



MEMORANDUM

To: Bliss Adkison
Coordinator, Operations & Strategy – Academic Affairs

From: Susan Knight *SK*
Executive Assistant – COEHS

Date: January 28, 2019

Re: COEHS Proposal Submissions to Graduate Council

Please include these proposals on the agenda for the next UNA Graduate Council meeting scheduled for February 13, 2019.

COEHS Graduate Curriculum Change Proposals:

The following COEHS proposals were approved by the College of Education and Human Sciences Curriculum Committee on January 22, 2019.

1. HPER:
 - Request for name change from "Department of Health, Physical Education, and Recreation" to "Department of Kinesiology."
 - Request to use "KIN" as prefix for all new graduate-level courses in proposed new Ph.D. program in Exercise Science and Health Promotion.
 - Request for new courses and syllabi for proposed new Ph.D. program in Exercise Science and Health Promotion; course numbers to be determined.

/srk

COLLEGE of EDUCATION *and* HUMAN SCIENCES

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Graduate Council
New Course and Course/Curriculum Change Proposal Form

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

- | | |
|---|--|
| <input type="checkbox"/> Proposed New Course(s)
(attach one-page syllabus) | <input type="checkbox"/> Cross Listing of Course |
| <input type="checkbox"/> Course Number/Title/Description Change | <input type="checkbox"/> Inactivation of Course |
| <input type="checkbox"/> Change in Course Prerequisites | <input type="checkbox"/> Changes in Admission to Major |
| <input type="checkbox"/> Changes in Credit Hours | <input type="checkbox"/> *New Curriculum |
| <input type="checkbox"/> *Revisions in Curriculum of Existing
Major, Minor and Concentrations | <input type="checkbox"/> Non-Substantive/Editorial Change
(only complete this page for this category) |
| <input type="checkbox"/> Addition of/Increase in Course Fee | <input checked="" type="checkbox"/> Other (Please specify)

_____ |
| <input type="checkbox"/> *Type of Delivery (on campus, internet,
video tape, and/or interactive video) | |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☐ No ☒
If yes, for whom: _____

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

Name change from Department of Health, Physical Education, and Recreation to Department of Kinesiology.

To reflect the department name change in the catalog effective Fall 2019, we request a mass "search & replace" on all text that includes "Health, Physical Education, and Recreation" or "HPER" or "Department of HPER" or "HPER Department" and replace it with the appropriate phrase to include "Kinesiology"

The proposed change(s) will be effective beginning: Fall semester 2019 year
List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

Date Approved by Department Curriculum Committee

Date Approved by College Curriculum Committee

Chair's Signature

Academic Dean's Signature

* May require ACHE review

3-2-15

Proposal

From: Department of HPER

To: Dr. Ross Alexander

Re: Name Change for HPER Dept.

Dr. Alexander:

In the interest of continuing to pursue a more contemporary re-branding, the faculty of HPER recently asked me, on their behalf to submit a proposal for a name change.

We propose: “The Department of Kinesiology”

As indicated previously, we appreciate the leadership from the Dean’s and VP’s office. We look forward to your thoughts on this proposal and thank you in advance for providing direction as we move ahead.

Best Regards,

Matt Green, Professor – Dept. Chair, HPER (on behalf of the HPER Department)

Graduate Council
New Course and Course/Curriculum Change Proposal Form

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| <input type="checkbox"/> *Type of Delivery (on campus, internet, video tape, and/or interactive video) | _____
_____ |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☐ No ☒
 If yes, for whom: _____

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

The rationale for the proposed program stems from identification of a need to more effectively prepare individuals to serve as faculty members in Exercise Science and Health Promotion programs at the university level and in practitioner roles. These programs (undergraduate and graduate) serve the purpose of preparing graduates to enter the professions requiring credentials in these academic areas. Further, these degree options serve as a foundation for multiple graduate level programs requiring an undergraduate degree and specific science-oriented prerequisites (examples include Medical School, Physical Therapy and Occupational Therapy). The job market in this profession is exceptional and consequently growth in Exercise Science and Health Promotion programs has been equally impressive. Addition of the proposed Ph.D. at UNA will create a paradigm in which the profession is more effectively served with regard to preparation of future university faculty members and professional practitioners. With a departmental name change pending (from Health, Physical Education and Recreation to Kinesiology) we propose using "KIN" as the prefix for all new graduate level courses in the proposed Ph.D.

The proposed change(s) will be effective beginning: fall semester 2020 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

none

1-16-19

Date Approved by Department Curriculum Committee

1.22.19

Date Approved by College Curriculum Committee

[Signature]

Chair's Signature

[Signature]

Academic Dean's Signature

* May require ACHE review

3-2-15

**Graduate Council
New Course and Course/Curriculum Change Proposal Form**

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

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Major, Minor and Concentrations | <input type="checkbox"/> Non-Substantive/Editorial Change
(only complete this page for this category) |
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| <input type="checkbox"/> *Type of Delivery (on campus, internet,
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Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☐ No ☒
If yes, for whom: _____

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

Course numbers will be determined at a later date.

See attached listing with course description and attached one page syllabus for the following courses:

KIN xxx - Advanced Exercise Testing and Prescription
KIN xxx - Advanced Exercise Physiology
KIN xxx - Non Dissertation Research
KIN xxx - Advanced Approaches for Quality and Quantity of Everyday Life
KIN xxx - Seminar in Health Promotion
KIN xxx - Supervised Teaching Practicum
KIN xxx - Teaching in Academia
KIN xxx - Social Determinants of Health
KIN xxx - Internship in Health Promotion
KIN xxx - Portfolio Defense
KIN xxx - Dissertation Research

The proposed change(s) will be effective beginning: Fall semester 2020 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

1-16-19
Date Approved by Department Curriculum Committee

1.22.19
Date Approved by College Curriculum Committee

Matt Lee
Chair's Signature

Katie Skinner
Academic Dean's Signature

* May require ACHE review

3-2-15

New Course Listing – Ph.D. in Exercise Science and Health Promotion

Course Number	Course Name	Course Description
KIN xxx	Advanced Exercise Testing and Prescription	This course provides advanced study of the applications of exercise testing and prescription principles to diverse healthy and diseased populations.
KIN xxx	Advanced Exercise Physiology	This course examines the human physiological response exercise. Content provides advanced study of the physiological adjustments to acute and chronic exercise.
KIN xxx	Non-Dissertation Research	This course provides students the opportunity to pursue research and scholarship germane to the field of study. Topics of research/scholarship may be within an area of research similar to that in which the student plans to follow when completing the dissertation, however, outcomes from completion of this course will not serve to fulfill any portion of the dissertation. Topic and research question should be discussed with the professor prior to enrolling in this course.
KIN xxx	Advanced Approaches for Quality and Quantity of Everyday Life	This course will build on the basic constructs within communities to examine the overarching areas of policy, practice, and lifestyle behaviors that can enhance quality and quantity of life. In addition, frameworks to create communities capable of supporting long-term life choices and quality living will be evaluated and pragmatic application of the frameworks will be evaluated.
KIN xxx	Seminar in Health Promotion	Advanced study of current concepts germane to the field of health promotion. Content will focus on a variety of approaches to prevent chronic disease and mortality, with specific emphasis on improving healthy living among specific targets, communities, and cultures.
KIN xxx	Supervised Teaching Practicum	This course directly engages students in assigned teaching responsibilities to advance their classroom and instructional skills
KIN xxx	Teaching in Academia	This course examines the unique paradigm of teaching within a college and university setting. Specific content includes effective classroom teaching skills and strategies for success in higher education.
KIN xxx	Social Determinants of Health	An in-depth examination of social determinants of health and their influence on how we live, learn, work and play. The course will explore programs, practices, policies and opportunities for collaboration that affect the health of individuals, families, and communities. Resources will be identified that enhance quality of life and significantly influence population health outcomes.

New Course Listing – Ph.D. in Exercise Science and Health Promotion

KIN xxx	Internship in Health Promotion	Students will be assigned to an appropriate professional agency or organization for a minimum of 200 hours for the purpose of experiencing practical application of professional theory. Placement will be arranged with the student by the course instructor and approved by the department chair.
KIN xxx	Portfolio Defense	Prior to the dissertation, the doctoral student will create and orally present a portfolio defense. The portfolio is an organized, selective collection of work designed to demonstrate a student's academic and professional development and to provide a basis for evaluating degree progress. It should include samples of the student's work and consideration/reflection about their work including but not limited to the following areas: an academic and professional development plan, professional philosophy and teaching, research and scholarly activities, university and community service, and collaboration, networking and leadership. The Portfolio Defense must be presented and a passing grade received prior to advancing to candidacy status. Candidacy status is required to begin the dissertation (KIN xxx).
KIN xxx	Dissertation Research	This course engages the student directly in a capstone project required for completion of the doctorate. This course is intended to guide and assist doctoral candidates in the generation of relevant research questions, development of methodology to address the research questions and complete the research project. It is expected that, upon completion of the course and defense of the dissertation before the committee, the student prepare and submit manuscripts for presentation at professional meetings and manuscripts for publication in appropriate peer-reviewed outlets.

KIN xxx: Advanced Exercise Testing and Prescription

3 Semester Hours

Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission

Course Description: This course provides advanced study of the applications of exercise testing and prescription principles to diverse healthy and diseased populations.

TEXT: Gibson AL, Wagner DR, Heyward VH, (2019). *Advanced Fitness Assessment and Exercise Prescription*. Champaign, IL: Human Kinetics

COURSE OBJECTIVES: At the completion of this course, the student will be able to demonstrate:

- An understanding of principles of exercise testing with respect to health and disease.
- An understanding of principles of exercise prescription with respect to health and disease.
- An understanding of principles surrounding exercise adherence and dropout.
- An understanding of the assessment of various aspects of human fitness in healthy and diseased populations.
- The ability to conduct a thorough assessment of various components of physical fitness in healthy and diseased individuals.
- The ability to develop appropriate fitness programs for healthy and diseased individuals.
- The ability to follow professional guidelines in conducting fitness assessment and developing fitness programs

Course Content:

Safety and pre-participation screening
Exercise Testing in Healthy and Diseased individuals
 Cardiorespiratory Fitness
 Body composition
 Flexibility
 Muscular Fitness
Exercise Prescription in Healthy and Diseased individuals
 Cardiorespiratory Fitness
 Body Composition
 Flexibly
 Muscular Fitness
Technology in Exercise Testing and Prescription
Exercise Adherence
Special populations (Diabetics, Heart Disease, Cancer, Obesity)

Grading Procedure:

Written Exams (mid-term, final)	40%
Application of pre-assessment guidelines	20%
Case studies (2)	20%
Practical	20%
Total	100%

Final grades in this course will be determined based on performance on written exams as well as demonstrated competency in conducting exercise tests, implementation of professional guidelines, and evaluation of in-depth fitness program development for case studies.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Advanced Exercise Physiology

3 Semester Hours

Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission

Course Description: This course examines the human physiological response exercise. Content provides advanced study of the physiological adjustments to acute and chronic exercise.

TEXT: Power SK and Howley ET. Exercise Physiology: Theory and Application to Fitness and Performance. 2018. New York, NY: McGraw-Hill Education.

COURSE OBJECTIVES: At the completion of this course, the student will be able to demonstrate:

- An understanding of energy production during exercise and physical work
- An understanding of acute responses to exercise and physical work.
- An understanding of chronic responses to exercise and physical work.
- An understanding of cardiovascular and circulatory adjustments to exercise
- An understanding of respiratory adjustments to exercise.
- An understanding of training adaptations following exposure to chronic exercise
- An understanding of factors associated with physiological and psychological fatigue
- An understanding of ergogenic aids
- An understanding of thermoregulatory challenges associated with exercise in extreme environments

Course Content:

Energy and energy systems in exercise and physical work

Cardiovascular responses to exercise

Respiratory responses to exercise

Fatigue during exercise and physical work

Training adaptations in response to chronic exercise

Ergogenic Aids to performance

Thermoregulation and temperature control

Grading Procedure:

Written Exam (mid-term)	45%
Written Exam (final)	45%
Article reviews	10%
Total	100%

Final grades in this course will be determined based on performance on written exams as well as evaluation of written critical analyses of relevant peer-reviewed articles from selected topics germane to exercise physiology.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Non-Dissertation Research

3 Semester Hours

Prerequisite: Admission to Graduate Program in Kinesiology and Instructor Permission

Course Description: This course provides students the opportunity to pursue research and scholarship germane to the field of study. Topics of research/scholarship may be within an area of research similar to that in which the student plans to follow when completing the dissertation, however, outcomes from completion of this course will not serve to fulfill any portion of the dissertation. Topic and research question should be discussed with the professor prior to enrolling in this course.

TEXT: none

COURSE OBJECTIVES: At the completion of this course, the student will be able to:

- Submit a well-developed manuscript for publication to a peer-reviewed journal
- Submit an abstract from the work to present at a relevant professional conference

Course Content:

Course content will vary by student and professor. In general, however, the student will employ and utilize sound concepts in the pursuit of research and scholarship pertinent to the degree they are pursuing and the area(s) of interest agreed upon by the student and faculty. Tangible outcomes should be consistently coupled with the research process and creation and/or extension of the body of knowledge regarding a given topic within exercise science and/or health promotion

Grading Procedure:

Grading procedures will vary by instructor but should be clearly communicated in writing prior to initiation of the course.

Final grades in this course will be determined based on evaluation of the quality of the pre-approved tangible outcomes expected for completion of the course. These outcomes/expectations will be pre-arranged in writing and agreeable to the specific professor overseeing the project and the student completing the course.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Advanced Approaches for Quality and Quantity of Everyday Life

3 Semester Hours

Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission

Course Description: This course will build on the basic constructs within communities to examine the overarching areas of policy, practice, and lifestyle behaviors that can enhance quality and quantity of life. In addition, frameworks to create communities capable of supporting long-term life choices and quality living will be evaluated and pragmatic application of the frameworks will be evaluated.

TEXT: Edberg MC (2019). Essentials of Health Behavior: Social and Behavior Theory in Public Health. Third Edition. Sudbury MA: Jones and Bartlett Publishers.

COURSE OBJECTIVES: At the completion of this course, the student will be able to demonstrate:

- The ability to discuss the associated of health and impacts of personal and socially dictated behavior.
- An understanding of various theoretical models of behavior and the origins of each.
- Explain theories regarding individual health behavior.
- Explain theories regarding social, cultural and environmental health behavior.
- The ability to discuss the potential to focus on communities and specific populations as targets for health promotion programs
- The ability to discuss the potential to focus on schools and worksites as targets for health promotion programs.
- The ability to discuss the importance of communication in effective health promotion.
- An understanding of global health.
- The ability to discuss high-risk populations, special populations, and the potential impact of health promotion programs.
- An understanding of the links between theory and application of health promotion programs.

Course Content:

Links between Health and Behavior
Social/Behavioral Theory and Roots
Individual Health Behavior Theories
Social, Cultural and Environmental Theories
Communities and Populations as Focus for Health Promotion programs
Health Promotion in Schools and Worksites
Communication and Health Promotion
Global Health
High Risk and Special Populations
Theory vs. Application in Health Promotion

Grading Procedure:

Written mid-term	40%
Written final	40%
Written Development of a Target Health Promotion Program	20%
Total	100%

Final grades in this course will be determined based on performance on written exams as well as evaluation of written assignments outlined above.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Seminar in Health Promotion

3 Semester Hours

Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission

Course Description: Advanced study of current concepts germane to the field of health promotion. Content will focus on a variety of approaches to prevent chronic disease and mortality, with specific emphasis on improving healthy living among specific targets, communities, and cultures.

Text: none. Current relevant articles from peer-reviewed and other professional sources will be utilized.

COURSE OBJECTIVES: At the completion of this course, the student will be able to demonstrate:

- Extend their knowledge of basic and applied principles of in Health Promotion
- The ability to understand and disseminate current knowledge to a group of peers on special topics in Health Promotion
- An understanding of the relevance of various lines of research in relation to diverse Health Promotion settings
- An understanding of the limitations of body of knowledge contained in scientific literature.

Course Content:

Will vary by semester with topic(s) determined by the professor. Topics will be diverse and varying including popular and controversial areas within health promotion.

Grading Procedure

Presentation 1	30%
Presentation 2	40%
Abstracts (1 per presentation)	10%
Final Exam	20%
Total	100%

Final grades in this course will be determined based on performance on written exams as well as demonstrated competency in developing an effective professional presentation based on thorough evaluation of current professional research as well as the oral presentation of the project. Abstract for each presentation will constitute a portion of the grade as will a final exam on overall content from the course.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Supervised Teaching Practicum

3 Semester Hours (Students complete 6-9 total hours by registering multiple terms)

Prerequisite: Admission to Graduate Program in Kinesiology

Course Description: This course directly engages students in assigned teaching responsibilities to advance their classroom and instructional skills

TEXT: none

COURSE OBJECTIVES: At the completion of this course, the student will be able to demonstrate:

- The ability to plan and facilitate classroom instruction
- The ability to evaluate teaching effectiveness
- The ability to facilitate engaging student-centered discussion
- The ability to create and sustain effective learning activities with individual students and groups
- The ability to develop effective visual aids as a component of effective classroom teaching
- The ability to provide constructive, individualized feedback to students regarding their work and performance
- The ability to develop challenging, thorough methods for assessing learning at multiple levels of mastery
- The ability to reflect and improve on personal teaching effectiveness through reflection and revision of course materials and instructional approaches
- An appreciation for the challenges associated with teaching in the college/university setting

Course Content:

Course content will vary from student to student based on prior experience and individual strengths and weaknesses in teaching proficiency. Content consistent across all students will be generalized as related to course objectives with examples listed below. In these examples, students completing the course will engage with the course supervisor/professor with regard to areas for increased emphasis. This approach encourages a highly individualized approach per student to permit the greatest benefit toward developing teaching proficiency.

Facilitation of classroom instruction and student-centered discussion
Effective methods for engaging students in discussion/conversation
Creation of effective learning activities for individuals and groups
Creation of effective visual aids
Assessing content learning
Personal reflection and effective teaching
Challenges associated with teaching at the college/university level

Grading Procedure:

Observation/evaluation by supervising professor	50%
Evaluation of Communication with students (in class, virtual)	30%
Submission of relevant course material: syllabus, exams, etc	10%
Assessment of student feedback (within the course being taught)	10%
Total	100%

Final grades in this course will be determined based on evaluation by the supervising professor. The supervising professor will observe the student during multiple classroom interactions in order to assess engagement with students. The supervising professor will also assess the quality of communication with students including during class observation and in the virtual environment. The supervising professor will evaluate the quality and punctuality of submitting material relevant to the students for review prior to distribution (syllabus, exams, and assignments). The students taking the course will provide feedback as well and the supervising faculty member will assess this. These components as outlined above will provide information for calculation of the grade for this course.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Teaching in Academia

3 Semester Hours

Prerequisite: Admission to UNA Graduate School or Instructor Permission

Course Description: This course examines the unique paradigm of teaching within a college and university setting. Specific content includes effective classroom teaching skills and strategies for success in higher education.

TEXT: Bain K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press

COURSE OBJECTIVES: At the completion of this course, the student will be able to:

- Demonstrate understanding of the unique aspects of teaching within a university setting.
- Identify and discuss unique challenges associated with teaching in a university setting.
- Develop their personal teaching philosophy and clearly explain factors underlying its development.
- Explain the integration of scholarship as a significant component of teaching.
- Explain effective models for assessment of students.
- Effectively organize content for college courses for which they are prepared to teach.
- Explain how effective teaching is an ongoing process and what factors are tightly linked with improvement.

Course Content:

Content matter and the college teacher
Factors linked with learning
Course and lecture preparation
Setting expectations of students
Organizing and conducting class
How to treat students
Evaluating students and themselves

Grading Procedure:

Written Exams (mid-term, final)	60%
Practice lecture within class	20%
Written assignments (teaching philosophy, etc)	20%
Total	100%

Final grades in this course will be determined based on performance on written exams as well as evaluation of written assignments including a personal teaching philosophy. Evaluation of the student actually teaching the class will also be evaluated with regard to concepts learned during the course.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Social Determinants of Health

3 Semester Hours

Prerequisite: Admission to Graduate Program in Kinesiology or Instructor Permission

Course Description: An in-depth examination of social determinants of health and their influence on how we live, learn, work and play. The course will explore programs, practices, policies and opportunities for collaboration that affect the health of individuals, families, and communities. Resources will be identified that enhance quality of life and significantly influence population health outcomes.

TEXT: McKenzie JF, Pinger RR, Seabert DM. (2018). *An Introduction to Community and Public Health*. Burlington MA: Jones and Bartlett Learning.

COURSE OBJECTIVES: At the completion of this course, the student will be able to demonstrate:

- The ability to discuss the history of public health.
- An understanding of various agencies both professional and governmental, influence health.
- Explain how epidemiology and health promotion influence each other.
- The ability to discuss factors associated with communicable diseases and approaches toward prevention.
- The ability to discuss the role of the community as a factor influencing health.
- The ability to discuss the role of the school as a factor influencing health.
- The ability to discuss health and health promotion across the life span in sub-populations based on age.
- The ability to discuss issues surrounding alcohol and drug use as integrated with health and health programming.
- The ability to discuss mental health as a component of overall health and how this is addressed in health programming.
- The ability to analyze health care effectiveness and delivery options.
- An understanding of health promotion as it relates to workplace safety and health.

Course Content:

History of Community and Public Health

Professional and Governmental Organizations that Shape Behavior

Brief Review of Epidemiology

Communicable and non-communicable Diseases: Risk Factors and Prevention

Community organizing and Health

The School as a component of Health

Health in sub-populations: Maternal/Infant/Child, Adolescents/Young Adult, Elderly

Mental Health

Alcohol and Drugs in Communities

Health Care and Health Care Delivery

Workplace Safety and Health

Grading Procedure:

Written mid-term	40%
Written final	40%
Written evaluation of a Health Promotion Program	20%
Total	100%

Final grades in this course will be determined based on performance on written exams as well as evaluation of one or more programs in Health Promotion.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Internship in Health Promotion

3 Semester Hours

Prerequisite: Admission to Graduate Program in Kinesiology and Department Chair Permission

Course Description: Students will be assigned to an appropriate professional agency or organization for a minimum of 200 hours for the purpose of experiencing practical application of professional theory. Placement will be arranged with the student by the course instructor and approved by the department chair.

TEXT: none

COURSE OBJECTIVES: At the completion of this course, the student will:

- Discuss diverse types of hands-on work required in a Health Promotion setting
- Receive feedback and evaluation from a professional in the onsite setting where the internship is completed.
- Demonstrate application of practical knowledge and skills associated with the content in the program of study
- Make professional contacts allowing effective networking within the profession

Course Content:

Specific content covered during the internship will be directly related to the activities at the internship agency where the student is assigned. With multiple agencies, there will be variation in the exact content.

Grading Procedure:

Evaluation by onsite supervisor	80%
Submission of appropriate assignments during the term	10%
Presentation of internship experience and major project	10%
Total	100%

Final grades in this course will be determined based on performance as evaluated by the onsite supervisor as well as evaluation by the university professor overseeing of the internship course with regard to submission of assignments associated with the internship.

The grading scale for this course is:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

KIN xxx: Portfolio Defense

0 Semester Hours

Prerequisite: Admission to Graduate Program in Kinesiology and completion of coursework required to enter candidacy

Course Description: Prior to the dissertation, the doctoral student will create and orally present a portfolio defense. The portfolio is an organized, selective collection of work designed to demonstrate a student's academic and professional development and to provide a basis for evaluating degree progress. It should include samples of the student's work and consideration/reflection about their work including but not limited to the following areas: an academic and professional development plan, professional philosophy and teaching, research and scholarly activities, university and community service, and collaboration, networking and leadership. The Portfolio Defense must be presented and a passing grade received prior to advancing to candidacy status. Candidacy status is required to begin the dissertation (KIN xxx).

TEXT: none

COURSE OBJECTIVES: Completion of the Portfolio Defense will clarify the student's ability to:

- Condense important aspects of their academic growth as a doctoral student.
- Prepare and present an effective presentation, which outlines their academic growth as a doctoral student.
- Identify and clarify how the doctoral program and their education have shaped their philosophy toward work in the academy in general both from the perspective of a student and teacher.
- Discuss the importance of service at the university and professional level as a component of being a university professor.
- Outline several lines of research they may pursue as a university faculty member.
- Outline approaches to networking and discuss the importance of networking in the profession.
- Identify and discuss factors associated with success in academia and the anticipated challenges.
- Prepare and maintain an updated webpage including documents on the above content.

Course Content:

Experiences and content with the program enhancing potential for success
Scholarship prospectus
Teaching philosophy
Service philosophy
Challenges and factors linked with success in the above

Grading Procedure:

This course carries zero credit hours. It is intended to reflect the student's work from a cumulative standpoint and their consideration for formulating successful approaches in the profession. The final grade for this course is "pass/fail". The Portfolio Defense will be presented by the student in front of a majority of the graduate faculty within the department. The graduate faculty will evaluate collectively the presentation quality, the content and the required webpage and content contained therein to determine whether the student receives a "pass" or "fail" for the course. Students not receiving a "pass" for the Portfolio Defense will receive feedback from the graduate faculty regarding deficiencies in content or otherwise. The student will be offered the opportunity to address deficiencies and re-schedule the Portfolio Defense. A passing grade is required in this course to be admitted to Candidacy. Candidacy status is required prior to beginning the Dissertation (KIN xxx).

The grading scale for this course is:

Pass
Fail

KIN xxx: Dissertation Research

1-12 Semester Hours (Students should register for the number dissertation hours corresponding to the volume of work they anticipate completing during the term).

Prerequisite: Admission to Graduate Program in Kinesiology and Admission to Candidacy

Course Description: This course engages the student directly in a capstone project required for completion of the doctorate. This course is intended to guide and assist doctoral candidates in the generation of relevant research questions, development of methodology to address the research questions and complete the research project. It is expected that, upon completion of the course and defense of the dissertation before the committee, the student prepare and submit manuscripts for presentation at professional meetings and manuscripts for publication in appropriate peer-reviewed outlets.

TEXT: none

COURSE OBJECTIVES: This course is atypical as it contains aspects unique to each doctoral candidate. Common content will be effective use of research competencies to develop a valid research question, methodology to answer the question and completion of manuscript(s) suitable for publication in professional outlets. In general, students completing the dissertation will

- Display an understanding of the research process and review of literature as critical components of developing research questions
- Demonstrate the ability to work independently and cooperatively with the dissertation chair and committee members in formulating the most effective approach to answer the proposed research questions
- Apply for and obtain approval from the Institutional Review Board for protection of Human Subjects to complete the project.
- Organize and oversee data collection
- Complete appropriate statistical analyses of data
- Prepare written manuscripts for publication
- Prepare an oral defense the final paper(s) for presentation to the dissertation committee
- Demonstrate clearly that they are capable of being an independent researcher

Course Content:

All components of the research process from idea and question development to project completion and dissemination.

Grading Procedure:

The dissertation committee chair will submit a grade at the conclusion of each term in which the student is enrolled in this course. The grade (pass/fail) will reflect an evaluation of the committee chair of the progress made by the student.

Final grades in this course will be determined based on performance on written exams as well as demonstrated competency in conducting exercise tests, implementation of professional guidelines, and evaluation of in-depth fitness program development for case studies.

The grading scale for this course is:

P	Pass
F	Fail