on analyzing and evaluating the role of ergogenic aids designed to increase athletic and sport performance. Ergogenic aids are defined as substances, nutritional supplements, or practices that directly or indirectly impact sport performance. This seminar will discuss the role and impact of ergogenic aids for sport performance and health, discuss classic and emerging scientific works in these areas, and analyze and evaluate the correct testing and ethical considerations surrounding the practice of ergogenic aids.

Relation to Other Courses

This course is a seminar course that complements the primary coursework focused on exercise physiology and application.

Prerequisite Knowledge: Students enrolled in this course should have a basic knowledge of exercise physiology, nutrition, biochemistry, and exercise metabolism.

Learning Objectives

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

1. Critically evaluate the scientific literature to better understand the chemical makeup of, metabolic and physiological changes related to, and sport performance/health impacts of ergogenic aids
2. Analyze and discuss the role and global impact of ergogenic aids on sport performance and health outcomes, and the culture and ethical considerations of sport.
3. Investigate previous works on ergogenic aids and translate the information for practical application in the format of a scientific presentation.

Course Materials

Required: Performance Enhancing Substances in Sport and Exercise (2002). Michael S Bahrke and Charles E. Yesalis. ISBN-10: 0736036792

Optional: Required readings and preparation materials, including scientific and practically applied literature, will be available through Carmen with each module throughout the semester

Course Requirements/Evaluation

Grades

Assessment	Description	Points	Percentage of Grade
Scientific Article Presentation & Discussion	Each student will find and present 1 article related to that week's topic and lead/facilitate a class discussion	100	20%
Scientific Translation: Supplement Product & Science Behind it	Each student will identify a product that matches their scientific article topic and translate the scientific literature for practical application	100	20%
Mid-term Exam	All topics up until the mid-term examination	100	20%
Final Exam	Cumulative	100	20%
Class Engagement & Participation	Present, attentive, and actively engaged in class throughout the semester	100	20%
TOTAL		**500**	**100%**

Assignment Descriptions

Formative Assessments
There will be 2 exams given throughout the semester. These are cumulative and will cover all lectures leading up to the exam. This class builds on information, so it assesses a student's ability to bridge together all the concepts for both scientific and translational purposes. Exams will stem from our class lectures, discussions, and readings. They will be completed via Carmen.

Class Assignments
Students will have a variety of experiential learning activities in this class. All assignments will have instructions and/or a rubric for guidance.

Scientific Article Presentation & Discussion
For the student presentations, students will select an original research article related to the module topic of that week. Using a scientific presentation style, students will present a brief background, methods, results, and practical application/translation for the chosen article. Students will then lead a discussion on the article and its practical translation. Students will be expected to highlight new or provocative findings and contextualize them for the class.

Scientific Translation: Supplement Product & Science Behind it
A vital component of the class is scientific translation for practical application. Students will identify a product that matches the topic used for the scientific article. They will report the nutritional (and/or ergogenic aid properties) of the product, detail what the label of the product states will occur if used and compare this information to what the scientific literature states, and identify any athletes who have used/been known to use this supplement

Course Schedule

Week	Topic	Readings	Assessments	LO's
1	Ergogenic Aids Introduction	2020 Wada Antidoping Testing Report Additional Posted materials		LO 2
2	History of Ergogenic Aids in Sport	Applegate.1997. History of dietary fads and supplements.pdf Guest.2019. Future of genetically based nutritional and pharma erg aids in sport.pdf3 Mazzeo.2019. Gender differences in supplement and drug use for sport. an Italian revision.pdf Additional Posted materials		LO 2
3	Carbohydrate-based supplements	AND. Position Stand. Nutrition and Athletic Performance. 20116.pdf Burke.2019. Supplements for optimal sports performance.pdf Additional Posted materials	Presentation	LO 1 LO 3
4	Amino Acid/Protein Supplements	Church.2020.EAA and protein synthesis. Whole body response to feeding.pdf Hirsch.2021.Metabolic efects of HIIT and EAA.pdf Forbes.2020.Supplements and nutritional interventions to augment HIIT physiological and performance adaptations. Narrative review.pdf Additional Posted materials	Presentation	LO 1
5	Ergogenic Aid Modalities: (ex. Cold Baths)	Jagim.2018. **Acute Effects of the Elevation Training Mask on Strength Performance in Recreational Weight lifters**	Presentation	LO 3

		Rowsell.2009. **Effects of cold-water immersion on physical performance between successive matches in high-performance junior male soccer players** Additional Posted materials		
6	Midterm	Posted Materials	Midterm	
7	Caffeine	Grgic.2022. Exploring the minimum ergogenic dose of caffeine on resistance exercise performance: A meta-analytic approach Diaz-Lara.2022. Effects of acute caffeine intake on combat sports performance: A systematic review and meta-analysis Goldstein.2022. International society of sports nutrition position stand: caffeine and performance Additional Posted materials	Presentation	LO 1 LO 3
8	Ketone Supplements	Evans.2022. Exogenous Ketone Supplements in Athletic Contexts: Past, Present, and Future Peacock.2022. Ketone Monoester Ingestion Alters Metabolism and Simulated Rugby Performance in Professional Players Additional Posted materials	Presentation	LO 1 LO 3
9	Nitrates	Tan.2022. The Effects of Dietary Nitrate Supplementation on Explosive Exercise Performance: A Systematic Review Esen.2022. Acute Beetroot Juice Supplementation Enhances Intermittent Running Performance but Does Not Reduce Oxygen Cost of Exercise among Recreational Adults Choi.2022. Effects of Acute Tart Cherry Juice Intake on Recovery after Intermittent Exercise in Elite Female Field Hockey Players Additional Posted materials	Presentation	LO 1 LO 3
10	SPRING BREAK			
11	Creatine	Doma.2022. The Paradoxical Effect of Creatine Monohydrate on Muscle Damage Markers: A Systematic Review and Meta-Analysis Smith-Ryan.2021. Creatine Supplementation in Women's Health: A Lifespan Perspective Moore.2023. A Randomized Controlled Trial of Changes in Fluid Distribution across Menstrual Phases with Creatine Supplementation Additional Posted materials	Presentation	LO 1 LO3
12	Beta Alanine	Outlaw.2016. Effects of β-Alanine on Body Composition and Performance Measures in Collegiate Women Ojeda.2020. Effects of Beta-Alanine Supplementation on Physical Performance in Aerobic–Anaerobic Transition Zones: A Systematic Review and Meta-Analysis Additional Posted materials	Presentation	LO 1 LO 3

13	Banned substances; Anabolic Steroids & Growth Hormone	Storer.20017. Effects of Testosterone Supplementation for 3 Years on Muscle Performance and Physical Function in Older Men Hackney.2019. Low testosterone: Androgen deficiency, endurance exercise training, and competitive performance Additional Posted materials	Presentation	
14	Ethical Considerations	Williams.1994. The use of nutritional ergogenic aids in sports: is it an ethical issue? Holowchak.2012. Ergogenic Aids and the Limits of Human Performance in Sport: Ethical Issues, Aesthetic Considerations Additional Posted materials		LO 2
15	Final Exam		Final Exam	

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KNHES 7896 – Colloquium in Health Exercise Science

Autumn 2023, variable credit hours, G

Course Times and Location: In Person MWF 11:30 to 12:25 PM

Course Overview

Description / Rationale

The objective of KNHES 7896, Colloquium in Exercise Science is to enhance the understanding of and proficiency in conducting high-quality research in health and exercise science. This class is primarily a forum for students to present research proposals and research results, including thesis and dissertation results, and to be exposed to related research presented by guest scholars. You also have the opportunity to develop and practice your own presentation skills.

Relation to Other Courses

Prerequisites: Graduate standing

Course Expectations

Colloquium presentations may be arranged with by faculty and students. Arrangements should be made as early as possible, but the deadline is noon on Tuesday for the following Friday. Contact Dr. Petosa at petosa.1 to schedule a colloquium presentation. If you organize a colloquium, you become the "host" and responsible for the presentation. The schedule for colloquium will be posted on Carmen for this class.

Course Requirements/Evaluation

Grades: Course grades will be assigned as "satisfactory" or "unsatisfactory" (S/U, 1 credit hour).

Colloquium Presentations

1. Graduate student research proposals are required to be presented in colloquium if they occur during the academic year
2. Presentations of student research results (thesis, dissertation, projects)
3. Visiting scholars, invited faculty from across campus, or visiting/invited alumni
4. Research presentations for conferences
5. Presentations of funded grants
6. Special projects faculty or graduate students are involved in

Example Topic List (includes but not limited to):

1. Nature and amount of Physical Activity to Promote Fitness.
2. Nature and amount of Physical Activity to reduce risk of Chronic Disease.
3. Nature and amount of Physical Activity need for weight maintenance across the lifespan.
4. Effectiveness of Interventions to Promote Physical Activity Adherence among adults at the workplace.
5. Effectiveness of Interventions to Promote Physical Activity Adherence among Obese adults.
6. Use of Rebreathing apparatus to simulate high altitude training conditions.
7. Evidence to support use of Ergogenic aids to enhance exercise performance.
8. Assessment of Sedentary, Physical Activity and Exercise Behaviors in Free living populations.
9. Regular Exercise as a treatment for Depression.
10. Operational definitions of Exercise, Physical Activity and Sedentary Behavior.
11. Use of technology to assess physical activity in free living environments.
12. Use of exercise to mitigate effects of chemotherapy in cancer patients.
13. Environmental Interventions to promote physical activity: a meta-analysis.
14. Exercise interventions for gastric bypass patients.

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KNHES 8193 – Advanced Individual Studies: Health and Exercise Science (Independent Study)

Autumn 2023, 1-12 Credit Hours, G

Course Times and Location: In Person, TBA

Course Overview

Description / Rationale

Advanced independent study in Health and Exercise Science.

Relation to Other Courses

Prerequisites: Permission of instructor
Prerequisite Knowledge:

Course Expectations, Course Materials, Course Requirements/Evaluation, Course Schedule:

Determined by faculty on a student to student basis.

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KNHES 8998 – Research: Health and Exercise Science (Independent Study)

Autumn 2023, 1-12 Credit Hours, G

Course Times and Location: In Person, TBA

Course Overview

Description / Rationale

Research topics to be determined through discussion with adviser.

Relation to Other Courses

Prerequisites: Permission of instructor
Prerequisite Knowledge:

Course Learning Objectives:

1. Research in health and exercise science not part of research on thesis or dissertation.

Course Materials:

1. Readings and research topics in health and exercise science, to be determined in consultation between the student and faculty.

Expectations, Course Materials, Course Requirements/Evaluation, Course Schedule:

Determined by faculty on a student-to-student basis.

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KNHES 5544 – Introduction to Adapted Physical Activity

Autumn 2021, 3 Credit Hours, UG/G

Course Times and Location: In Person TTH 11:45 AM to 1:05 PM

Course Overview

Description / Rationale

This course is designed to introduce you to adapted physical activity including sport and leisure for persons with disabilities across school, community, and clinical based programs. This course will also provide you with information and knowledge on how to teach physical activities to persons with disabilities in various settings. Current legislation requires that sport, recreation and exercise programs provide reasonable access for persons with disabilities. Thus, the course is important for future education, recreation, sport, and exercise professionals, as employment in such areas now increasingly involves contact with individuals with disabilities.

This course offers information, resources, and experiences on the following topics:

- Terminology, Attitudes, Legal Obligations, Least Restrictive Environment, and Inclusion
- Positive Behavior Management Principles and Strategies
- Guidelines for Adapting and Modifying Activities for persons with and without disabilities
- Learning the Individual Education Program's process, and development of the IEP
- Evaluating and Assessing Motor Needs, Task Analysis, and Writing Behavioral Objectives
- Individuals with Unique Needs and Information on Varied Disability Types
- Safety Concerns in Physical Activity Settings
- Communicating and interacting with Individuals with Disabilities
- Practicum experiences, case studies, and class involvement are essential in this course.

The Adapted Physical Activity Program (APAP) on-campus practicum sessions are held each Friday evening from 6:00 to 8:30 PM. PAES A0060. The APAP Orientation Session is scheduled for August 31, room 145 PAES Building from 6:00 to 8:00 pm. In subsequent weeks there will be ten Friday evening sessions starting on September 7 through November 16. Note. There will be no APAP session on October 12 due to OSU's AUTUMN BREAK or November 23 due to the THANKSGIVING DAY BREAK.

Relation to Other Courses

This course is part of a sequence of courses offered for kinesiology and physical education students in the Department. This course will help you in knowing how to teach a diversity of individuals in various physical activity settings.

Learning Objectives

Upon successful completion of this course, you will be able to:

1. Discuss research about teaching individuals with disabilities in adapted physical education (APE), general physical education (GPE), recreational, and sport contexts
2. Demonstrate knowledge of terminology relevant to APE/GPE, recreation, and sport contexts
3. Demonstrate an understanding of critical laws impacting service delivery and opportunities for individuals with disabilities in APE, GPE, recreational, and sport contexts
4. Demonstrate the application of behavior management principles and strategies
5. Demonstrated an ability to use individual and group instructional strategies
6. Demonstrate an understanding of testing, assessing, and task analyzing motor skills for physical activity; write behavioral objectives and understand how the IEP process works
7. Modify, adapt, and individualize instructions and activities for individuals with disabilities

8. Effectively communicate and interact with individuals with disabilities
9. Work with individuals with disabilities in a physical activity setting
10. Critically reflect on important aspects of teaching and interacting with individuals with and without disabilities in various settings by way of case study methodology.

Course Materials

Required Textbooks

Required Course Materials posted at OSU Carmen | Carmen—Course syllabus, assignment rubrics, PowerPoint presentation slides, and supplemental materials (e.g., TGMD Manual, 39th Annual Report to Congress on the Implementation of IDEA, and Selected Video links).

Optional Supplemental Resources

Lepore, M., Columna, L., & Friedlander Litzner, L. (2015). Assessments and activities for teaching swimming. Champaign, IL: Human Kinetics. ISBN: 978-1-4504-4472-9 eBook available at HumanKinetics.com.

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Content Quizzes and Attendance	180
Exams x 3	150
Adapted Physical Activity Practicum Experience	120
Case Study Reflection Quizzes	100
TOTAL	**550**

Assignment Descriptions

1. Content quizzes [150 points] and Attendance [30 points]: The content quizzes will allow you to demonstrate your understanding of the course content. These tasks will take the form of on-line activities. You will receive guidelines for each content quiz during predetermined class sessions throughout the semester therefore it is important to attend all class sessions. The scheduled content quizzes are below:
    a. Education and Students with Disabilities (10)
    b. Teaching a Diversity of Learnings (20)
    c. TGMD 2 Project (40)
    d. Behavior Management Principles (30)
    e. Multiple or Severe Disabilities (14)
    f. Sensory Disabilities (16)
    g. Assistive Technology and Devices (20)
2. Examinations [150 points]. There are three exams [posted on OSU Carmen] scheduled. The exams reflect the weekly readings, class discussions, and all information presented in the course. You may not use your class notes, books, or other materials during the exams.
3. Practicum Experience [85 points for participation]. Regular attendance and participation in the practicum is a requirement of the course. Christian Martínez-Rivera at <martinez.595@osu.edu> is the coordinator for the practicum and will give you more details about the APAP. Your participation, lesson/activity plans and use, professionalism, and leadership will be evaluated.
4. Case Study Quizzes [100 points]. Questions are posted on OSU Carmen for ten case studies: Cases 20, 29, 39, 23, 40, 32, 35, 25, 28, and 38 by Hodge, Murata, Block, and Lieberman (2003) and your assigned weekly readings.
5. Practicum Reflection Journal [10 points]. At the end of the semester you are expected to write a reflective journal on the overall experience in the weekly practicum sessions. This journal should focus on your interactions during the duration of the experience.
6. APAP Final Parental Report [25 points]: More detailed information will be provided.

Course Schedule

Date	Topic	Reading and Assignment
Day 1. Tuesday August 21	Introduction to Course	• Syllabus, Class Format, and Assignments • Infographic WHO
Day 2. Thursday August 23	Practicum Requirements: Policy 1.50 Documents for Activities and Programs with Minor Participants	• Certificate of Completion • Standards of Behavior • Background Check
Day 3. Tuesday August 28	Education and Students with Disabilities I	• **Textbook:** Hodge et al. (2012) **Chapter 1** • [1]**Read:** Parent-Reported Cases… (Healy, 2014) • [2.0]**Read:** 39th Annual Report—IDEA (pp. 34-67) • [2.1]**NASPE (2010) Position Statement:** Eligibility Criteria for Adapted Physical Education Services • [2.2]**AAPAR's Position Paper** (2010): Highly Qualified APE Teachers
Day 4. Thursday August 30	Education and Students with Disabilities II	• **Textbook:** Hodge et al. (2012) **Chapter 1** • **Read: Case 1** (Hodge et al., 2003) • [3.0]**Read:** SP-ED Terminology (Columna et al., 2014) • [3.1]**SHAPE America's** (2016). Guidance Document • **Content Quiz 1: Quiz on Education**
Day 5. Tuesday September 4	TGMD-2	• **Respond to: Case 20 Inclusion** (Hodge et al., 2003) • **OSU Carmen:** APAP Practicum Materials | TGMD
Day 6. Thursday September 6	TGMD-2	• R-PAC room B138 East 1st Floor • **OSU Carmen:** APAP Practicum Materials | TGMD
Day 7. Tuesday September 11	Testing and Teaching a Diversity of Learners—I	• **Textbook:** Hodge et al. (2012) **Chapter 2** • **Read: Case 3** (Hodge et al., 2003)
Day 8. Thursday September 13	Testing and Teaching a Diversity of Learners—II	• **Textbook:** Hodge et al. (2012) **Chapter 2** • **Content Quiz 2: Diversity of Learners**
Day 9. Tuesday September 18	Assessment and IEP Development—Part I	• [5]**Read:** Do You Know…(Breslin & Liu, 2015) • **OSU Carmen:** TGMD (Ulrich, 2000) • **Textbook:** Hodge et al. (2012) **Chapter 6** • **OSU Carmen:** TGMD (Ulrich, 2000) • **Read: Case 8** (Hodge et al., 2003) • **Respond to: Case 29 Itinerant** (Hodge et al., 2003)
Day 10. Thursday September 20	Assessment and IEP Development—Part II	• **OSU Carmen:** TGMD (Ulrich, 2000) • **Content Quiz 3: TGMD-2 Project**
Day 11. Tuesday September 25	Managing the Environment & Student Behavior—1	• **Textbook:** Hodge et al. (2012) **CH 7** (pp. 163-187) • **Read: Case 22** (Hodge et al., 2003) • **Respond to: Case 23 Behavior** (Hodge et al., 2003)
Day 12. Thursday September 27	Managing the Environment & Student Behavior—2	• **Textbook:** Hodge et al. (2012) **CH 7** (pp. 188-203) • [6]**Read:** PA into: Socialization (Lee & Vargo, 2017)
Day 13. Tuesday October 2	Managing the Environment & Student Behavior—3	• **Textbook:** Hodge et al. (2012) **CH 7** (pp. 163-203) • **Content Quiz 4: Behavior Management**

Day 14 October 4	Inclusive Curricular Models & Instruction Support Personnel in Physical Education	• **Textbook:** Hodge et al. (2012) **Chapter 5** • [4]**Read:** Hall of Shame, Part IV (Williams, 2015) • **Respond to: Case 39 Asthma** (Hodge et al., 2003) • **Textbook:** Hodge et al. (2012) **Chapter 8** • **Read: Cases 5** and **11** (Hodge et al., 2003)
Day 15 October 9	Physical Activity and Health Obesity	• **Textbook:** Hodge et al. (2012) **Chapters 3 and 9** • [7]**Read:** Physical Activities of U.S. High School students… (Song et al., 2015) • **Read: Case 18** (Hodge et al., 2003) • [8]**Read:** Fostering Inclusion…overweight and obese (Rukavina & Doolittle, 2016) • **Respond to: Case 40 Obesity** (Hodge et al., 2003)
Day 16 October 11	**NO CLASS**	**OSU AUTUMN BREAK**
Day 17 October 16	• **Examination I**	• **On-Line Exam I**
Day 18 October 18	Visual Impairments	• **Textbook:** Hodge et al. (2012) **CH 13** (pp. 289-299) • **Read: Case Study 31** (Hodge et al., 2003)
Day 19 October 23	Deafness, Hard-of-Hearing, or Deaf-blindness	• **Textbook:** Hodge et al. (2012) **CH 13** (pp. 299-308) • **Read: Case Study 31** (Hodge et al., 2003) • **Respond to: Case 32 Deaf-Blind** (Hodge et al., 2003)
Day 20 October 25	Severe or Multiple Disabilities	• **Textbook:** Hodge et al. (2012) **CH 16** • [9]**Read:** Aquatic…for severe CP… (Aidar et al., 2007) • **Read: Case 33** (Hodge et al., 2003). • **Content Quiz 5: Severe/Multiple Disabilities**
Day 21 October 30	Autism Spectrum Disorders, Part I	• **Textbook:** Hodge et al. (2012) **Chapter 14**
Day 22 November 1	Autism Spectrum Disorders, Part II	• **Textbook:** Hodge et al. (2012) **Chapter 14** • **Respond to: Case 35 Autism (Hodge et al., 2003)**
Day 23 November 6	**Sensory Disabilities**	• **Content Quiz 6: Sensory Disabilities**
Day 24 November 8	**Assistive Technology & Devices in PE**	• **Textbook: Hodge et al. (2012) Chapter 17** • **Content Quiz 7: Technology**
Day 25 November 13	Learning Disabilities	• **Textbook:** Hodge et al. (2012) **Chapter 10** • **Respond to: Case 25 LD** (Hodge et al., 2003)
Day 26 November 15	Intellectual Disabilities	• **Textbook:** Hodge et al. (2012) **Chapter 11** • **Respond to: Case 28 Intellectual** (Hodge et al., 2003)

College of Education & Human Ecology
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KNPE 5795 – Sociocultural Issues in Sport, Recreation, and Physical Education

Autumn 2023, 3 Credit Hours, UG/G

Course Times and Location: In Person M 1:00 to 3:45 PM

Course Overview

Description / Rationale

This course will provide students with knowledge, understanding, and experiences related to the following topics in the field of physical education, sport, physical activity and coaching.

- Culture, education, and physical education/sport
- Theoretical background in sociological issues in physical education
- Ethnicity
- Gender
- Culture, Religion, and Language
- Sexual Orientation and Homophobia
- Disability
- Body Image, Overweight and Obesity
- Participation and Socialization
- Critical and Social Justice Pedagogies
- Hidden Curriculum

This course is designed to provide an introduction to socio-cultural issues associated with physical education and sport within the United States of America. This course will also provide you with an understanding of how issues such as gender, race, body image, and homophobia affect K-12 students within physical education and or physical activity settings. In addition, this course will provide you with pedagogical strategies to help break the reproduction of these socio-cultural norms.

Relation to Other Courses

This course is part of an important sequence of courses offered for physical education and physical activity specialist students in the Kinesiology program in the Department of Human Sciences. This course will provide you with knowledge and strategies to help you become more aware of how societal norms can influence participation in physical education and sport.

Prerequisites: PE Major, Grad Standing, Permission of Instructor

Learning Objectives

Upon successful completion of this course, you should be able to:

1. Discuss research in sport, recreation and physical education that addresses the issues of ethnicity, gender, culture, religion, language, body image, sexual orientation and homophobia.
2. Demonstrate an understanding of the issues of gender, ethnicity, culture, body image, and homophobia that affect K-12 student participation in sport, recreation and physical education settings.
3. Demonstrate an understanding of the use of critical and social justice pedagogies to address socio-cultural issues in sport, recreation and physical education settings.
4. Demonstrate an understanding of the hidden curriculum in sport, recreation and physical education settings.
5. Professionally critique examples of teaching and coaching in relation to socio-cultural issues and to provide concrete strategies to address these issues.

6. Critically reflect on the impact of societal norms on teaching/coaching and participating in physical education and physical activity settings.

Course Expectations

All In order to do well in this course you should meet the following expectations:

1. Quality of Work: All written work for this class MUST be typed, double space, and single sided unless otherwise stated. The font size should be 12 point and all margins should be one inch. Papers should include your name, the course number and title, the assignment title, and the date submitted on the front page. The writing style for this course must follow American Psychological Association (APA) 6th Edition format for layout and citations. APA style handouts are available at the OSU Libraries. Points will be deducted from your grade if this format is not followed for course assignments.
2. Submission of Assignments: All work must be turned in or presented on the assigned day. Submissions that are late will result in a zero for that assignment unless a deadline has been previously arranged with the instructor (due to exceptional circumstances). Assignments should be submitted on Carmen at the time stated in the syllabus unless otherwise directed.
3. Technology: Competency in computer technology, particularly email and internet resources, is critical for this course. You are expected to have an active email account that you will check regularly. Correspondence related to this class will often take place via email.
4. Participation and Attendance: Daily participation is expected and integral to your success in this class and learning this content. You will be responsible for signing the Class sign-in Sheet each class session as this will constitute documentation of your attendance. There are no points allocated for attendance. However, with 3 absences (i.e., on the third absence), you will receive a failing grade in the course. Moreover, the class is structured in such a way that there are consequences for being absent. If you are absent from an in-class activity session you will forfeit the points for that session-since it is not possible to arrange make-up activities. However, absences due to illness, family emergencies, religious holidays, or participation in university sponsored events such as participation in athletic events will be accepted as excused absences. All student athletes must provide in writing, on University letterhead and signed by the coach, within the first two weeks of class a full list of days they will be absent from class. Please contact me PRIOR to your absence so arrangements can be made to cover your assigned tasks in your peer group.
5. Professional behavior: You should act respectfully and responsibly in class. Any complaints of inappropriate behavior and unprofessional behavior will be dealt with severely. Each instance of inappropriate or unprofessional behavior that occurs during the class sessions will result in a TOTAL grade reduction for this class (e.g. A to B).
6. Tardiness: Class begins promptly at 4:10pm. You are expected to sign the attendance roster as you enter the classroom. If you arrive late to class please enter the room quietly and quickly and find a seat. If you require more time to reach class talk with me to explain your particular situation. Three instances of late arrival and/or early departure is equivalent to an unexcused absence unless you have spoken to me about your specific situation.
7. Missed work: If you have an excused absence and have spoken with me prior to class, you may make up the in-class activity within one class session. This requires you to contact me to discuss the missed work. If you do not have an excused absence, or arrive after the experience is over, you cannot make it up.
8. Respect: In order to maintain a positive learning environment, the following ground rules will be followed:
    a. Personal views will be shared and respected. Degrading or discriminatory remarks or behaviors are not acceptable.
    b. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc.
    c. If group projects are assigned, it is the responsibility of group members to delegate work. All members of a group must present on the project and all will receive the same grade.

d. Given the sensitive of subject matter covered in this course, courtesy needs to be maintained at all times. Do not hold private conversations when another person is talking. Do not pack materials up or leave the classroom until class is dismissed.
e. If your behavior in the classroom is disruptive, you will be given an opportunity to correct the behavior without penalty. If your behavior continues to be disruptive, you will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

Course Requirements/Evaluation

Grades

Assignment / Category	**Points**
Personal Biography	40
In-Class Experiences	50
Weekly Reflections	60
Article Reflections	25
Review of Literature	75
Final Reflective Essay	40
TOTAL	**300**

Assignment Descriptions

Personal Biography (40 points): You will complete a personal biography at the beginning of this course as a means to reflect on who you are and what/who influenced your values and beliefs system. A rubric for this assignment will be posted on Carmen. Due September 11, 2017

In-Class Experiences (50 points): During certain class sessions particular experiences will be provided to allow you to demonstrate your understanding of the class readings. These experiences may take the form of group discussions and debates, activity sessions, and small in-class presentations.

- *Weekly Reflections on Carmen Discussion Board (60 pts):*
  Due by 5pm every Friday on the following dates: 9/8, 9/15, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10: Students are expected to have posted a minimum of one comment on the course website under the 'Discussion' tab, focusing on the reading(s) for the week. Comments should be substantive, thoughtful, and incisive in nature, and no less than 200 and no more than 500 words in length. These posts are to be grounded in the literature and are not just your opinion. You can react to what you read in the articles and tie into your own personal experiences.
- By Noon on Sunday, everyone is expected to have posted response to one of your peer's posts. Your response should be substantive, thoughtful, and incisive in nature and not just an "I agree" or "Well said". Your response can respectfully disagree with a view posted by your peers and no less than 50 and no more than 250 words in length.
- The discussion comments and responses will be evaluated based on their quality, and will constitute a significant portion of your grade. Quality encompasses the ability to articulate a complete thought as it relates to the discussion topic and make a significant contribution to the online discussion of this issue. In addition, you are expected to be an active participant in discussions during class.
- The scoring rubric on the Carmen discussions will be as follows:
  - Comments are substantive, relevant to discussion topic, and makes a significant contribution to the online discussion of the issue (6 points)
  - Comments are moderately substantive, relevant to discussion topic, and do not make a significant contribution to the online discussion of the issue (3 points)

- Comments lack substance and are vague, and do not make a significant contribution to the online discussion of the issue (0 points).

Article Reflection (25 points): Over the course of the semester you will complete a reflection of two research articles related to one of the socio-cultural issues covered in this class. You can determine the articles that you choose to review to allow you to tailor the assignments to meet your area of interest. A rubric for this assignment is available on Carmen. Due October 23 and November 20.

Review of Literature (75 points): Graduate students will conduct a review of literature on an specific socio-cultural issue in physical activity or physical education. Please let me know your topic by October 2nd. A rubric for this assignment is available on Carmen. Due November 27, 2017

Final Reflective Essay (40 points): Each week, you will complete a personal reflective journal responding to questions posted on Carmen. This journal (worth 10 points) and your personal biography will be the basis for your final reflective essay that will provide a thoughtful reflection on the influence of this course on your understanding of and position on the various sociocultural issues covered in class. A rubric for this essay will be posted on Carmen. Due December 4, 2017.

Bonus Opportunities (10 pts each up to a maximum of 3): You may complete 3 of the activities below to receive additional bonus points. You will need to provide evidence of completing the task through a short paper (1-2 pages) which outlines what the event was and a reflection on what you learned from attending, and how you can use this experience to inform your teaching.

- Attend a cultural event on or off campus
- Attend/volunteer at a sport or physical activity event for individuals from a different sociocultural group than yourself
- Attend a meeting (on or off campus) for individuals from a different sociocultural group than yourself https://activities.osu.edu/involvement/student_organizations/find_a_student_org

Course Schedule

Date	Topic	Reading / Assignment
Week 1	Introduction to course	Bullough & Gitlin (2001)
Week 2	NO CLASS – Labor Day	
Week 3	Social Construction of the body	• Kirk, D. (2002). • Stroot, S. (2002). • Stoll (2011) • Personal Biography Due
Week 4	Gender	• Petrie, K. (2004). • Fisette, J. (2013). • Constantinou, P. (2008). • Kehler, M. (2014)
Week 5	NO CLASS	Group Work
Week 6	Ethnicity	• McIntosh, P. (1990). • Burden, Hodge, O'Bryant, & Harrison. (2004). • Culp, B. (2013a). • Forster-Scott (2011)
Week 7	Culture and Language	• Burden, Columna, Hodge, & Martínez de la Vega Mansilla. (2013). • Sato & Sutherland (2013) • Watson, D. L. (2006). • Culp, B. (2013b)

Week 8	Disability	• Hodge, Lieberman, & Murata. (2012a). • Haegele & Sutherland (2015) • James, Kellman, & Leiberman (2011) • Tarr (2011)
Week 9	LGBTQI	• Ayvazo & Sutherland. (2009). • Barber & Krane. (2007). • Coll, Enrigh, & O'Sullivan (2014) • Krane, V (2012) • Article Review 1 Due (Graduate Students only)
Week 10	Body Image/Size	• Tingstrom (2015) • Crombie, Brunet & Sabiston (2011) • Readings on Carmen
Week 11	Religion	• Hamzeh & Oliver (2012) • Kahan, D. (2002). • Kahan, D. (2003). • Balinger, D. (2012) • Readings on Carmen
Week 12	Hidden Curriculum Critical Pedagogy	• Flory & McCaughtry (2011). • Hodge, Lieberman, & Murata. (2012b). • Fisette (2010) • Cruz & Petersen (2011)
Week 13	Group Presentation Special Project	Article Review 2 Due (Graduate Students only)
Week 14	Group Presentation Special Project	Special Project Due
Week 15	Group Presentation – Special Project Wrap-Up Session	Reflective Essay

College of Education & Human Ecology
Department Human Sciences
Kinesiology

KNPE 6100 – Race, Gender, and Culture in Sport

Autumn 2023, 3 Credit Hours, G

Course Times and Location: In Person W 7:00 to 9:45 PM

Course Overview

Description / Rationale

This course, KINESIO 6100 | Race, Gender and Culture in Sport, will provide students with knowledge, understanding, and experiences related to the following topics in sport.

- Ethnicity and Race
- Gender
- Culture and Athletic Experiences
- Critical Race and Social Justice Theories

This course is designed to provide an introduction to issues associated with race, gender and culture in American sport. This course will also provide you with an understanding of how the intersections of issues such as ethnicity, race, gender, sexuality, and culture affect sport participation in America. In addition, this course will provide you with theoretical lens useful in challenging the reproduction of social injustices in sport.

Relation to Other Courses

This course is part of an important sequence of courses offered for in the Department of Human Sciences' Masters of Sports Coaching (MSpC) program in Kinesiology. This course will provide you with knowledge and strategies to help you become more aware of how societal norms can influence participation in sport.
Prerequisites: Enrolled in Masters of Sports Coaching program

Learning Objectives

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

1. Discuss research that addresses issues of ethnicity and race, gender, and culture in sport.
2. Demonstrate an understanding of issues of ethnicity and race, gender, and culture that affect athletes' participation in sport.
3. Demonstrate an understanding of racial and gender ideologies in sport.
4. Demonstrate an understanding of theoretical frameworks as such critical race and social justice theories to address social injustices in sport.
5. Provide concrete strategies to address social injustices in sport.

Course Requirements/Evaluation

Grades

Assignment | Dates | Grading	**Date**	**Points**
• Class Attendance and In-Class Experiences	Weekly	50
• Reading Quiz 1 [**On-Line—OSU Carmen**]	September 5	25
• Reading Quiz 2 [**On-Line—OSU Carmen**]	September 19	25

• Reading Quiz 3 [**On-Line—OSU Carmen**]	October 10	25
• Reading Quiz 4 [**On-Line—OSU Carmen**]	November 7	25
• Article Critique 1—Sherry and Zeller (2014) [**Quiz-on-Line**]	September 5	25
• Article Critique 2—Hodge, Kozub et al. (2008) [**Quiz-on-Line**]	October 3	25
• Article Critique 3—Wiggins, D. K. (2016) [**Quiz-on-Line**]	November 28	25
• In the News 1: Issues associated with Gender in Sports	September 12	25
• In the News 2: Issues associated with Race and Ethnicity in Sports	October 17	25
• In the News 3: Issues associated with Sport and American Culture	December 5	25
• Mid-Term Examination [**On-Line—OSU Carmen**]	October 24	50
• Final Examination [**On-Line—OSU Carmen**]	December 12	50
Total Points		**375**

Assignment Descriptions

Class attendance and In-Class Experiences (50 points): During certain class sessions, particular experiences will be provided to allow you to demonstrate your understanding of the class readings. These experiences may take the form of quizzes (individual and group), group discussions and debates, activity sessions, and small in-class presentations.

Readings and Reflection Quizzes (100 points): Using the assigned weekly readings as your point of reference, you will read, reflect, and respond to questions posted on Carmen at designed times throughout the semester.

Research article critique (75 points): You will be assigned three research (data-based) articles focused on issues associated with ethnicity/race, gender, and/or culture in American sport. Your critiques will be guided by a series questions (posed by the instructor on-line]). You will select 1 of the 3 critiques to deliver an oral presentation to the class. A rubric for this assignment will be posted on Carmen.

In the NEWS presentations (75 points): You will identify and discuss current issues associated with either gender, race and ethnicity, or sport in American culture on the assigned date. This 5 to 7-minute presentation must include an audio-visual component and be interactive in nature (e.g., audience participation through prompts; and a Questions and Answers component). A rubric for the presentation will be posted on Carmen.

Course Schedule

Week	Topic/Focus	Assigned Readings and Assignments
Week 1 **August 22**	**Introduction**	• Course Syllabus | **TAKE THAT FOR DATA**
Week 2 **August 29**	**Gender | Part I**	**Readings** • [1]Coakley, J. (2017a). Gender and sports. Is equity possible? • [2]Lapchick, R., & Cabral, N. (2013). Think beyond the competition: 2013 racial and gender report card (pp. 1-16, 130-131).

		• [3]LaVoi, N. M. (2016, February). Head coaches of women's collegiate teams: A report on select NCAA Division-I institutions, 2015-16.
Week 3 **September 5**	**Gender | Part II**	**Reading Quiz 1 | Readings and Assignment** • [1]Coakley, J. (2017a). Gender and sports. Is equity possible? • [4]Gill & Sloan-Green. (2013). Title IX and Black female student-athletes: Increasing sports participation through shared advocacy. • **Article Critique 1 |** [5]Sherry, M., & Zeller, K. (2014). Gender and motivation: A study of the athletic and academic motivations of Division I female college basketball players.
Week 4 **September 12**	**Student Presentations on Gender in Sports**	• **In the News 1:** Identify and discuss current issues associated with Gender in Sports.
Week 5 **September 19**	**Social Theories**	**Reading Quiz 2 | Readings** • [6]Coakley, J. (2017b). Producing knowledge about sports in society: How is knowledge produced in the sociology of sport? • [7]Jones, J. M. (1998). Psychological knowledge and the new American dilemma of race. • [8]Hodge, Burden, Robinson, & Bennett. (2008). Theorizing on the stereotyping of Black male student-athletes: Issues & implications.
Week 6 **September 26**	**Ethnicity and Race I**	**Readings** • [9]Coakley (2017c). Race & ethnicity. Are they important in sports? • [10]Bimper et al. (2012). Diamonds in the rough: Examining a case of successful Black male student athletes in college sport.
Week 7 **October 3**	**Ethnicity and Race II**	**Readings** • [9]Coakley (2017c). Race & ethnicity. Are they important in sports? • [2]Lapchick, R., & Cabral, N. (2013). Think beyond the competition: 2013 racial and gender report card (pp. 1-16, 93-131). • **Article Critique 2 |** [11]Hodge, Kozub, Dixson, Moore III, & Kambon. (2008). A comparison of high school students' stereotypic beliefs about intelligence and athleticism.
Week 8 **October 10**	**Ethnicity and Race III**	**Reading Quiz 3 | Readings** • [12]Kaazim Naqvi, S. K. (2013). O-H! I-O! Black students, Black athletes, and Ohio State Football, 1968-1976. • [13]Singer, J. (2013). Stakeholder management in big-time college sport…African American male athlete.
Week	**Topic/Focus**	**Assigned Readings, and Assignments**
Week 9 **October 17**	**Student Presentations on Race and Ethnicity in Sports**	• **In the News 2:** Identify and discuss current issues associated with Race and Ethnicity in Sports
Week 10 **October 24**	**MID-TERM EXAM**	**On-Line OSU Carmen**
Week 11 **October 31**	**Culture and Athletic Experiences | Part I**	**Readings** • [14]Hodge, S. R. (2015a). Black male student-athletes' academic and athletic experiences at HBCUs.. • [15]Hodge, S. R. (2015b). Black male student-athletes on predominantly White college and university campuses.

Week 12 **November 7**	**Culture and Athletic Experiences | Part II**	**Reading Quiz 4 | Readings** • [16]Harrison & Sutton. (2013). Cracking their world: Utilizing pop culture to impact academic success of today's student-athlete. • [17]Sato, Hodge, and Eckert (2017). Experiences of Black student-athletes on a predominantly White university campus.
Week 13 **November 14**	**Culture and Athletic Experiences | Part III**	**Readings** • [18]Smith, A. (2013). Coaching hip hop athletes, confronting double doses of hyper-masculinity.
November 21	**No Class Session**	• **Thanksgiving Break—begins—no classes, offices closed**
Week 14 **November 28**	**Reflections** **No Class Session**	• **Article Critique 3 |** [19]Wiggins, D. K. (2016). "The Color of My Writing": Reflections on Studying the Interconnection among Race, Sport, and American Culture.
Week 15 **December 5**	**Student Presentations on Sport and American Culture**	• **In the News 3:** Identify and discuss current issues associated with Sport and American Culture
December 12	**FINAL EXAM**	**On-Line—OSU Carmen**

College of Education & Human Ecology
Department Human Sciences
Kinesiology

KNPE 7754 – Motor Development and Learning

Spring 2023, 3 Credit Hours, G

Course Times and Location: In Person T 4:30 PM to 7:15 PM

Course Overview

Description / Rationale

This course covers aspects of motor development and motor learning. Motor development studies the changes in motor behavior over the lifespan & the processes which underlie these changes and the factors that affect them. During this course students will develop skills in the observation and analysis of locomotor, non-locomotor and manipulative patterns considering the acquisition of these skills from a dynamic systems and constraints perspective. Motor skill interventions will be examined along with the relationship of motor competence to physical activity, physical fitness and perceived motor competence. Issues of motor assessment will be studied along with an understanding of physical literacy and how to apply it. Motor learning refers to the processes involved in acquiring and perfecting motor skills. In this part of the course we will examine major theories and concepts of motor learning and their application to teaching/coaching or working in a therapeutic environment. Classification systems of motor skills, motor abilities, attention, feedback, and practice conditions will be considered in terms of motor skill learning. Throughout the course students will critically read the literature and consider the implications of theory to practice and practice to theory reflecting on their personal approach to teaching, coaching or working in a therapeutic environment.

Relation to Other Courses

This course is a required course in the PhD and MA programs in Physical Education and a required course in the Adapted Physical Education Endorsement.

Prerequisites:

Prerequisite Knowledge: Students are expected to be familiar with reading scholarly articles. An undergraduate course in motor development would be valuable but not essential knowledge.

Learning Objectives

1. Explain the principles of motor development and apply them to the learning and teaching of motor skills.
2. Identify key assessment instruments for motor competence and be able to critique the strengths and weaknesses of each instrument, including developmental stages (total body approach and component approach), Test of Gross Motor Development-3, Movement ABC and KTK assessment instruments.
3. Explain the constraints operating on the development of locomotor and manipulative skills examining the role these constraints play in promoting or retarding motor skill development. Identify how constraints can be manipulated to promote motor competence.
4. Describe the influence of motor skill intervention on the motor competence and perceived motor competence of young, disadvantaged children and critique motor skill intervention studies.
5. Consider the role of motor competence in promoting physical activity and the mediating role of physical fitness and perceived motor competence.
6. Describe the stages of learning and discuss the implications to instruction.
7. Describe the motor development of children with disabilities and apply this information to evidenced-based instruction.
8. Understand and apply varied notions of physical literacy across the lifespan.
9. Discuss the role of attention in learning using an information processing perspective and discuss the influence of instruction on directing attention to appropriate elements of the task.
10. Describe the role of demonstration/modeling in motor skill learning and the implications to teaching.

11. Describe the role, timing, and application of feedback in motor learning.
12. Debate and critique current trends and issues in motor development and motor learning research.
13. Identify prominent researchers who have contributed significantly to our understanding of motor development and learning.
14. Collect, analyze and disseminate data collected from motor skill learning and motor development experiments.
15. Examine and critique current physical education teaching/coaching or therapeutic practice given the principles of motor learning and development.
16. Present a developmental or motor learning project in a poster session.

Course Expectations

There are a variety of students who take this class. They include:

- PhD students going into faculty positions
- MA students going into careers in sport and PE or on to doctoral school Inservice PE teachers working on a masters degree part-time or an endorsement in adapted physical education
- Continuing education students who are not enrolled in a degree program

One of my challenging roles during this course is to meet the needs of all constituent groups. We will try to honor the different perspectives and expertise that these different groups bring to the table. Thus equity does not mean "the same", rather a variety of options will be provided to keep learners engaged and help them make sense of this information from their own professional and personal perspectives.

Course Materials

Required Textbooks

All materials for this course can be found on the Carmen website (www.carmen.osu.edu). The website will host: PowerPoints; handouts; assignment guidelines, and readings. The website is organized via weekly modules which will be uploaded a week ahead across the semester. Please ensure you have access to all materials during class.

Course Requirements/Evaluation

Grades

Assignment / Category	**Points**
This is Me	5
Research Summaries (5 x 12)	60
Post a Question (2 x 12)	24
Synthesis I	25
Professional Engagement (3 x15)	45
Midterm: Assessment of Child	100
Final: Research Paper/Proposal/Child Study	125
Presentation	50
TOTAL	**434 points**

Assignment Descriptions

Rubrics for all assignments and exams can be found on the Carmen website:

1. This is Me Powerpoint – Put together one slide from the template introducing yourself to the class. This includes: When I was little I wanted to be…. My sports are…… I like to……..
2. Research Summaries – Students will be assigned a specific article to summarize each week. Students will summarize the article using a rubric and turn in a hard copy of the research summary at each class session. The purpose of this assignment is to: (1) to demonstrate your understanding of the article, (2) to synthesize your thoughts about the assigned reading into a coherent response, (3) to practice and develop your oral presentation

skills, and (4) to enhance your ability to convey knowledge to others. The research article discussion (presentation) must incorporate group discussion and be effective in conveying the content to the class. Powerpoint and/or other multi-media methodologies (think outside of the box) can be employed but you could also just discuss the article. Each article discussion should be around 20 minutes (including discussion and class dialogue). It is highly recommended that handouts or other learning resources be provided to your fellow classmates.

3. Submit a question – Each week the student will submit one question per reading onto the Carmen discussion website relative to the week's readings. These questions may be discussed during class time if time permits.
4. Reading Synthesis – The instructor will post a variety of questions connected to the weekly readings. The student will select a question of interest and respond to the question citing extensively from the research literature (weekly readings) in no more than 2-3 pages, double spaced. The key to this assignment is answering the question in a scientific manner and using empirical evidence to your response. The intent is to practice scholarly writing that is used in General Exams and writing research papers.
5. Class Discussion and Engagement – Each week we will be discussing articles and/or engage in collecting and analyzing data about the different topic areas. A professional engagement rubric will be used to self-evaluate your contribution to the course discussion and activities.
6. Take-Home Midterm - Child Assessment – Students will evaluate the fundamental motor skills of a designated child using the Test of Gross Motor Development-3. A written report will be completed for the child involving observed performance, normative values, indication of developmental appropriateness, and suggested activities in which the child could engage to promote motor skill development. The report will be written from the standpoint of providing it to a parent for motor skill instruction. A final reflection will be conducted from either:
    a. Theoretical-empirical perspective (PhD and some MA students)
    b. Applied practical perspective of inservice teachers
7. Final Project: All students will select a final project. The goal of this project is to allow the student to dive more deeply into a specific area of interest. The opportunities for a final project are wide open and reflect the professional perspectives of the student. The topic must be pre-approved by the instructor. The following are some examples of the final project areas:
    a. Research Paper – Students will write a research paper on an approved topic relative to motor development or motor learning. Students will follow a guided research paper process.
    b. Research Proposal – Students will design a research study in motor development using a developmental perspective or motor learning. The topic must be approved by the instructor prior to development of the proposal.
    c. Research Methods Review - Students will write a research paper that summarizes the methodological approaches used in a specific content area. This review will consist of developing an excel spreadsheet of all approaches and then providing a CRITICAL reflection of the methodological approaches used and weaknesses and strengths to the literature.
    d. Methodological Assessment Analysis – Students will identify a dependent variable of interest, for example, fundamental motor skills or moderate to vigorous physical activity. Students will review the research literature and provide a critical analysis of the different kinds of measurement techniques available to measure this variable and the pros and cons of using each one.
    e. Child Study – Students will identify a child and family and study the child from a dynamic constraints perspective. The child's fundamental motor skills will be evaluated and interpreted relative to the child's environment. Implications to intervention will be provided. (This is not an option for doctoral students).
    f. Personal Reflection on Motor Learning/Motor Development and Teaching/Coaching Motor Skills – Students will reflect on the content of the course they have covered and identify 3 topic areas that struck them as most relevant professionally. Students will summarize the research in this area and discuss the practical implications of this work to teaching children physical education or coaching. (This is not an option for doctoral students).

g. Other – I am open to any other developmental or learning project that may be of meaning to the professional career of the student. Please discuss with me. This option MUST BE PRE-APPROVED by me in order to be accepted.

8. Oral Presentation of Final Project by Poster Presentation – Students will engage in a poster presentation session using powerpoint. Students will develop a poster of their final project and present these findings to peers.

Course Schedule

Date	Topic	Assignment
Week 1 Tue Jan 10th	**Developmental Perspective** Motor Developmental Perspective Principles of Motor Development Models of Motor Development Developmentally appropriate practice	Clark & Metcalfe (2002) Whitall et al. (2020) Whitall et al. (2020) **Theory >>>>Practice** **Practice>>>>Theory**
Week 2 Tue Jan 17th	**Fundamental Motor Skill Stages** Stage Theory FMS Developmental Sequences Locomotor Skills - sequences Object Control Skills – sequences Video of FMS	Roberton (1978) Strohmeyer et al. (1991) Garcia & Garcia (2002) Langendorfer et al. (2002) Goodway, Robinson & Crowe (2010) **Research Summary 1 due**
Week 3 Tue Jan 24th	**Assessment of Motor Competence** Test of Gross Motor Development Movement ABC KTK **Come dressed for movement**	Tamplain et al. (2020) Bardid et al. (2019) Hulteen et al. (2020) Webster & Ulrich (2019) Laukkanen et al. (2020) **Research Summary 2 due**
Week 4 Tue Jan 31st	**Dynamic Systems Theory** Connecting dynamic systems theory to constraints	Thelen (1995) Thelen, Fisher, Ridley-Johnson (1984) Langendorfer & Roberton (2002) Thelen (2000) **Research Summary 3 due**
Week 5 Tue Feb 7th	**Constraints in Instruction – Throwing as an Exemplar** Constraints in Action and Dynamic Systems Theory Component approach – Throwing Throwing & Velocity Throwing interventions	Newell (1984) Southard (2002) Langendorfer & Roberton (2002) Breslin et al. (2009) **Research Summary 4 due** **Synthesis 1 due** **Final Project Approved**
Week 6 Tue Feb 14th	**Motor Skills for Children with Disabilities**	**Research Summary 5 due** **Midterm Child Assessment Report due**
Week 7 Tue Feb 21st	**Motor Interventions Part 1** Instructional Interventions in FMS & Intervention Efficacy	Robinson & Goodway (2009) Zittel & McCubbin(1996) Goodway et al. (2002) Hamilton et al. (1999) Parish et al. (2007) Goodway & Branta (2003) **Research Summary 6 due**

		Final paper article summaries due
Week 8 Tue Feb 28th	**Motor Interventions Part 2** Instructional Interventions in FMS & Intervention Efficacy	**Research Summary 7 due**
Week 9 Tue March 7th	**Motor Competence, Physical Activity & Physical Fitness & Weight** Relationship between motor competence, perceived motor competence, physical activity, physical fitness & weight status	Stodden et al. (2008) Barnett et al. (2011) Barnett et al. (2008) Haga (2009) Hands et al. (2009) Cliff et al. (2011)
Week 10 Tue March 14th	**SPRING BREAK**	**Research Summary 8 due**
Week 11 Tue March 21st	**Physical Literacy** Definitions of physical literacy, evaluation of physical literacy, and effectiveness of physical literacy programs	**Research Summary 9 due** **Final Paper Outline Due**
Week 12 Tue March 28th	**Motor learning – Processing Information & Sensory Contributions**	Chapter 2 Chapter 3
Week 13 Tue April 4th	**Motor learning – Movement Production & Motor Programs**	Chapter 4
Week 14 Tue April 11th	**Motor learning - Feedback**	Chapter 10 Plus articles will be added **Final Project Due**
Week 15 Tue April 18th	LAST DAY OF CLASSES **Final Poster presentations**	**Poster Presentation due in class**
Finals Week	Overall reflection and application	

College of Education & Human Ecology
Department Human Sciences
Kinesiology

KNPE 7860 – The Art of College Teaching within the Human Sciences

Autumn 2023, 3 Credit Hours, G

Course Times and Location: In Person M 4:10 to 6:55 PM

Course Overview

Description / Rationale

The purpose of this course is to enhance your preparation to teach undergraduate courses in the human sciences at the college level. Throughout the course you will learn theory-driven, evidence-based pedagogy, develop teaching skills, apply pedagogical strategies, and discover your philosophy of teaching. Topics covered include, but are not limited to, social issues, student learning, backwards course design, mechanics of teaching, pedagogical strategies, assessment techniques, reflection, and professional development. To prepare to teach within the human sciences, you will reflect upon and challenge your assumptions about human behavior and development. The skills, knowledge, and perspectives gained through this course can be employed in traditional, lab-based, and innovative classrooms. You are encouraged to participate in co-creating the learning environment.

The rationale for this course is to increase the quality of instruction in the Human Sciences department at The Ohio State University (OSU) by improving the teaching skills of the graduate students in the program. In addition, this course will provide you the opportunity to develop the knowledge and skills necessary to teach college level classes beyond OSU.

Relation to Other Courses

Prerequisites: Graduate standing

Learning Objectives

At the conclusion of this course, students will be able to:

1. Describe student learning and motivation from different theoretical perspectives.
2. Analyze socio-cultural, socio-emotional, and social justice issues in higher education and human sciences that impact student learning, teaching, and the classroom environment.
3. Identify and locate available resources that can support college teachers and/or students.
4. Describe and implement evidence-based pedagogical strategies, such as course design, lesson planning, active learning, use of technology, classroom management, and assessment.
5. Reflect upon and critique one's teaching practice and develop strategies to improve teaching in human sciences curricula.
6. Discover and articulate personal assumptions, values, and beliefs related to oneself as a teacher.

Course Materials

Required Textbooks

1. Nilson, L. B. (2016). Teaching at its best: A research-based resource for college instructors. Jossey-Boss. ISBN: 978-1-119-09632-0
2. Richmond, A. S., Boysen, G. A., & Gurung, R. A. R. (2016). An evidenced-based guide to college and university teaching: Developing the model teacher. Routledge.
3. Access online book via OSU Library through EBSCOhost e-Book Collection

Course Requirements/Evaluation

Grades

Assignment / Category	Master's Student	Doctoral Student
Teaching Philosophy	100 points	100 points
Reflection of Self as Teacher	50 points	50 points
Student Interview	50 points	50 points
Learning Activity	50 points	50 points
Additional Assignment #1	50 points	50 points
Additional Assignment #2	-	50 points
TOTAL	**300 points**	**350 points**

Assignment Descriptions

For this class you will have some choice in the assignments you complete for your grade. There are some assignments that you must complete and then you can choose additional assignments to make up the rest of your grade. The assignments you choose must total 350 points for Doctoral students and 300 points for Master's students. You must notify me no later than the third week of the semester which assignments you choose to fulfill the requirements of the course.

REQUIRED Assignments

Teaching Philosophy (100 points)
To reflect upon and articulate your personal assumptions, values, and beliefs related to teaching and learning, you will develop a teaching philosophy statement. At its core, a teaching philosophy statement (sometimes simply called a teaching statement) is a brief, personal statement that offers insight into an instructor's beliefs about teaching and actions in the classroom. In essence, it is the "why, what, and how" of one's teaching. The teaching statement is intended to help others visualize who you are as a teacher; it stands to reason that this is the main purpose for its inclusion in job applications and tenure dossiers as well as applications for teaching awards or fellowships. Taking time to reflect on your teaching can help you clarify your own beliefs or reveal inconsistencies, thereby facilitating change and improvements that foster personal and professional growth. Within your teaching philosophy statement, you will address your conceptualization of learning and teaching, your goals for student learning, your teaching methods to facilitate student learning, your assessment of student learning, and the learning environment created. In addition to writing a teaching philosophy statement (draft + final), you will use the Rise Model for Peer Feedback to evaluate a peer's teaching philosophy statement and provide meaningful feedback across the 4-tiers (reflect, inquire, suggest, elevate). Please review the available rubric on Carmen for further details.

Reflection on Self as Teacher (50 points)
William Butler Yeats said, "Education is not the filling of the pail, but the lighting of the fire." In this assignment you are asked to reflect on yourself as one who lights fires.

Please answer the following questions (4 to 5 pages, double spaced, 12 pt. font):

1. Introduce yourself
2. Your reasons for wanting to teach
3. Describe one person who has shaped your desire to teach (please interview this person asking him/her/them how they came to teach and where their passion comes from)
4. Personal characteristics that will make you an effective teacher
5. How you will maintain your passion for teaching
6. Your Educational Philosophy
7. Final comments

Student Interview (50 points)
To describe how college students learn from different theoretical perspectives, you will arrange and facilitate an interview with an undergraduate student (approximately 30 minutes). They can be your current student, former student, or the student of a colleague. You should develop open-ended questions to guide the interview and solicit information about how the student learns. Your questions may consider how the student prefers to learn and be assessed, their likes and dislikes in the classroom, their learning motivations, their expectations of teachers, etc. During the interview, you should take notes and ask thoughtful follow-up questions to encourage rich responses. Please provide the interview guide and a statement with the date of the interview, the name of the undergraduate student, and the signature of the person you interviewed (Note. If the interview is virtual, email confirmation will suffice). In addition, you will provide a 2-page written or 5-minute audio / video reflection on what you learned, how the student's responses relate to course concepts, and how you will apply what you learned to your own teaching. Please review the available rubric on Carmen for further details.

Learning Activity (50 points)
Create a learning activity and integrate some of what you have learned about yourself, about learning styles, about teaching mechanics, etc. Please answer the following questions (2 to 3 pages, double spaced, 12 pt. font):

1. Identify the target course and/or student population
2. Outline 1-2 learning objectives for the activity
3. Provide a detailed description of the learning activity
4. Identify how will you incorporate different learning styles into the activity
5. Describe how will you measure effectiveness of the activity
6. Explain how you will seek student feedback
7. Discuss how you might modify the activity based on the feedback you receive

ADDITIONAL Assignments
Please choose additional assignments from this list to reach the point requirement. It is my expectation that rather than choosing the road of least resistance with these assignments, you will choose assignments that will help you to further improve your instructional effectiveness.

Observation of Teaching & Reflection (50 points)
To describe how educators teach from different theoretical perspectives and critique teaching practice, you will arrange to observe a course offered by a GTA or faculty member within Human Sciences (Note. This must be a course that you are not currently enrolled in). While observing, rather than focus solely on the content, pay particular attention to the teaching style, the interaction of the instructor and students, and the learning environment. After the observation, meet with the instructor that you observed to further understand why the instructor made the instructional choices they did. Please provide a statement with the name of the course, the date, the name of the instructor, and the signature of the person you observed (Note. If the observation is virtual, email confirmation will suffice). In addition, you will provide a 2-page written or 5-minute audio / video reflection on what you observed, what you learned, and how you will apply what you learned to your own teaching.

Event Attendance & Reflection (50 points)
To describe how college students learn and educators teach from different theoretical perspectives, you will attend one in-person or virtual event on teaching and learning offered by the Michael V. Drake Institute for Teaching and Learning (or other departments such as the Office of Information Technology). A schedule of events offered by the Drake Institute can be obtained at https://drakeinstitute.osu.edu/events. Registration for this event is required and spaces often fill up early so make sure you plan in advance. Please provide confirmation of event registration. Once you have attended the event, you will provide a two-page written or 5-minute audio / video reflection. Your reflection should address your reason for attending the event, what you learned from the event, and how you will apply the concepts learned to your teaching.

Peer Observation & Reflection (50 points)
To critique your teaching practice and develop strategies to improve teaching, you will arrange for a graduate teaching assistant (GTA) who is experienced in the content area you are teaching to observe your course (in-person or virtual) and provide feedback on your teaching. Prior to the observation, you must provide the peer with a summary of the lesson plan they will observe. After the observation, you are expected to meet with the peer to receive feedback – take notes! Please provide a statement with the name of the course, the date, the name of the peer observer, and the signature of the person who observed you (Note. If the observation is virtual, email confirmation will suffice). In addition, you will provide a two-page written or 5-minute audio / video reflection on your teaching episode. Your reflection should address the teaching behaviors that were effective, the teaching behaviors you need to modify, the strategies you might use to improve your instructional effectiveness, and a critique of peer observation as a way to assess your teaching.

Record Teaching & Reflection (50 points)
To critique your teaching practice and develop strategies to improve teaching, you will record one of the classes that you teach (videotape in-person class or record Zoom class). If you do not teach a course, you may record yourself giving a guest presentation or lecture in a course for another instructor (for other alternative options, please speak with me). When watching the recording of your teaching, try to recognize both strengths and opportunities for improvement. You will submit the recording and provide a two-page written or 5-minute audio / video reflection. Your reflection should address the teaching behaviors that were effective, the teaching behaviors you need to modify, the strategies you might use to improve your instructional effectiveness, and a critique of self-reflection as a way to assess your teaching.

Lab-Based Instruction & Reflection (50 points)
To engage in the planning and delivery of a lab-based session, you will plan and deliver a practical lab-session. If you are not currently a GTA in a lab section of a course, please work with an instructor teaching such a course to deliver a guest session. The topic must align with the course in which you are delivering the session. In your reflection, please address your planning process, effective instructional behaviors, instructional behaviors you would modify and strategies you might use to improve your instructional effectiveness.

Course Schedule

Week	Topics	Readings/Activities	Assignments/Assessments
1	Model Teacher Framework	Richmond et al. (2016) CH. 1,2	
2	Who am I as a teacher?	Supplemental Readings (see Carmen)	Reflection on Self as Teacher
3	Who are your students?	Nilson (2016) CH. 1	
4	Learning and Motivation theories	Richmond et al. (2016) CH. 5 Nilson (2016) CH. 8	Student Interview
5	Backwards course design	Nilson (2016) CH. 2	
6	Mechanics of Teaching	Richmond et al. (2016) CH.4	Teaching Philosophy (draft)
7	Mechanics of Teaching	Nilson (2016) CH. 12	Peer Review of Teaching Philosophy
8	Mechanics of Teaching	Nilson (2016) CH. 13	
9	Active Learning	Nilson (2016) CH. 14	Optional Assignment #1
10	Assessing Student Learning	Richmond et al. (2016) CH. 6	
11	Online Teaching	Supplemental Readings (see Carmen)	Learning Activity
12	Professional Development of teaching	Richmond et al. (2016) CH. 3	
13	Professional Development of Teaching	Nilson (2016) CH. 28	Optional Assignment #2
14	Reaction of self as teacher	Supplemental Readings (see Carmen)	
15	Wrap-up		Teaching Philosophy (final)

College of Education & Human Ecology
Department Human Sciences
Kinesiology

KNPE 8189 – Planned Field Experience: Physical Education, Sport & Physical Activity (Independent Study)

Autumn 2023, 1-6 Credit Hours, G

Course Times and Location: In Person, TBA

Course Overview

Description / Rationale

Practicum study hours in physical education or adapted physical education.

Relation to Other Courses

Prerequisites: Admission to Graduate major in Kinesiology, or permission of instructor
Prerequisite Knowledge:

Content Topic List

- Field Experience in physical education or adapted physical education

Course Expectations, Course Materials, Course Requirements/Evaluation, Course Schedule:

Determined by faculty on a student-to-student basis.

College of Education & Human Ecology
Department Human Sciences
Kinesiology

KNPE 8193 – Advanced Individual Studies: Physical Education & Physical Activity

Semester Year, 1 Credit Hour, G

Course Times and Location: In Person (TBA)

Course Overview

Description / Rationale

An important focus of the State of Ohio K-12 Physical Education standards one and two is an emphasis on game performance, technical proficiency and movement knowledge. This short course is designed to assist teachers in developing and refining these outcomes by introducing them an instructional model called Play Practice. In this course teachers will plan and sequence instructional tasks designed.

Relation to Other Courses

Prerequisites: Graduate Standing

Learning Objectives

In this class we will work in professional learning communities and use the process of instructional rounds to meet the following broad objectives.

1. Review Play Practice principles
2. Observe and participate in Play Practice instructional tasks.
3. Collaboratively plan instruction in physical education to address State of Ohio Physical education standards.
4. Develop block plans for their specific settings to teach team handball and soccer.
5. Share, reflect and evaluate instructional practices

Course Requirements/Evaluation

Grades

Satisfactory / Unsatisfactory

Assignment / Category	Points
Tentative Assignments pending student	Variable

Assessment:

Successful completion of all in-class activities.

Content Topics

- Intro to Play Practice
- Content Maps
- Instructional Tasks
- Lesson Plan Models
- Block Plans
- Review Play Practice Principles
- Observe and Participate

College of Education & Human Ecology
Department Human Sciences
Kinesiology

KNPE 8777 - Doctoral Seminar for Conceptualizing, Constructing, and Finalizing Your Dissertation

Autumn 2021, 3 Credit Hours, G

Course Times and Location: In Person TH 4:10 PM to 6:50 PM

Course Overview

Description / Rationale

This yearlong seminar is intended for doctoral students (particularly those who are post-candidacy). The purpose is to take students from a point at which they have general ideas about their dissertation topic through the development of a solid structure, research strategy, and drafting of framing chapters.

In the fall semester students were asked to prepare research proposals outlining key features of their dissertation which were discussed in class. Students were then expected to revise their research proposals over the seminar of the fall term, submitting revised papers by the end of term. The chief task for the Autumn term is to construct new or revise existing dissertation chapters, giving a full description of the research study/project. These chapters will be the subject of class discussion over the duration of the Autumn term.

The success of this seminar will depend to a large extent on the extent to which we can build a community of researchers that are able and willing to support each other in the development of research plans over the coming year. To do so, we will require that students think hard throughout the seminar of term not only about their own projects, but also about those of their colleagues.

A strength and challenge of this seminar will be that research projects from across various fields of study (e.g., arts, education, political science, public health, social work, and so on) will be represented in the seminar; in some cases, then active engagement will then involve thinking about issues far from your own areas of expertise. For this reason, we recommend that when presenting work in the fall term students provide alongside their own write ups a key article on the topic from their discipline that will help other students get up to speed on the section of the literature.

Relation to Other Courses

This seminar relates to all research-based courses/curricula across all academic units in the college and campus. The seminar will provide you with knowledge and strategies to help you in conceptualizing your research project, constructing your research proposal and chapters, and finalizing your dissertation.

Prerequisites:

Prerequisite Knowledge: Students must be enrolled in a doctoral program at the university.

Learning Objectives

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

1. Discuss and propose research ideas and conceptions.
2. Demonstrate an understanding of practical strategies for productive academic writing.
3. Demonstrate adherence to the guidelines of the Publication Manual of the American Psychological Association (APA, 2010, 2020) or other relevant citation format (e.g., AMA).
4. Demonstrate an understanding of the purposes and utility of theoretical frameworks.
5. Demonstrate adherence to the rules, policies, and guidelines of OSU Graduate School Handbook in constructing a research proposal and dissertation chapters.
6. Demonstrate adherence to the rules, policies, and guidelines of OSU Office of Research Compliance (e.g., preparing and submitting an IRB application).
7. Construct and finalize a dissertation.

Course Materials

Required Textbooks

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000. [ISBN: 9781433832161]

Silvia, P. J. (2019). How to write a lot (2nd ed.). American Psychological Association. [ISBN:9781433829734]

Seminar syllabus, assignment guidelines and rubrics, Assigned Readings (e.g., OSU Handbook), PowerPoint presentations, and Supplemental Materials posted on Carmen.

Course Requirements/Evaluation

Grades

Assignment | Dates | Point Value	Date	Points
• Attendance and Participation in Sessions	Weekly	45
• Assignment 1. Research Ideas and Conceptions	September 2	10
• Assignment 2. Theoretical Framework	September 16	10
• Assignment 3. Annotated Reference List Construction	September 30	10
• Assignment 4. Chapter 1 (Research proposal or Dissertation)	October 7	10
• Assignment 5. Chapter 2 (Research proposal or Dissertation)	October 28	10
• Assignment 6. Chapter 3 (Research proposal or Dissertation)	November 4	10
• Assignment 7. Chapter 4 (Dissertation) or Chapter 1 revised proposal	November 18	10
• Assignment 8. Chapter 5 (Dissertation) or Chapter 3 revised proposal	November 18	10
• Assignment 9. IRB Application	December 2	10
• Final (Oral) Exam. Present Research Proposal or Dissertation	December 2	15
• Assignment 10. Finalize Research Proposal or Dissertation	December 7	100
Total Points		**250**

Assignment Descriptions

- Session attendance and participation (45 points): During each session, you should be prepared to demonstrate your understanding of the weekly readings and assignments.
- Assignment 1. Research Ideas and Conceptions (10 points). Briefly, describe (one-page): (a) what the general question is, (b) why the question is important, (c) what literature(s) it most closely connects with, and (d) what methodological approach you expect to use to tackle the question.
- Assignment 2. Identify, Describe, and Unpack: Theoretical Framework (10 points).
- Assignment 3. Annotated Bibliography (10 points). Search, locate, review, and provide a minimum of seven (7) readings (data-based journal articles) that provide relevant information specific to the topic you have chosen for your Literature Review (Chapter 2). Use the guidelines of the Publication Manual of the American Psychological Association (APA, 2020) in constructing your annotated bibliography.
- Assignments 4 through 8 Chapter Construction (50 points). Construction (or revision) of Chapters 1 through 5, respectively.
- Assignment 9. IRB Application—samples of key elements of IRB applications on Carmen (10 points).
- Assignment 10. Finalize Research Proposal or Dissertation (100 points).

- Final (Oral) Exam. Present Research Proposal or Dissertation (15 points). You will present a synopsis of your dissertation or research proposal (see the addendum on pages 8-9 for guidance in conceptualizing, constructing, and finalizing your proposal/dissertation). A rubric for the presentation will be posted on Carmen.

Course Schedule

Week	Topic/Focus	Assigned Readings and Assignments
Week 1 August 26	Introduction	Seminar Syllabus | General introductions, seminar description, and menu of written and oral assignments.
Week 2 September 2	Research Ideas, Theoretical Frameworks; and Scholarly Writing	**Assignment 1. Research Ideas and Conceptions** **Discussion: Identify, Describe, Unpack: Theoretical Framework** Theoretical Frameworks (Vinz, 2015) Chapter 1. Scholarly writing and publishing… (APA, 2020, pp. 3-26).
Week 3 September 9	OSU Graduate School Handbook and Document Formatting	[1]OSU Graduate School. (2020). *Handbook* (**Section 7**). Chapter 2. Paper elements and format (APA, 2020, pp. 29-67).
Week 4 September 16		**Assignment 2. Identify, Describe, Unpack: Theoretical Framework**
Week 5 September 23	Guidelines and Mechanics	Chapter 5. Bias-free language guidelines (APA, 2020, pp. 131-149). Chapter 6. Mechanics of style (APA, 2020, pp. 153-191). Chapter 7. Tables and figures (APA, 2020, pp. 195-250).
Week 6 September 30	Guidelines for Citation and Reference List Construction	**Assignment 3. Annotated Reference List Construction** Chapter 8. Works credited in the text (APA, 2020, pp. 253-278). Chapter 9. Reference list (APA, 2020, pp. 281-309).
Week 7 October 7	Constructing Chapter 1 (Research proposal or Dissertation)	**Assignment 4. Chapter 1** (Research proposal or Dissertation)
Week 8 October 14	**Autumn Break**	
Week 9 October 21	Practical Strategies for Academic Writing	*How to write a lot* (Silvia, 2019)
Week 10 October 28	Constructing Chapter 2 (Research proposal or Dissertation)	**Assignment 5. Chapter 2** (Research proposal or Dissertation)
Week 11 Nov. 4	Constructing Chapters 3, 4, and 5 (Proposal or Dissertation)	**Assignment 6. Chapter 3** (Research proposal or Dissertation)
Week 12 Nov. 11	**Veteran's Day**	
Week 13 Nov. 18	Constructing Chapters 4 and 5 (Dissertation)	**Assignment 7. CH. 4** (Dissertation) or **CH. 1** (revised proposal) **Assignment 8. CH. 5** (Dissertation) or **CH. 3** (revised proposal)
Week 14 Nov. 25	Thanksgiving Day	
Week 15 December 2	OSU Office of Research Compliance	**Assignment 9. IRB Application** **Final (Oral) Exam. Present Research Proposal or Dissertation**
December 7	Final Proposal or Dissertation	**Assignment 10. Finalize Research Proposal or Dissertation**

College of Education & Human Ecology
Department Human Sciences
Kinesiology

KNPE 8872 – Advanced Study in Adapted Physical Education (Independent Study)

Autumn 2023, 3 Credit Hours, G

Course Times and Location: In Person, TBA

Course Overview

Description / Rationale

Provides students the opportunity to study advanced topics essential to Adapted Physical Education.

Relation to Other Courses

Prerequisites: Admission to Graduate major in Kinesiology, or permission of instructor
Prerequisite Knowledge:

Content Topic List

- Theoretical Constructs (e.g., adaptation theory) and Philosophical Foundations
- Historical Context in Adapted Physical Education
- Scholarship Areas (e.g., physiological, psychological, sociological, educational)
- Reviewing and Critiquing Research
- International Perspectives
- Educational Certifications and Standards
- Advocacy and ethics
- External Funding of Research and Programs

Course Expectations, Course Materials, Course Requirements/Evaluation, Course Schedule:

Determined by faculty on a student-to-student basis.

College of Education & Human Ecology
Department Human Sciences
Kinesiology

KNPE 8998 – Research: Physical Education, Sport & Physical Activity (Independent Study)

Autumn 2023, 1-12 Credit Hours, G

Course Times and Location: In Person, TBA

Course Overview

Description / Rationale

Examines the process product, mediating product, and ecological paradigms in educational research from their beginnings in the 1970's to the present day.

Relation to Other Courses

Prerequisites: Admission to Graduate major in Physical Education, or permission of instructor
Prerequisite Knowledge:

Content Topic List

- Process-product paradigm
- Mediating-product paradigm
- Ecological paradigm

Course Expectations, Course Materials, Course Requirements/Evaluation, Course Schedule:

Determined by faculty on a student-to-student basis.

College of Education & Human Ecology
Department Human Sciences
Kinesiology: Sport Management

KNSISM 6807 – Sport Law

Spring 2022, 3 Credit Hours, UG

Course Times and Location: In Person TTH 11:10 PM to 12:30 PM

Course Overview

Description / Rationale

This course demonstrates the necessity of a working knowledge of sport law as a tool for strategic management, risk management, and gaining competitive advantage. Topics covered include, but are not limited to, tort law, constitutional law, and the business of sport.

This course aims to assist sport professionals to understand the issues of law, legal precedent, as well as proper practices that surround their current or prospective employment in the sport industry. Graduate students will be provided the opportunity to engage with and apply legal information through exercises, assignments, and examinations.

Learning Objectives

At the conclusion of this course:

1. Graduate students will have a grasp of legal issues (e.g., safety) related to sport.
    a. Graduate students will be able to identify key legal issues related to sport.
    b. Graduate students will be able to evaluate the sport environment and identify relevant legal issues.
    c. Graduate students will be able to discuss emerging legal issues in sport.
2. Graduate students will have developed a working knowledge of American law (e.g., negligence), related to sport.
    a. Graduate students will be able to differentiate and discuss legal principles and statutes.
    b. Graduate students will be able to dissect case law and express the legal principles.
3. Graduate students will be able to connect legal issues (e.g., safety) and corresponding law (e.g., negligence) for application within the sport field.
    a. Graduate students will be able to analyze and apply the law to sport situations.
    b. Graduate students will be able to evaluate the sport environment and identify relevant legal principles and statutes.
4. Graduate students will be able to conduct legal research.
    a. Graduate students will be able to locate constitutional, statutory, and common law.
    b. Graduate students will be able to synthesize, interpret, and articulate the law to non-expert audiences.
5. Graduate students will gain an appreciation for “preventive” law.
    a. Graduate students will be able to anticipate legal issues and respond effectively based upon their understanding of the law and ability to digest case law.
    b. Graduate students will be able to develop and adopt proactive and reactive management strategies (policies, principles, ethical codes of conduct) that limit liability based upon their understanding of the law and ability to digest case law.
6. Graduate students will gain an appreciation for legal resources.
    a. Graduate students will be able to cite (locate, retrieve, reference) legal cases.
    b. Graduate students will be able to recognize valuable sources of legal information (e.g., databases) and legal support (e.g., lawyers).
7. Graduate students will value collaborative problem solving.
8. Graduate students will be able to give / receive input from their colleagues when evaluating the sport environment and contribute to the problem-solving process to collectively identify relevant legal issues and corresponding legal principles.

9. Graduate students will be able to negotiate with their colleagues to determine appropriate proactive and reactive management strategies to limit liability.

Course Materials

Required Textbooks

Through the Affordable Learning Exchange program at OSU, the KNSISM 6807 course textbooks were replaced with a variety of curated and developed open source materials (e.g., legal cases, articles, book chapters, videos, podcasts, infographics) to stay up to date on the latest advances in American law, address emerging legal issues in sport, enhance the adaptability and accessibility of the course, and eliminate educational costs.

Course materials corresponding with the weekly topic will be posted on Carmen and should be reviewed prior to class.

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Current Event (4 x 10)	40
Case Study Analysis (8 x 10)	80
Mock Trial	100
Sport Law Project	100
Exam I	75
Exam II	75
TOTAL	**470**

Assignment Descriptions

1. Current Event (4 current event posts x 10 points = 40 points): Throughout the semester, you will be responsible for posting links to 4 online articles (current events) relevant to the weekly sport law topic for the purpose of facilitating critical thinking and discussion on legal concepts applied to the sport industry. You are limited to 1 post per week (i.e., you cannot post all 4 online articles the same week) and should ONLY post during weeks associated with a lesson. You MUST post your online articles on Twitter using the hashtag #KNSISM6807 prior to class. We will begin class discussing some of the online articles students posted to examine how the weekly sport law topic applies to the sport industry - you should be prepared to share highlights from the articles you posted. You are expected to take a screenshot or picture of each of your Twitter posts, insert the images into a Word document, and upload the Word document to Carmen to receive credit for this assignment.
2. Case Study Analysis (8 case study analyses x 10 points = 80 points): Throughout the semester, you will be asked to complete 8 case study analyses during class sessions (group collaboration required). The instructor will provide prompts / questions pertaining to the case study designed to assess your ability to dissect case law and apply legal principles to sport. Case study analyses will be evaluated based on the accuracy and adequacy of your responses to the case study prompts / questions. Case study analyses may not be made up (unless you have an excused absence), as a primary purpose of the assignment is to actively engage students in the class learning environment.
3. Mock Trial (100 points): Throughout the semester, you will prepare for and participate in a mock trial to critically analyze and apply the law to a sport situation through collaborative, interactive role-play (group collaboration required). To effectively engage in the mock trial, you are expected to complete the mock trial training, collaborate with team members to develop a cohesive case, prepare for plaintiff/defendant lawyer/witness role (determined by your team), and actively engage in the mock trial. If you anticipate missing the mock trial due to an excused absence, you are expected to assist your assigned team with mock trial preparation and complete a mock trial memorandum in replace of fulfilling a plaintiff/defendant lawyer/witness role during the mock trial. The live mock trial may not be made up (unless you have an excused absence), as a primary purpose of the

assignment is to actively engage students in the class learning environment. Please review the available rubric on Carmen for further details.

4. Sport Law Project (100 points): Graduate students must work in groups (min. of 3 people) and should choose ONE sport law project from this list of options to advance their career interests. PhD students seeking to publish their work may ask for permission to work independently. If there is an alternative project (relevant to sport law) you wish to complete, please discuss your idea with me.
    a. Legal Audit: To analyze legal issues in the sport industry, you will conduct a legal audit on an organization of your choice, focusing on one significant legal issue based on an existing situation or potential threat to the organization. The 10-page legal audit should identify the organization under investigation, describe the existing situation or potential threat that gives rise to the legal issue, define and analyze the legal issue identified, and propose a recommendation to the organization with strategies for how to manage the legal issue. Please review the available rubric on Carmen for further details.
    b. Legal Issue Video Training: To proactively prevent legal issues from arising in the sport industry, you will develop a Legal Issue Video Training (e.g., sexual harassment; discrimination; trademark liability; etc.) that can immediately be implemented within your current / future workplace. The 15-30 minute video training should introduce a specific legal issue, explain relevant legal principles for non-experts, discuss what conduct / action is acceptable versus unacceptable (with examples), and propose strategies to prevent the legal issue and respond to the legal issue if it occurs. Please review the available rubric on Carmen for further details.
    c. Law Review: To deepen your understanding of a specific legal case impacting the sport industry, you will develop a law review. You will be responsible for selecting an appropriate legal case, to be approved by the instructor. The 10-page law review should introduce the case topic; deconstruct and interpret the facts of the case, court analysis, and court decision; and discuss implications for sport practitioners. Please review the available rubric on Carmen for further details. If you are interested in preparing your law review as a manuscript for submission to a peer-reviewed academic journal, please contact me for support.
    d. Legal Research Paper: To deepen your understanding of sport law and develop a solution to an important legal problem in the sport industry, you will work to develop a legal research paper. The 10-page paper should introduce a specific legal problem relevant to the sport industry, synthesize research addressing the legal problem, and propose implications for sport practitioners. The purpose of the legal research paper may be:
        i. To synthesize a body of law not yet drawn together;
        ii. To foreshadow or predict developments in the law;
        iii. To suggest changes in the law;
        iv. To criticize or support a recent legal argument made by another scholar; or
        v. To make recommendations for action on a legal issue

        Please review the available rubric on Carmen for further details. If you are interested in preparing your legal research paper as a manuscript for submission to a peer-reviewed academic journal, please contact me for support.
5. Exam I (75 points): Exam I will be based on the lectures and course materials covered during the first half of the semester. The exam will be composed of true/false, multiple choice, matching, short-answer, and essay questions. Graduate students are permitted to access course materials for the exam and must complete the exam individually through Carmen.
6. Exam II (75 points): Exam II will be based on the lectures and course materials covered during the second half of the semester. The final will be composed of true/false, multiple choice, matching, short-answer, and essay questions. Graduate students are permitted to access course materials for the exam and must complete the exam individually through Carmen.

Course Schedule

TENTATIVE Topical Outline

Week	Topic	Module Activities
Week 1 1/10-1/16	**Course Introduction; Introduction to American Law**	**Course Materials**– review BEFORE CLASS • KNSISM 6807 Syllabus • Introduction to American Law course materials **Class** (In-Person @ Cunz Hall 160) • *Tuesday*: Course Introduction • *Thursday*: Introduction to American Law **Assignment(s)** • None
Week 2 1/17-1/23	**Introduction to American Law; Mock Trial Training**	**Course Materials** – review BEFORE CLASS • Mock Trial course materials **Class** (In-Person @ Cunz Hall 160) • *Tuesday*: Introduction to American Law • *Thursday*: Mock Trial Training **Assignment(s)** • OPTIONAL Current Event post (due before class) • Mock Trial – Training (in-class)
Week 3 1/24-1/30	**Tort Law: Negligence**	**Course Materials**– review BEFORE CLASS • Tort Law: Negligence course materials **Class** (In-Person @ Cunz Hall 160) • *Tuesday*: Tort Law: Negligence • *Thursday*: Tort Law: Negligence **Assignment(s)** • OPTIONAL Current Event post (due before class) • Case Study Analysis #1 (in-class)
Week 4 1/31-2/6	**Intentional Torts & Criminal Law**	**Course Materials**– review BEFORE CLASS • Intentional Torts & Criminal Law course materials **Class** (In-Person @ Cunz Hall 160) • *Tuesday*: Intentional Torts & Criminal Law • *Thursday*: Intentional Torts & Criminal Law **Assignment(s)** • OPTIONAL Current Event post (due before class) • Case Study Analysis #2 (in-class) • Mock Trial - Team Argument (due 2/6)
Week 5 **2/7-2/13**	**Constitutional Law**	**Course Materials– review BEFORE CLASS** • **Constitutional Law course materials** **Class (In-Person @ Cunz Hall 160)** • **Tuesday: Constitutional Law** • **Thursday: Constitutional Law** **Assignment(s)** • **OPTIONAL Current Event post (due before class)** • **Case Study Analysis #3 (in-class)** • **Mock Trial – Role Preparation (due 2/13)**
Week 6 **2/14-2/20**	**Discrimination Law: Sport Participation**	**Course Materials– review BEFORE CLASS** • **Discrimination Law: Sport Participation course materials** **Class (In-Person @ Cunz Hall 160)** • **Tuesday: Guest Speaker: Janine Oman (OSU Senior Deputy Athletic Director & SWA)** • **Thursday: Discrimination Law: Sport Participation** **Assignment(s)** • **OPTIONAL Current Event post (due before class)** • **Case Study Analysis #4 (in-class)** • **Mock Trial – Peer Review (due 2/20)**

Week 7 2/21-2/27	**Exam I; Mock Trial Work-Time**	**Course Materials** • **None** **OPTIONAL Class (In-Person @ Cunz Hall 160)** • **Tuesday: OPTIONAL – Exam Review** • **Thursday: OPTIONAL – Mock Trial Work Time & Instructor Consultation** **Assignment(s)** • **Exam I (due 2/27)**
Week 8 2/28-3/6	**Discrimination Law: Employment**	**Course Materials– review BEFORE CLASS** • **Discrimination Law: Employment course materials** **Class (In-Person @ Cunz Hall 160)** • **Tuesday: Discrimination Law: Employment** • **Thursday: Discrimination Law: Employment** **Assignment(s)** • **OPTIONAL Current Event post (due before class)** • **Case Study Analysis #5 (in-class)** • **Sport Law Project Idea (due 3/6)**
Week 9 3/7-3/13	**Mock Trial; Sport Law Project Work-Time**	**Course Materials** • **None** **Class (In-Person @ Moritz College of Law rm. 249)** • **Monday @ 4-6pm: Group A Mock Trial** • **Monday @ 7-9pm: Group B Mock Trial** **OPTIONAL Class (In-Person @ Cunz Hall 160)** • **Tuesday: OPTIONAL – Sport Law Project Work Time & Instructor Consultation** **NO Class** • **Thursday: NO class** **Assignment(s)** • **Mock Trial (in-class)**
Week 10 3/14-3/20	**Spring Break**	**Online Activities** • **None** **NO Class** • **Tuesday: NO class** • **Thursday: NO class** **Assignment(s)** • **None**
Week 11 3/21-3/27	**Contract Law**	**Course Materials– review BEFORE CLASS** • **Contract Law course materials** **Class (In-Person @ Cunz Hall 160)** • **Tuesday: Contract Law** • **Thursday: Contract Law** **Assignment(s)** • **OPTIONAL Current Event post (due before class)** • **Case Study Analysis #6 (in-class)** • **Sport Law Project Progress Report (due 3/27)**
Week 12 3/28-4/3	**Intellectual Property Law**	**Course Materials– review BEFORE CLASS** • **Intellectual Property Law course materials** **Class (In-Person @ Cunz Hall 160)** • **Tuesday: Intellectual Property Law** • **Thursday: Intellectual Property Law** **Assignment(s)** • **OPTIONAL Current Event post (due before class)** • **Case Study Analysis #7 (in-class)**
Week 13 4/4-4/10	**Anti-Trust & Labor Law**	**Course Materials– review BEFORE CLASS** • **Anti-Trust & Labor Law course materials** **Class (Zoom; In-Person @ Cunz Hall 160)** • **Tuesday (Zoom): Guest Speaker: Michael Hsu (Co-Founder of the College Basketball Players Association)** • **Thursday (In-Person): Anti-Trust & Labor Law**

		Assignment(s) • **OPTIONAL Current Event post (due before class)** • **Case Study Analysis #8 (in-class)** • **Sport Law Project Peer Review (due 4/10)**
Week 14 **4/11-4/17**	**Exam II;** **Sport Law Project Work-Time**	**Course Materials** • **None** **OPTIONAL Class (In-Person @ Cunz Hall 160)** • **Tuesday: OPTIONAL – Exam Review** • **Thursday: OPTIONAL – Sport Law Project Work Time & Instructor Consultation** **Assignment(s)** • **Exam II (due 4/17)**
Week 15 **4/19-4/25**	**Wrap Up**	**Course Materials** • **None** **Class (In-Person @ Cunz Hall 160)** • **Tuesday: Guest Speaker: Julie Vannatta (OSU Senior Associate General Counsel – Athletics)** • **Thursday: Sport Law Project Show & Tell** **Assignment(s)** • **Current Event documentation (due 4/25)** • **Sport Law Project (due 4/25)**

Letter of support: PUBHEPI 6410

Note: removed request for PUBHEPI 6430 as a result of this email exchange

From: Bisesi, Michael
To: Bagent, Aaron
Cc: Droesch, Kynthia; Thobe, Todd; Ferketich, Amy
Subject: RE: Request for Concurrence, PhD in Kinesiology
Date: Wednesday, September 6, 2023 11:26:55 AM
Attachments: image001.png

Regarding below, I just learned that one of the courses, PUBHEPI 6430 Epidemiology I, is no longer offered. However, PUBHEPI 6410 content is sufficient.

THE OHIO STATE UNIVERSITY

Michael S. Bisesi, MS, PhD, REHS, CIH
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Professor & Chair, Environmental Health Sciences
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(Administrative Assistants Samantha Hicks (614) 688-3822 hicks.598@osu.edu or Mindy Freed freed.28@osu.edu)

From: Bisesi, Michael
Sent: Wednesday, September 6, 2023 7:41 AM
To: Bagent, Aaron <bagent.14@osu.edu>
Cc: Droesch, Kynthia <droesch.4@osu.edu>; Thobe, Todd <thobe.34@osu.edu>; Ferketich, Amy <ferketich.1@osu.edu>
Subject: RE: Request for Concurrence, PhD in Kinesiology

Yes, the Department of Human Sciences in the College of Education and Human Ecology may add the listed Public Health courses to their PhD in Kinesiology - Health and Exercise Science Specialization program:

- PUBHEPI 6410 Principles of Epidemiology
- PUBHEPI 6430 Epidemiology I

Thank you for checking.

THE OHIO STATE UNIVERSITY

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Professor & Chair, Environmental Health Sciences
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Senior Strategic Advisor, OSU Global One Health initiative (GOHi)
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From: Bagent, Aaron <bagent.14@osu.edu>
Sent: Wednesday, September 6, 2023 6:58 AM
To: Bisesi, Michael <bisesi.12@osu.edu>
Subject: RE: Request for Concurrence, PhD in Kinesiology

Good morning Dr. Bisesi,

Wanted to follow up with you on this request for concurrence. Could you please let me know by 9/13?

Thanks!

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
bagent.14@osu.edu
Pronouns: he/him/his

From: Bagent, Aaron
Sent: Wednesday, August 30, 2023 2:08 PM
To: Bisesi, Michael <bisesi.12@osu.edu>
Subject: Request for Concurrence, PhD in Kinesiology

Good afternoon Dr. Bisesi,

The Department of Human Sciences in the College of Education and Human Ecology is seeking concurrence to add a couple of Public Health courses to their PhD in Kinesiology, Health and Exercise Science Specialization program. They're seeking concurrence for the following:

- PUBHEPI 6410 Principles of Epidemiology
- PUBHEPI 6430 Epidemiology I

Does adding these courses to their program have your concurrence?

Aaron Bagent
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