Gannon University
Applied Exercise Science

STUDENT HANDBOOK

(Updated 06-30-2023)

MISSION STATEMENT: Gannon is a Catholic, Diocesan university dedicated to excellence in teaching, scholarship and service. Our faculty and staff prepare students to be global citizens through programs grounded in the liberal arts and sciences and professional specializations. Inspired by the Catholic Intellectual Tradition, we offer a comprehensive, values-centered learning experience that emphasizes faith, leadership, inclusiveness and social responsibility

Introduction

This handbook was created specifically for those students enrolled in the Applied Exercise Science program with the policies, procedures and guidelines for the program. It should be read by each student upon its presentation and kept as a reference for future questions or concerns throughout their enrollment at Gannon University.

Please consult the current Gannon University Graduate Catalog for further important information. It is **your** responsibility to know and follow the guidelines and expectations of the Applied Exercise Department and Gannon University as a whole.

Introduction and General Description

The Applied Exercise Science Department offers a Bachelor of Science degree through the Morosky College of Health Professions and Sciences. The program is designed to prepare students for employment and/or graduate training in many areas including, but not limited to, athletic training, exercise physiology, physical and occupational therapy, nutrition, health and wellness program administration, medicine and allied health professions, kinesiology, and exercise science. Students can use their skills in a variety of health and fitness positions, including becoming a research assistant, a health/fitness technician, a personal trainer, an athletic trainer, or a fitness specialist. Additional employment opportunities may include becoming a strength and conditioning professional, an athletic coach, a physical activity project coordinator, entry level positions in pharmaceutical sales, or positions in corporate fitness. The department also prepares the student for possible certification by national governing bodies such as the American College of Sports Medicine and the National Strength and Conditioning Association, among others.

In general, students in the department take courses in the basic sciences (biology, chemistry, and physics) during the first two years of the program, in addition to the humanities and social sciences (to satisfy the University's liberal arts requirements). During the final two years of study, majors take advanced sequences of courses in human anatomy, physiology, kinesiology, nutrition, exercise physiology, psychology of sport and exercise, motor development, learning and performance, and athletic injury care and prevention.

Department Mission

The Gannon University Applied Exercise Science department strives to prepare students for health and sport related professions through the obtainment of knowledge, skills and talents related to health and wellness. Graduates of the Gannon University Applied Exercise Science department will be scholarly, highly skilled professionals who discover, create and promote knowledge of human movement to advance the quality of life of individuals and the communities they serve.

Program Goals

1. Critical Thinking
    a. An Applied Exercise Science major will develop critical-thinking skills necessary to understand, analyze, and produce knowledge specific to sport and exercise science.
2. Knowledge of Application
    a. An Applied Exercise Science major will develop knowledge necessary to understand and apply principles, skills, and methods related to kinesiology, exercise physiology, health promotion, and exercise psychology.
3. Professional Development and Ethical Responsibility

a. An Applied Exercise Science major will be committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and abilities required for professional competence.

Program Student Learning Outcomes

SLO 1. Students will demonstrate comprehensive knowledge of the anatomy and physics of movement and the structural anatomy of the human body, including the ability to identify and assess various anatomical landmarks most likely to be injured in athletic settings.

SLO 2. Students will demonstrate the ability to assess health status, conduct fitness testing, and based on assessed need, design, implement and administer exercise programs. Students will demonstrate an understanding of the physiological basis for exercise and physical activity.

SLO 3. Students will demonstrate an understanding of the principles of nutrition and the role of diet and exercise on body composition and weight control.

SLO 4. Students will recognize critical issues in the field of Applied Exercise Science and produce potential solutions. Students will demonstrate an understanding of how these matters can be impacted by gender, physical adaptations and cultural differences.

SLO 5. Students will demonstrate comprehensive understanding of psychological principles as applied to sport and physical activity.

SLO 6. Students will demonstrate comprehensive knowledge of the research process and will identify various research methods and statistical techniques.

SLO 7. Students will demonstrate a comprehensive knowledge of the progression of growth and development from infancy through adulthood and the psychological and motoric ramifications of movement behavior across the lifespan.

SLO 8. Students will demonstrate the ability to integrate and/or employ course materials in practical or research settings.

Program Faculty, Administration and Staff

Faculty

Dr. Suzanne Kitts, Associate Professor

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Dr. Jay Willow, Assistant Professor

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Dr. Kory Stauffer, Department Chair, Professor and Program Director

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Dr. JD Mosinski, Associate Professor and Program Director MSAEP

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Administration

Dr. Walter Iwanenko, President of the University

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Dr. Kimberly Cavanagh, Interim Dean of the Morosky College of Health Professions and Sciences

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Admission Requirements

Admission into the Undergraduate program:

Recommended standards for high school students for consideration for acceptance to the undergraduate Applied Exercise Science Department include:

1. Overall high school GPA of 3.0 or higher.
2. SAT & ACT are currently being waived.
3. Completion of college prep biology and chemistry with labs and three years of college prep mathematics.

Admissions / Applications Process

English Language Proficiency
Students whose native language is not English and who intend to begin their degree immediately must demonstrate English language proficiency with the following documentation: a minimum TOEFL iBT of 79, a minimum IELTS score of 6.5. Students who do not have the minimal proficiency will not be admitted in the program.

Tuition and Program Specific Costs

Specific Gannon University costs can be found at: http://www.gannon.edu/Financial-Aid/Tuition-and-Fees/

Major Fields of Study/Applied Exercise Curriculum

Students who choose to pursue a Bachelor Science degree with a major in Applied Exercise Science may follow one of a number of different tracks.

Recommended Course Progression

APPLIED EXERCISE SCIENCE
Bachelor of Science
2023-2024 Bachelor of Science in Applied Exercise Science (120 Credits)

Liberal Studies (36)

_____ Foundational English (3)
_____ Foundational Philosophy (3)
_____ Foundational Theology (3)
_____ Integrative Communication (3)
_____ Integrative English (3)
_____ Integrative History (3)
_____ Integrative Philosophy (3)
_____ Integrative Theology (3)
_____ Global Citizenship (3)
_____ Aesthetic Reasoning (3)
_____ Scientific Reasoning±
_____ Quantitative Reasoning**
_____ Professional Communication (3)
_____ Professional Leadership/Ethics (3)
_____ Wellness Requirement (SPRT 130)
_____ Wellness Requirement (SPRT 340)
_____ Writing Intensive Requirement (SPRT 310)

Mathematics (3)

_____ PSYC 211 or MATH 213 Statistics ** (3)

Social Science (3)

_____ PSYC 111 Introduction to Psychology (3)

General Electives [A] (19)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Exercise Science Core (47)

_____ SPRT 130 Sport Nutrition (3)
_____ SPRT 250 Exercise Psychology (3)
_____ SPRT 280 Professionalism in Exercise Science (1)
_____ SPRT 310 Research Methods (3)
_____ SPRT 340 Group Exercise (3)
_____ SPRT 360/361 Kinesiology w/ Lab (4)
_____ SPRT 390/391 Exercise Physiology w/ Lab (4)
_____ SPRT 400/401 Exercise Testing w/ Lab (4)
_____ SPRT 414 Motor Development (3)
_____ SPRT 415 Motor Performance and Learning (3)
_____ SPRT 416 Human Motor Control (3)
_____ SPRT 420 Care and Prevention of Injuries (4)
_____ SPRT 425 Clinical Exercise Physiology (3)
_____ SPRT 430 Practicum (3)
_____ SPRT 470 Adv. Strength & Conditioning (3)

Science (12)

Biology Series [B]

_____ Series I: BIOL 115/116 & BIOL 117/118± (8)
_____ Series II: BIOL 122/123 & BIOL 124/125± (8)

Chemistry

_____ CHEM 111 General Chemistry I (3)
_____ CHEM 112 General Chemistry I Lab (1)

Total ~~~~~~~~~~~~ 120

** Quantitative Reasoning requirement

[A] General electives can be met by completion of any course offered at Gannon University. Students should work closely with their academic advisor to identify courses that best align with their educational and career goals. Students may choose to use these credits to complete a dual degree or pursue one or more minors to complement their degree.

[B] Biology requirement is met by taking **ONE** of the following series (should include lecture and lab):

Series I – BIOL 115/116 Human Anatomy and Physiology I, BIOL 117/118 Human Anatomy and Physiology II
Series II – BIOL 122/123 Molecular and Cellular Biology, BIOL 124/125 Animal Form and Function

[±]Scientific Reasoning requirement. Depending on the series chosen, either BIOL 115/116 or BIOL 122/123 will meet the Liberal Studies Requirement.

All pre-requisites and co-requisites must be met to enroll in courses. Please see Gannon University's Undergraduate Catalog to review course descriptions and requirements.

Recommended Course Progression

FRESHMAN – (30 Credits)

Fall (15 Credits)

(3) Foundational English
(3) Foundational Theology
(3) Foundational Philosophy
(3) Integrative Communication
(3) PSYC111: Introduction to Psychology
(0) Gannon 101

Spring (15 Credits)

(3) Integrative English
(3) Integrative Theology
(3) SPRT130: Sport Nutrition
(3) General Elective
(3) Integrative History

SOPHOMORE – (30 Credits)

Fall (14 Credits)

(3) General Elective
(4) BIOLOGY I with Lab (BIOL 115/116; 122/123)[±]
(4) CHEM111/112: General Chemistry I with Lab
(3) Integrative Philosophy

Spring (16 Credits)

(3) SPRT250: Exercise Psychology
(4) BIOLOGY 2 with Lab (BIOL 117/118; 124/125)
(3) Statistics**
(3) Aesthetic Reasoning
(3) General Elective

JUNIOR – (31 Credits)

Fall (15 Credits)

(3) SPRT310: Research Methods
(4) SPRT360/361: Kinesiology with Lab
(3) Global Citizenship
(1) SPRT 280: Professional Practice in Exercise Science
(4) General Electives

Spring (16 Credits)

(4) SPRT390/391: Exercise Physiology with Lab
(3) SPRT340: Group Exercise
(3) SPRT415: Motor Learning and Performance
(3) General Elective
(3) Professional Ethics and Leadership

SENIOR – (29 Credits)

Fall (16 Credits)

(4) SPRT400/401: Exercise Testing and Prescription
(3) SPRT414: Motor Development
(3) SPRT430: Practicum
(3) General Elective
(3) Professional Communication

Spring (13 Credits)

(3) SPRT416 Motor Control
(4) SPRT420: Prevention and Care of Athletic Injuries
(3) SPRT425: Clinical Exercise Physiology
(3) SPRT470: Advanced Strength and Conditioning

Bachelor of Science in Applied Exercise Science, 3+2 Master of Athletic Training Track

Bachelor of Science (3+2 Master of Athletic Training)

Liberal Studies (36)

_____	Foundational English	(3)
_____	Foundational Philosophy	(3)
_____	Foundational Theology	(3)
_____	Integrative Communication	(3)
_____	Integrative English	(3)
_____	Integrative History	(3)
_____	Integrative Philosophy	(3)
_____	Integrative Theology	(3)
_____	Global Citizenship	(3)
_____	Aesthetic Reasoning	(3)
_____	Scientific Reasoning#	
_____	Quantitative Reasoning**	
_____	Professional Communication	(3)
_____	Professional Leadership/Ethics	(3)
_____	Wellness Requirement (SPRT 130)	
_____	Wellness Requirement (SPRT 390)	
_____	Writing Intensive Requirement (SPRT 310)	

Mathematics (6)

_____	MATH 112 Trigonometry	(3)
_____	PSYCH 211 or MATH 213 Statistics **	(3)

Approved General Electives[A] (33)

_____	PSYC 111 Intro to Psych	(3)
_____	PSYC 222 Psych of Human Development	(3)
_____	BIOL 104 Human Biology	(3)
_____	GMAT 506 Principles in Athletic Training	(2)
_____	GMAT 502 Applied Kinesiology	(3)
_____	GMAT 504 Clinical App of Care/Prev in AT	(3)
_____	GMAT 503 Foundation in Ther. Interv.	(2)
_____	GMAT 531 Eval. & Treatment of the LE	(4)
_____	GMAT 542 Clinical Medicine I	(2)
_____	GMAT 516 Clinical Experience in AT I	(4)
_____	GMAT 538 Eval. & Treatment of the UE	(4)

Exercise Science Core (34)

_____	SPRT 130 Sport Nutrition	(3)
_____	SPRT 250 Exercise Psychology	(3)
_____	SPRT 310 Research Methods	(3)
_____	SPRT 360/361 Kinesiology w/ Lab	(4)
_____	SPRT 390/391 Exercise Physiology w/ Lab	(4)
_____	SPRT 400/401 Exercise Testing w/ Lab	(4)
_____	SPRT 415 Motor Performance and Learning	(3)
_____	SPRT 416 Human Motor Control	(3)
_____	SPRT 420 Care and Prevention of Injuries	(4)
_____	SPRT 425 Clinical Exercise Physiology	(3)

Science (15-16)

Biology

_____	BIOL 115/116 Human & Physiology I/Lab#	(4)
_____	BIOL 117/118 Human & Physiology II/Lab	(4)

Chemistry

_____	CHEM 111 General Chemistry I	(3)
_____	CHEM 112 General Chemistry I Lab	(1)

Physics

_____	PHYS 105/106 General Physics I/Lab	(4)
	OR	
_____	PHYS 101 Concepts in Physics ±	(3)

Total ~~~~~~~~~~~~ 124 or 125
Minimum Total Credits: 100-101 AES
24 credits MAT program into electives

Updated December 22, 2021

** Quantitative Reasoning requirement

Scientific Reasoning requirement.

[A]Approved general electives can be met by completion of any course offered at Gannon University. Students should work closely with their academic advisor to identify courses that best align with their educational and career goals. Students may choose to use these credits to complete a dual degree, accelerated degree or pursue one or more minors to complement their degree.

All pre-requisites and co-requisites must be met to enroll in courses. Please see Gannon University's Undergraduate Catalog to review course descriptions and requirements.

Recommended Course Progression- MAT 3+2 students

FRESHMAN – (33 Credits)

Fall (15 Credits)
(3) Foundational English
(3) Foundational Theology
(3) Foundational Philosophy
(3) BIOL104: Human Biology
(3) MATH112: Trigonometry
(0) Gannon 101

Spring (18 Credits)
(3) Integrative History
(3) SPRT130: Sport Nutrition
(3) Integrative English
(3) Integrative Theology
(3) PSYC111: Introduction to Psychology
(3) PHYS101: Concepts in Physics

SOPHOMORE – (34 Credits)

Fall (17 Credits)
(4) BIOL 115/116 Human & Physiology I/Lab#
(4) CHEM111/112: General Chemistry I with Lab
(3) Integrative Philosophy
(3) Aesthetic Reasoning
(3) PSYCH222: Psychology of Human Development

Spring (17 Credits)
(4) BIOL117/118 Human & Physiology II/Lab
(3) SPRT250: Exercise Psychology
(4) SPRT360/361: Kinesiology with Lab
(3) Statistics**
(3) Integrative Communication

JUNIOR – (33 Credits)

Fall (17 Credits)

(3) SPRT310: Research Methods
(3) Global Citizenship
(3) Professional Ethics and Leadership
(4) SPRT390/391: Exercise Physiology with Lab
(4) SPRT400/401: Exercise Testing and Prescription

Spring (16 Credits)
(3) SPRT415: Motor Learning and Performance
(3) SPRT416 Motor Control
(4) SPRT420: Prevention and Care of Athletic Injuries
(3) SPRT425: Clinical Exercise Physiology
(3) Professional Communication

SENIOR – (24 Credits)

Summer- MAT Program Starts (10 Credits)
Fall (10 Credits)

Spring (4 Credits)

Minors in Applied Exercise Science

Department Chair: Kory Stauffer, Ph.D.

Exercise Science Minor

Minor Advisor: KORY STAUFFER, Ph.D., ACSM-EP

Program Description

The Applied Exercise Science (AES) minor is designed to give students an understanding of the human body and how it responds to exercise and injury at all stages of life. Students will gain knowledge regarding human movement, how the body responds to exercise, and the benefits of an active lifestyle. The AES Minor is unique in that it offers students a variety of choices, allowing you to tailor the minor to your specific interests and career plans.

Requirements and Curriculum

The AES minor is open to students in any major and requires 18 credit hours and a "C" or better in all courses that apply toward the minor.

** Please note that there are pre-requisites and co-requisites must be met to enroll in courses.**

Required Courses (12 credits)

SPRT 360 – Kinesiology	(3 credits)	(Every semester)
SPRT 361 – Kinesiology Lab	(1 credit)	(Every semester)
SPRT 390 - Exercise Physiology	(3 credits)	(Every semester)
SPRT 391 – Exercise Physiology Lab	(1 credit)	(Every semester)
SPRT 420 – Prevention and Care of Injuries	(4 credits)	(Spring semesters)

Elective Courses (6 credits)

SPRT 414 – Motor Development	(3 credits)	(Fall semesters)
SPRT 415 – Motor Learning and Performance	(3 credits)	(Spring semesters)
SPRT 416 – Human Motor Control	(3 credits)	(Spring semesters)
SPRT 430 – Practicum	(3 credits)	(Every semester)
SPRT 450 – Independent Study	(3 credits)	(Every semester)

Sport Behavior Minor

Suzanne Kitts, Ph.D., Minor Advisor

Program Description: The minor consists of 21 credits of behavioral focused Applied Exercise courses culminating in an Independent Study at the end of all coursework. The independent study will be coordinated with the student's academic major in an effort to merge their major program of study with the focus of the Sport Behavior minor curriculum. All prerequisites are in effect.

SPRT 240	Sport Psychology	3 credits
SPRT 250	Exercise Psychology	3 credits
SPRT 414	Motor Development	3 credits
SPRT 415	Motor Learning and Performance	3 credits
SPRT 450	Independent Study	3 credits
SPRT 460	Sport Ethics	3 credits
Elective		3 credits

Nutrition Minor

Suzanne Kitts, Ph.D., Minor Advisor

Program Description: The Nutrition and Human Performance major offers an 18-19 credit Nutrition Minor. The coursework covers macronutrient and micronutrient basic chemistry, the roles of nutrients in the body, food sources and recommended intakes for the sport and general population. Other topics addressed include nutritional assessment, issues and current controversies in nutrition, eating disorders in athletes, and the relationship between nutritional deficiencies and specific chronic diseases throughout the lifespan.

Requirements and Curriculum

The Nutrition minor is open to students in any major and requires 18-19 credits and a "C" or better in all courses that apply toward the minor.

Required Courses (12 credits)

SPRT 130 – Sports Nutrition	(3 credits)	(Spring semesters)
NHP 250 – Nutrition and Health	(3 credits)	(Fall odd years)
NHP 400 – Nutritional Assessment	(3 credits)	(Spring odd years)
NHP 410 – Nutrition in Disease	(3 credits)	(Spring even years)

Elective Courses (6- 7 credits)

SPRT 250 – Exercise Psychology	(3 credits)	(Spring semesters)
NHP 310 – Science of Obesity & Weight Loss	(3 credits)	(Fall even years)

NHP 350 – Advanced Sports Nutrition	(3 credits)	(Fall semesters)
SPRT 393 – Eating Disorders in Athletes	(2 credits)	(Fall even semesters)
SPRT 395 – Issues and Controversies in Sports Nutrition	(2 credits)	(Fall odd semesters)
SPRT 405 – Exercise Biochemistry	(3 credits)	(Spring semesters)
PUBH 200 – Public Health	(3 credits)	(All semesters)
PUBH 310 – Epidemiology	(3 credits)	(All semesters)

Completing Minor Requirements

- The nutrition minor is a supplement to a major degree and cannot be completed by itself. You must complete the minor before or at the same time as your major.
- The requirements such as grades (C or higher), completion of required courses, and completion of electives must be met to be awarded the Nutrition minor.
- You are responsible for monitoring your courses and are encouraged to contact the Program Director Dr. Suzanne Kitts at kitts001@gannon.edu if you have any questions or concerns about your progress or courses to take.

Accreditation

The department of Applied Exercise Science is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). As such, the Applied Exercise Science Core courses meet the performance domains and associate competencies set forth by CAAHEP. A list of the performance domains, associated competencies, and the courses that meet them can be found at the end of this handbook. For further information, please see www.caahep.org.

Course Descriptions

SPRT 101: First Year Seminar in Sport and Exercise Science the First Year Seminar is a discussion/experience-based course to orient the new students to Gannon University, to introduce the Liberal Studies Core and LIFECORE, to assist in the transition from high school to university life and to encourage development of academic, personal and spiritual aspects of the student's life. Each seminar is unique, depending upon the instructor and/or program in which it is offered. SPRT 101 First Year Seminar in Sport and Exercise Science affords students the opportunity to explore and experience topics related to health and wellness. Topics include the importance of physical activity, healthy eating, stress and relaxation, social wellness, cultural experiences, and service. Students will also partake in classroom activities and discussion related to research and professionalism.
Lecture: Two hours per week 2 credits, Spring

SPRT 109: Introduction to Golf This is an introductory course for beginner to intermediate golfers aimed at teaching not only basic swing dynamics but also the fundamental rules, language and etiquette of the game. This course will require an additional fee of $175 per student which will account for busing, range access, course access and instructional fees at the teaching location.
Lecture/Activity: Five hours per week. 2 credits, variable

SPRT 120: Foundations of Sport and Exercise Science This course will provide undergraduates with an introduction to the scientific disciplines of kinesiology, biomechanics, exercise physiology, sport psychology, nutrition and others. Course topics may include an introduction to various biomechanical aspects of physical activity and sport, functional human anatomy, and biomechanical principles that underlie performance of various sports and exercise-related activities, as well as a basic knowledge of exercise physiology as it relates to physical activity.
Lecture/Lab: One hour per week. 1 credit, Fall

SPRT 130: Nutrition for Sport and Exercise This course is designed to introduce the concepts of proper nutrition with specific concentration given to the promotion and maintenance of optimal physical performance both at the elite as well as recreational levels. The course will discuss such topics as the role of carbohydrates, protein and fat in exercise and sport; vitamin and mineral intake and exercise; the role of fluid intake and electrolytes in physical activity; nutrition and fitness assessment; ergogenic substances in sport and exercise and the myths of the fad diet craze.
Lecture: Three hours per week. 3 credits, Spring

SPRT 163: Comprehensive Fitness Training This is an introductory course for those interested in learning about comprehensive fitness training that includes strength, aerobic and sport and exercise science considerations.
Lecture/Activity: Two hours per week 2 credits, Both Terms

SPRT 240: Sport Psychology: Theory and Application A comprehensive introduction to the psychological factors that relate to sports involvement and performance. Issues include psychological aspects of elite athlete’s motivation and performance, intervention and performance enhancement, anxiety and skill performance.
Lecture: Three hours per week. 3 credits, Fall

SPRT 250: Psychosocial Aspects of Exercise and Physical Activity The primary objective of the class is to provide the student with a general overview of the reciprocal relationship between psychological parameters and exercise and health. Course topics include, but will not be limited to, exercise adherence, exercise promotion, the relationship between physical activity and depression, anxiety, positive well-being, self-efficacy, cognitive functioning, distress, sleep disorders, mood, self-esteem, stress, and behavioral interventions for health promotion.
Lecture: Three hours per week. 3 credits, Spring

SPRT 310: Research Methods in Exercise Science An introduction to the research process to familiarize the student with basic statistical techniques in Exercise Science research both qualitative and quantitative in nature; to provide extensive writing experiences for students; to prepare students to complete the SPRT450 (Independent Study in Exercise Science) Senior Research Proposal/Project; to provide prerequisite coursework for entrance into graduate programs in school of the student's choosing.
Lecture: Three hours per week. 3 credits, Fall

SPRT 326: Physical Activity and Women This class will address a wide variety of topics unique to women in sport and physical activity. Topics may include the female athlete TRIAD, exercise and eating disorders, exercise and osteoporosis, and others.
Lecture: Three hours per week. 3 credits, variable

SPRT 340: Group Instruction and Fitness Management This course will allow the student to apply their current knowledge of exercise to a practical setting. The class will provide exercise science majors with the theoretical and practical knowledge of teaching a group exercise class. This course will also instruct on how to develop and manage fitness programs and exercise facilities.
Lecture: Three hours per week 3 credits, Spring

SPRT 360: Kinesiology Analysis of sport and human movement using both anatomical and biomechanical approaches. Application of the basic principles and laws of physics as applied to sport and physical activity will be presented. Recommended junior year. Prerequisites: Take One Group (BIOL108/109 and BIOL110/111 or BIOL122/123 and BIOL 124/125)
Lecture: Three hours per week. 3 credits, Both Terms

SPRT 361: Kinesiology Lab This course complements and enhances the Kinesiology lecture course. Prerequisite: Concurrent enrollment in SPRT360 is recommended.
Lab: Three hours per week. 1 credit, Both Terms

SPRT 390: Physiology of Exercise and Sport An examination of the physiological functions of man as they relate to stresses created by various sports and other physical activities. Acute and chronic effects of various training programs are examined for their contribution to the improvement of performance in sport and physical activity.
Prerequisites: Take One Group (BIOL108/109, BIOL110/111 or BIOL122/123, BIOL124/125)
Lecture: Three hours per week. 3 credits, Both Terms

SPRT 391: Physiology of Exercise and Sport Lab The application of physiological principles to sport and physical activity, including adaptation responses to exercise. Both immediate and long-term adaptations are studied. Prerequisite: Concurrent enrollment in SPRT 390 recommended.
Lab: Three hours per week. 1 credit, Both Terms

SPRT 393: Disordered Eating in Athletics Students in the course will gain a comprehensive understanding of eating disorders in athletes. The course contains an overview of disordered eating among athletes including the psychopathology and etiology, an examination of the effects of disordered eating on the health and performance of athletes and finally, information regarding the identification, prevention, treatment and management of disordered eating in athletes.
Lecture/Lab: Two hours per week 2 credits, Fall Odd Years

SPRT 395: Issues and Controversies in Sports Nutrition and Human Performance This senior level course is designed to review topics in sports nutrition and human performance and to discuss, in detail, current issues that face athletes and those who work with them. Students will also critically review current events related to sports nutrition and will also present scientific research on a variety of topics, such as the use of performance enhancing drugs, the relationship between current diet and fitness fads and sports performance, sport and exercise science issues in weight-loss oriented sports.
Lecture/Lab: Two hours per week 2 credits, Fall Even Years

SPRT 400: Fitness Assessment and Exercise Prescription The assessment and promotion of physical fitness including concepts and techniques of fitness testing, principles of weight training, aerobic exercise, nutrition, and stress management as applied to health and fitness settings. Emphasis on methods and protocols for screening, evaluating, and prescribing exercise.
Prerequisites: SPRT390/391
Lecture: Three hours per week. 3 credits, Fall

SPRT 401: Fitness Assessment Lab This class will complement and enhance the Fitness Assessment and Exercise Prescription lecture course. The class will focus on the practical application of the assessment and promotion of physical fitness including concepts and techniques of flexibility and body composition assessment, strength and cardiovascular testing, principles of weight training, and aerobic exercise as applied to health and fitness settings.
Corequisite: Concurrent enrollment in SPRT400 required
Lab: Three hours per week. 1 credit, Fall

SPRT 405: Exercise Biochemistry This course is designed to provide students with a comprehensive exposure to the effects of exercise on cellular metabolism and cell structure and function. The course begins with a refresher of biochemical concepts that the student was introduced to in previous coursework including metabolism, protein, carbohydrates and lipids, nucleic acids and gene expression. The course will then delve into such topics as neural control of movement and muscular contraction and the integration of exercise metabolism specifically related to the macronutrients. Finally, students will receive training on how to assess the biochemical processes of people who exercise.
Prerequisites: SPRT130, SPRT390 required
Lecture/Lab: Three hours per week 3 credits, Spring

SPRT 414: Motor Development Across the Lifespan This class will address a wide variety of topics within the field of motor development. Specifically, the course will discuss motor development from conception through adulthood. The class will incorporate dynamic systems theory with the hourglass model of the stages of motor development in explaining the process of human growth and associated skill proficiency development.
Lecture: Three hours per week. 3 credits, Fall

SPRT 415: Principles of Motor Learning and Performance This course examines the many aspects of learning and executing motor skills. Teaching methodology, learning theories, neurophysiological phenomena, maturational and psychosocial factors are investigated as they relate to movement patterns in sport and physical activity.
Lecture: Three hours per week. 3 credits, Spring

SPRT 416: Human Motor Control This course will be directed at studying the nature of movement and how that movement is controlled. Sample topics include such issues as the role of the central nervous system in the organization of movement, the role of sensory information and how the body uses this information to select and control movement, the best ways to study movement and the identification and measurement of those with movement disorders.
Lecture: Three hours per week. 3 credits, Spring

SPRT 420: Prevention and Care of Athletic Injuries General foundations and specific concepts related to injury prevention, evaluation, management, and rehabilitation of athletic injuries are presented. This course is designed to introduce the student to the basic knowledge and skills necessary to recognize, evaluate, and treat athletic injuries of the head and face, spine and torso, and extremities. Prerequisite: SPRT360/361 required
Lecture/Lab: Four hours per week. 4 credits, Spring

SPRT 424: Biomechanics The purpose of this course is to apply the knowledge gained in previous courses to human movement contexts. Specifically, the student will apply the principles of physics to sport and exercise settings. Prerequisite: SPRT360/361 required
Lecture/Lab: Three hours per week. 3 credits, Fall

SPRT 425: Clinical Exercise Physiology This course will provide classroom and informal laboratory experiences that take full advantage of current knowledge and trends in rehabilitation of populations with cardiac, pulmonary and metabolic disorders through assessment and specific exercise programming. The course will also expose the student to the interpretation of electrocardiograms both at rest and during submaximal and maximal exercise bouts.
Prerequisites: SPRT390/391 required
Lecture: Three hours per week. 3 credits, Spring

SPRT 430: Practicum in Sports and Exercise Science This course is designed to provide clinical learning experiences that allow the Sport and Exercise Science student to synthesize knowledge and Sport/Exercise Science concepts in a variety of practice settings. Provides majors with clinically-based learning experiences to expand their understanding of sport and exercise science in an area of choice.
Prerequisite: Permission from instructor or program director required.
3 credits, Both Terms and Summer

SPRT 450: Independent Study in Sport and Exercise Science The student explores an area of topical or special interest pertinent to the study of Sport and Exercise Science. The experience allows the student to explore, in depth, a subject area through a research project, advanced clinical experience, prophylactic care plan development, or other area as approved by project advisor.
Prerequisite: Permission from instructor or program director required.
1-3 credits, Both Terms and Summer

SPRT 460: Sport Ethics The objective of this course is to explore broad issues in the philosophy of sport by examining the ethical presuppositions of competitive athletics and their connections to moral and ethical theory. The discussion of each topic deals with examples from the world of sport and illuminates them in light of philosophical work on such values as fairness, justice, integrity, and respect for rights.
Prerequisite: Senior standing, final semester of academic preparation.
Lecture: Three hours per week 3 credits, Spring

SPRT 470: Advanced Strength Training and Conditioning The objective of this course is to provide majors with theoretical and practical knowledge of the physiological, biomechanical, administrative aspects of designing and supervising strength and conditioning programs for various populations, and understanding the legal aspects of starting your own strength training facility.
Prerequisites: SPRT360/361 and SPRT390/391 required.
Lecture: Three hours per week 3 credits, variable

SPRT 490: Special Topics in Sport and Exercise Science This course provides the opportunity to present topics of interest that are not regularly offered in the curriculum.
Prerequisites: To Be Determined
Lecture: 3 hours per week 3 credits, variable

Program Retention and Progression

Students enrolled in the program will be required to meet the following criteria to retain their placement in the program and progress toward graduation.

- Must maintain a cumulative GPA of 2.75 both overall and 3.0 in prerequisite coursework (evaluated after sophomore year, spring semester). Failure to do so will lead to probationary status in which the student will be granted one year to show progress toward raising their GPA to the acceptable standard.
    - Students must achieve a grade of C or better in all prerequisite courses.
- Exercise Science Core:
    - SPRT 130 – Sport Nutrition
    - SPRT 250- Psychosocial Aspects of Exercise and Physical Activity
    - SPRT 310 – Research Methods
    - SPRT 340- Group Instruction and Fitness Management
    - SPRT 360/361 – Kinesiology with Lab
    - SPRT 390/391 – Exercise Physiology with Lab
    - SPRT 400/401 – Exercise testing with Lab & Prescription
    - SPRT 414 – Motor Development
    - SPRT 415 – Motor Performance & Learning
    - SPRT 416 – Human Motor Control
    - SPRT 420 – Prevention & Care of Injuries
    - SPRT 425 – Clinical Exercise Physiology
    - SPRT 430 – Practicum
    - SPRT 470- Advanced Strength Training and Conditioning

- The student is permitted to retake prerequisite courses but must recognize that deviating from the designed progression is not recommended if the student is to stay on pace for successful matriculation to graduation.

- Also, students must maintain a grade of C or better in the above listed core classes.

Repeat Course Policy

A student may elect to repeat a course. The student is required to take the course at Gannon and submit written notice of a repeated course to the Registrar's Office if he or she wishes to have the repeat noted on the transcript. Forms are available in the Registrar's Office. When a student elects to repeat a course, the letter "R" will be placed in front of the original grade and the original grade will not be calculated in the GPA. Courses repeated beyond 15 credits will have both grades calculated in the GPA. Repeated courses can only be included once in all degree requirements for graduation.

A course failed in the field of concentration may be repeated once. If not successfully passed, the student is not permitted to continue in that field of concentration. Also, a student is not permitted to continue in a field of concentration in which ten or more semester hours have been failed, or in which more than six semester hours have been failed in one semester.

Academic Grievance Policy

The following information is taken from the Institutional Policy Manual Vol. 7, Section 7.5.1-7.5.4

Scope and Purpose:

1. This policy addresses academic grievances only. An academic grievance is defined as a complaint brought by a student regarding the University's provision of education and academic (only) services affecting their role as a student. Complaints or grievances connected to assigned grades represent a special case to the grievance process. Grading reflects careful and deliberate assessment of a student's performance by a faculty member. As such, the substance of grading decisions may not be delegated to the grievance process. Nevertheless, the University recognizes that in rare cases the process of grading may be subject to error or injustice. Therefore, a student who alleges an error or injustice in the grading process would follow this policy toward resolution.
2. This policy does not apply to student complaints regarding employment or alleged violations of other policies in the student handbook.
3. It is the intent that this policy to provide an efficient process, allowing for both informal and formal resolution of grievances related to academic concerns, complaints or allegations.
4. A student must initiate a grievance as close as possible to the date of the occurrence of the incident and no later than 45 days after the end of the semester in which the alleged grievance occurred. The three summer sessions are considered as one semester.

General Guidelines

Academic grievance procedures should be kept as informal as possible based on principles of mediation and conciliation. Every reasonable effort should be made to resolve any academic grievance at the lowest organizational level possible. In the event that it cannot be resolved informally, the student may seek resolution at the next higher level according to the Formal Resolution procedure

In the event that the faculty member is no longer employed by the University or is not available within the timelines specified in these general guidelines, the student is to initiate the complaint with the faculty member's immediate supervisor.

The student filing a grievance may have a third-party advisor, such as the University Ombudsperson; attend any meeting at which the student appears. The faculty member involved in the grievance may also have a third-party advisor approved by the University attend any meeting at which the faculty member appears. Legal counsel shall not be used by either party in this grievance process.

Informal Resolution Phase

All academic grievances begin with the informal resolution phase. This first step toward resolution of an academic grievance should begin at the lowest organizational level. The student and the faculty member or University colleague involved should meet to discuss and work toward resolution of the concern. The student should address the grievance to the faculty member or University colleague involved as soon as possible. The student should follow the established protocol regarding the levels of appeal. Formal resolution shall not occur without occurrence of the informal resolution phase.

The student may contact the University Ombudsperson for assistance in initiating the academic grievance process or at any time during the process. The student may contact the University Ombudsperson for assistance in initiating the academic grievance process or at any time during the process.

Formal Resolution Phase

The formal resolution phase is used by the student when a satisfactory informal resolution has not occurred.

1. The first step in the formal resolution of an academic grievance is to submit a formal written account of the grievance to the appropriate immediate supervisor. Students may consult the Human Resources office to determine the appropriate supervisor.
    a. The written account must be submitted to the immediate supervisor within two weeks after the last meeting of the informal resolution phase.
    b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated and a brief statement of the desired outcome.
    c. Within three weeks of receipt of all written materials, the appropriate immediate supervisor will fact-find from involved parties and render a decision in writing via registered mail to the parties involved.
2. The second step, if needed, in the formal resolution phase occurs when and if the faculty or student is not satisfied with the immediate supervisor's resolution of the grievance. The student or the faculty member or University colleague involved may then appeal to the next level of the organizational chart by providing a written account of the grievance process and decision.
    a. A written account must be submitted to the next level of the organizational chart within two weeks of receipt of the decision rendered by the immediate supervisor (Step 1).
    b. The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated, a copy of the decision of the immediate supervisor and a brief statement of the desired outcome.

c. Within three weeks of receipt of all written materials, the next level of the organizational chart will fact-find from involved parties and render a resolution in writing to the parties involved.

3. The third step, if needed, in the formal resolution process is to appeal to the appropriate College Dean.
   a. The College Dean shall be given a written account of the grievance process to date. This must be submitted within two weeks of receipt of the resolution decision rendered by the next person on the organizational chart (Step 2).
   b. The College Dean shall render a decision in writing to the parties involved within three weeks.
   c. In the event the Dean's resolution of the alleged academic grievance is not satisfactory to either party, the appeal shall be directed to the Provost and Vice President of Academic Affairs.
4. The fourth step, if needed, in the formal resolution process is to appeal to the Provost and Vice President of Academic Affairs. This step must be initiated within two weeks of receipt of the College Dean's decision.
   a. The Provost and Vice President of Academic Affairs shall review the written appeal and response(s) to make a determination whether or not there are sufficient grounds to hold an appeal hearing.
   b. If there are insufficient grounds to hold an appeal hearing, the decision of the College Dean will be upheld.
   c. If there are sufficient grounds to hold an appeal hearing, the Provost shall establish an ad hoc grievance appeal panel.
      i. A grievance appeal hearing panel would be established on an ad hoc basis and consist of five members for each case. The grievance appeal hearing panel shall be convened by the Provost and Vice President for Academic Affairs. The panel shall be composed of the Provost and Vice President for Academic Affairs, or her/his designee (serves as Chair), two faculty representatives chosen from the Faculty Senate Academic Grievance Group, and two student representatives chosen from the Student Government Association Academic Grievance Group. The Provost and Vice President for Academic Affairs, or her/his designee shall have a vote only in event of a tie.
         - The panel members shall conduct the business of the appeal in strict confidence, and in private. The meetings and deliberations of the panel shall be closed.
         - The panel members shall have access to the written appeals and each person involved in the grievance.
         - The panel decision shall be communicated in writing to the student, faculty member, College Dean and program director.
         - The decision of the grievance appeal panel must be submitted in writing by registered mail to both parties. This communication

should include an opportunity for a member of the panel or the Provost and Vice President for Academic Affairs to debrief or otherwise provide further assistance to either party.

- The decision of the grievance appeal panel is final.

Academic Integrity

The following information is from the Graduate Catalog regarding Academic Regulations

Gannon University considers the maintenance of academic integrity of utmost importance and stresses that students are responsible for thoroughly understanding this code. Absolute integrity is expected of every Gannon student in all academic undertakings; the student must in no way misrepresent his/her work, fraudulently or unfairly advance his/her academic status, or be a party to another student's failure to maintain integrity.

The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of this code are the responsibilities of the students and faculty of Gannon University. Therefore, all students and faculty members shall adhere to the basic principles of this Code.

Forms of Academic Dishonesty

Plagiarism

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete and accurate documentation, and specific footnote references, and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness.

EXAMPLES (Including but not limited to):

- Whenever one quotes another person's actual words.
- Whenever one paraphrases another person's idea, opinion or theory;
- Whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.
- Downloading or purchasing material from Internet without identifying appropriate acknowledgement.

Fabrication

Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive.

EXAMPLES (Including but not limited to):

- Citing information not taken from the source indicated.
- Listing sources in a bibliography not used in the academic exercise.
- Inventing data or source information for research or other academic exercise.
- Submitting as your own any academic exercise (e.g., written work, documentation or legal document [e.g., patient charts, etc.], painting, sculpture, etc., etc.) prepared totally or in part by another.
- Taking a test for someone else or permitting someone else to take a test for you.

Cheating

Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.

EXAMPLES (Including but not limited to):

- Copying from another student's test paper and/or other assignments.
- Actively facilitating another student's copying from one's own test paper/other assignments.
- Using the course textbook or other materials such as a notebook not authorized for use during a test.
- Collaborating during a test with any other person by receiving information without authority.
- Using specifically prepared and unauthorized materials or equipment during a test, e.g. notes, formula lists, notes written on student's clothing, etc.
- Reporting a clinical visit completed when it was not.
- Falsifying reports of clinical visits, laboratory exercises, or field experiences.

Academic Misconduct

Academic misconduct is the tampering with grades, or taking part in obtaining or distributing any part of a test not administered.

EXAMPLES (Including but not limited to):

- Stealing, buying or otherwise obtaining all or part of an unadministered test.
- Selling or giving away all or part of an unadministered test including answers to an unadministered test.
- Bribing any other person to obtain an unadministered test or any information about the test.

- Entering a building, office, file or computer/computer system for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
- Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of the University which relate to grades.
- Entering a building, office, file, or computer/computer system for the purpose of obtaining an unadministered test.
- Hiding and/or mutilating library/classroom books and/or equipment.

Procedure

Informal Procedure

If an instructor suspects that a student or students may have violated Gannon University's code of Academic Integrity, he/she will promptly notify the student(s) involved and request an explanation of the alleged discrepancies noted. The student(s) will be invited to meet with the instructor to review the matter in question. The process of notification and meeting will take place within 30 calendar days of the alleged violation. If the student is cleared of the suspicion, the matter will be dropped. If the student(s) admits to the allegation as alleged, the instructor will impose a sanction upon the student. The student(s) should be aware that admission of guilt does not eliminate or lessen the sanction imposed by the instructor. A written statement of the infraction will be forwarded to the student(s) academic advisor(s) by the Academic Dean. The records are maintained at the Academic Dean's office for a period of three years after the student leaves or graduates from the university.

Formal Procedure

1. If an instructor suspects that a student or students may have violated Gannon University's Code of Academic Integrity, he/she will promptly notify the student(s) involved and request an explanation of the alleged discrepancies noted. The student(s) will be invited to meet with the instructor to review the matter in question.

   The process of notification and meeting will take place within 30 days of the alleged violation. If the student(s) is/are cleared of the suspicion, the matter will be dropped.

2. If the student(s) and the instructor are not able to agree on the matter of guilt on the alleged violation or on the severity of the sanction imposed by the instructor, the student(s) may appeal the instructor's decision to the Dean of the College. Any appeal must be made within 10 calendar days of the instructor/student meeting.

3. (Note: exceptions can be made for unusual circumstances [end of semester, graduation, and late grade returns, etc.].) Students are expected to continue to attend class during the appeal process.
4. A hearing will be scheduled with the Academic Dean. The instructor will present pertinent evidence and the student will be given the opportunity to challenge the evidence and present a defense.

5. The Dean will issue a finding based upon the evidence presented. If the Dean determines that not enough evidence has been presented, the matter will be dropped. If the Dean finds the student(s) in violation of the Code of Academic Integrity, he/she has the power to issue a sanction. Finally, the Dean has the power to support the sanction originally imposed by the instructor. (The Dean has the power to augment the sanctions by issuing administrative sanctions [i.e. suspension or separation]) in addition to the academic sanctions imposed by the faculty member. In all deliberations, the Dean may take into account not only the evidence of the appeal proceeding but also the record of any previous infraction.

6. Following the Dean's decision, the student(s) may wish to make a final appeal to the Provost with respect to the fairness of the original proceeding and/or the appropriateness of the punitive sanction imposed. The Provost will issue a decision within 10 calendar days of the appeal. Students are expected to continue attending class during the appeal process. Records of completed disciplinary proceedings are destroyed if the student is acquitted. Records of the completed disciplinary proceedings are maintained in the Student Conduct Office and the Academic Dean's Office if the student is found guilty. The records are maintained for a period of three years after the student leaves or graduates from the University.

Academic Dishonesty Sanction

Any student found guilty of academic dishonesty will be subject to penalties, which, depending on the gravity of the offense, may include the following:

1. Failure of the assignment involved (subject to decision by faculty member)
2. Failure of the course (subject to decision by faculty member)
3. Subject to review and approval of the Academic Dean, separation from the University
4. Subject to review and approval of the Academic Dean, expulsion from the University

Policy of Professional Integrity

All students have an obligation to maintain ethical behavior in relationship to their profession.

Professional Behavior

Those behaviors reflecting status, character, and standards of the given profession.

Ethical Behavior

Those behaviors in accordance with the accepted principles of right and wrong that govern the conduct of a profession.

Any student of Gannon University who engages in unprofessional or unethical conduct is subject to disciplinary action which could include reprimand, probation, separation and expulsion from the University.

Social Networking

Due to the increase in use of social media networking (i.e. Facebook, Twitter, online blogs, etc.), students must be aware and responsible for the content posted on these websites. Students are not to disclose any information regarding tests, oral practical exams, check-offs, current or past patients from clinical experiences, or any other information that might be considered as violating HIPAA or FERPA standards.

Access to Student Records

In accordance with the 1975 Family Educational Rights and Privacy Act, the University has established a policy concerning access to student records. The full policy is available upon request from the Registrar's Office. The following items are included here because of their general interest:

1. Probation and suspension letters, and other correspondence are sent directly to all students at their home address.
2. Access to student records is permitted only upon receipt of a written release by the student.
3. Students may have access to parental financial records submitted in support of financial aid applications.
4. With certain exceptions, each student has access to his or her personal and academic records.
5. Students may request that directory information not be released to anyone.

Advising

The essence of a quality graduate experience, regardless of the program, is academic advising. Each program has its own unique system for delivering information and monitoring the progress of its graduate students; thus, it is essential that each graduate student contact the director of his or her program to ask for direction. This advice is most important at the onset of the program to avoid scheduling conflicts and problems with course sequencing, and to assure that the steps required to complete the program are understood. Gannon has set aside specific dates, for advising and students will make appointments with their advisors to talk about their classes.

Attendance Policy

Attendance at all classes and laboratory sessions is expected and mandatory of all students and all courses are conducted with this understanding. A student's grades are based upon the general quality of work performed in each course and by such factors as prompt completion of all assignments, papers, and readings, by presence for all examinations, and by participation in class discussion. Ultimately, it is the responsibility of each faculty member to set reasonable attendance policies appropriate to individual courses and to publish those policies on course syllabi. When so indicated on the course syllabus, class attendance may directly influence final grades in a course.

Undergraduate Grading Scale

A+	4.0	=	100 +%
A	4.0	=	93.0 & above
A-	3.7	=	90.0 – 92.9%
B+	3.3	=	87.0 – 89.9%
B	3.0	=	83.0 – 86.9%
B-	2.7	=	80.0 – 82.9%
C+	2.3	=	77.0 – 79.9%
C	2.0	=	73.0 – 76.9%
C-	1.7	=	70.0 – 72.9%
D	1.0	=	60.0 – 69.9%
F	0.0	=	0.0 – 59.9%

Graduation

Degrees are conferred three times per year: December, May, and August. Attendance at Commencement ceremonies, which are held in December and in May, is highly recommended, since graduation is such an important and joyous occasion in the life of academic institutions. A graduate student is eligible to participate in the December ceremony only after all requirements are completed. Students who have applied for May or August graduation and who have had their application approved by their program director may participate in the May commencement ceremony and have their names listed in the program. Graduate students with more than six credit hours remaining to be completed in the summer may not be approved for August graduation nor participation in the May ceremony. Graduate students enrolled in current and future programs that have a structured curriculum that requires more than 6 hours in the summer as the final semester, such as the Physician Assistant Program, may participate in the May ceremony.

Prospective graduates should complete an application for graduation early in the semester (or year) of planned commencement. Submission of this form, which is available in the offices of the Dean, Registrar, and on GUXpress under student academic forms, will begin an administrative process in which the student's file will be carefully examined by the program director with regard to program requirements for graduation and potential difficulties. An early

application will allow for both expeditious processing of the request and time to make up any deficiencies. Specific deadlines are in the graduate catalog. Your advisor also has this information.

Medical Leave

- Graduate students who find it necessary to take a medical leave from the University must:
- Meet with their respective Program Director/Chair or advisor
- Submit medical documentation that substantiates/verifies need for the leave
- Medical leave form must be completed
- Conditions of return are to be formulated and addressed in a letter from the program director/chair and dated and signed by the student
- Medical leave of absence is granted for up to two (2) semesters
- Student must submit medical clearance to return to coursework AND a written plan of action needs to be developed with input from the program director/chair prior to returning
- If a student does not return to the University within two (2) years, they will be required to reapply for admission
- Failure to comply with this policy may result in the assignment of an "F" grade for all courses for which the student is enrolled in during the current semester, and forfeiture of the rights for readmission
- International students must work closely with the International Student Office when contemplating a leave or withdrawal from studies

Non-Discrimination Policy

It is the policy of Gannon University to affirmatively implement equal opportunity to all qualified applicants and existing students and employees. In administering its affairs, the University shall not discriminate against any person on any basis prohibited by law. All aspects of employment including recruitment, selection, hiring, training, transfer, promotion, termination, compensation and benefits conform to this policy. All aspects of student affairs and education of students including recruitment, admissions, financial aid, placement, access to facilities, student discipline, student life and student employment conform to this policy. Questions or inquiries regarding the University's policy should be directed to the Director of Human Resources, Gannon University, 109 University Square, Erie, PA 16541-0001; phone (814) 871-5615.

Policy on Withdrawal and Dismissal

Withdrawal

Students who find it necessary to withdraw from the University must fill out a withdrawal form available in the Student Success Center. Students can complete a temporary withdrawal (2 semesters or less) or a complete withdrawal. Students who withdraw for medical or mental health reasons must present appropriate documentation at the time of the withdrawal. These documents will be reviewed by the director of Gannon's Health Center or Counseling Services and could impact any refund as well as conditions for readmission to the University.

The withdrawal process includes an exit interview with staff from the Student Success Center, student's academic advisor, Cashier's office, Financial Aid office, the Registrar's office, and, when applicable, the Office of Residence Life, International office, Health and Counseling Center. Students must complete the withdrawal process within two working days from the date they start the process in the Student Success Center. Forms that do not reach the Registrar's office with all of the required signatures will be considered incomplete and the student will not be withdrawn from the University.

Failure to comply with this regulation may result in the assignment of a grade of 'F' for all courses in which the student is currently enrolled and possible separation from the University. The student may also forfeit any rights of readmission to the University. When students withdraw they should refer to the Academic Calendar for the last day to withdraw from a course in order to receive withdrawal (X) grades. Withdrawal after this date will result in 'F' grades unless permission is granted by the student's Academic Dean.

Every student receiving a federal grant and/or loan who completely withdraws officially or unofficially within the first 60% of the semester will be subject to a Title IV Return of Federal Funds review. This review will determine the portion of federal funds the student earned and the portion of federal funds the school must return to the Department of Education. Please refer to the Refund Policy in the University catalog for complete details.

Students that receive all F's for a semester, who did not formally withdraw, will be reviewed by the Financial Aid Administrator to establish the students' last date of attendance. If a student ceased attendance for all classes before 60% of the semester was over, that last date of attendance will be used. If a last date of attendance cannot be determined, the Financial Aid Administrator is required to process an "unofficial" withdrawal date using the mid-point of the semester to calculate unearned federal funds that must be returned to the appropriate federal aid program.

Students need to understand that, although they can withdraw from a semester with X grades, the Financial Aid Administrator must review and adjust federal aid disbursements made to any student receiving federal grants and/or loans based on their last date of attendance or unofficial withdrawal date. The student is responsible for any returned federal funds that results in a balance due on their student account. If payment is not made, the student will be liable for all

reasonable collection costs, including attorney fees and other charges necessary for the collection of any amount not paid.

Program Dismissal, Deceleration, Leave of Absence

Will supersede individual program requirements that create a higher expectation DISMISSAL Students may be dismissed from the program for academic and/or professional reasons.

Academic: All students whose GPA falls below 3.0 are subject to review each semester by their program director and their Academic Dean. Separation from the University is the responsibility of the appropriate Academic Dean in consultation with the program director.

Professional: All students whose professional behavior in the classroom or in clinical situations falls below professional standards will be subject to dismissal from the program. Appeal of dismissal action may be made to the Academic Dean. Reinstatement to graduate program at Gannon is possible only with written permission of the Academic Dean. Graduate Student Academic Action for a cumulative grade point average below 3.0 will be based upon the following guidelines:

None of these guidelines will supersede individual program requirements that create a higher expectation.

Practicum Attendance

Inclement Weather

Attendance to your practicum site is mandatory. If you cannot make it to your site you must call the facility and/or preceptor to explain the absence. Absences must follow the Gannon University guidelines; accepted excuses are events that are university supported or sanctioned such as an educational trip or athletic event.

The AES Program will observe inclement weather closings and delay procedures enacted by the University. However, a clinical facility, their director or course instructor can cancel or delay participation in a clinical rotation, activity or course if they deem the weather to be a hazard to travel or participation of the student or those who participate in the activity.

If snow or flooding or any other act of nature prevents a student from attending the clinical education experience, and the university has not announced a university-wide weather policy update, the student will arrange to make up the clinical time with his/her instructor as necessary. In the event that a sudden conflict, illness, or emergency arises, the student must notify the Preceptor immediately via phone or in person. Only in the certain conditions (i.e., death in the immediate family, hospitalization) will this notification be waived. Students are responsible to communicate with the Preceptor on a daily basis regarding the hours of operation for the Preceptor related to the assigned clinical education experience.

Practicum Penalties

If a student has an infraction that is identified by the Practicum Preceptor (PP), the student is subject to a written incident report. The Infraction Form will be given to the student to sign and a copy will be emailed or mailed to the Practicum Coordinator (PC) and/or Program Director copied on the email. The following steps are to be taken if a student does not comply with educational, attendance policies, or clinical facility protocols.

1. The first infraction report constitutes a warning. The student and the PP will discuss the incidence and the PP will issue the student with a warning. The PP will then send an email to the PC informing the program of an official warning.
2. The second infraction will result in an infraction report and will serve as documentation of the infraction. The Practicum Coordinator will then schedule a meeting between the Practicum Coordinator, the Preceptor and the student to discuss the incident and come to a resolution. **A 5% reduction on the student's clinical evaluation will be assessed, thus effecting the outcome of the clinical course overall grade.**
3. The third infraction will result in a conference between the student, Preceptor, Practicum Coordinator, and Program Director to discuss all incidents. An infraction form will serve as documentation of the infraction. **A 10% reduction on the student reduction on the student's clinical evaluation will be assessed, thus effecting the outcome of the clinical course overall grade.**
4. The fourth infraction will result in a conference between the student the Program Director and discuss the clinical experience and the continued enrollment in the AES Program. The infraction form will serve as documentation of the infraction. **The 4th infraction may result in a "F" for the clinical education course** and may ultimately affect the matriculation through the NHP Program.

***If at any time the infraction form identifies an unexcused absence that day must be made-up during their clinical education rotation.

Removal from Practical Experiences

Practicum Preceptors have a primary responsibility to ensure the safety of and provide care for their patients. To this end, a Practicum Coordinator may remove a student from his/her practical experience at any time for conduct that compromises the safety or care of the patient or others in the clinical site. Behaviors that are grounds for temporary removal from the clinical experience include but are not limited to confidentiality breeches, harassment, absenteeism or tardiness, malpractice / negligence, failure to fulfill responsibilities, or other activities that the supervisor deems as unsafe or inappropriate. Inappropriate clothing and/or dress code infractions may also be cause for removal from practical experiences.

Students are removed from experiences on a temporary basis and may be reinstated. Removal from an experience for more than three days requires the concurrence of the Program Director and Practicum Coordinator. Students may be removed from clinical experiences for the

remainder of the term for disciplinary or patient safety reasons and will not be reassigned to another clinical until the next experience cycle. Removal from a clinical experience will most certainly impact the clinical grade of the student, possibly to the extent that it requires repeating the course.

Ongoing patterns of unsafe / unprofessional behavior may be grounds for dismissal from the AES Program.

Practicum Education Site Policies

What follows are some general guidelines and expectations for clinical experiences. At the commencement of each clinical experience, it is the responsibility of the students to clarify all guidelines and expectations with their specific clinical preceptor.

Professional Appearance, Attire, & Grooming

Good grooming and personal hygiene are essential for health care providers and usually is the basis for your patients' first impression of you. Along these lines, students should maintain a neat and professional appearance at all times during clinical experiences. Their appearance should not distract from the professional image they are trying to develop. The decision on professional appropriateness of appearance is made solely at the discretion of the Program Director, Practicum Coordinator and/or the rotation facility policies.

Dress Code

At a minimum the dress code will consist of business casual attire with the Gannon University apparel and khaki or dress pants deemed appropriate for the clinical site. **Only clothing that is Gannon University oriented or otherwise neutral in nature will be acceptable for clinical experiences.**

Students who do not comply with the appearance, attire, or dress code for their clinical experience will be excused from the experience for the day. An infraction form may be used by the Clinical Preceptor and the day must be made up to complete the practicum experience.

An ongoing pattern of inappropriate dress may be grounds for dismissal from the experience. Be sure to clarify appearance expectations with your clinical supervisor & /or the Program Director prior to beginning each clinical experience.

Professional Conduct

Among your first and most important goals in this program is to earn the professional respect of your patients, peers, and supervisors, this respect is paramount to developing a good rapport with all key to obtaining recommendations that may lead to employment opportunities, and key to your ultimate professional success. This respect will never be earned without first demonstrating a strong sense of personal responsibility that goes hand-in-hand with being in a profession that

places the well-being of others as its highest priority. You need to demonstrate personal responsibility on a daily basis in this program. You can do so by, first:

1. Demanding excellence of yourself and second, demanding it from those around you.

2. You must assume personal responsibility for your own success by seizing upon every available opportunity to grow and develop professionally and seeking out the quality opportunities that are less available.

3. You must assume personal responsibility for the health and well-being of your patients by never compromising their quality of care or assuming someone else will make sure the patient gets the care that they need.

4. You must assume personal responsibility for the quality and condition of your working environment by being meticulous about the upkeep of facilities and equipment.

5. You must assume personal responsibility for getting the job done by never blindly assuming that someone else will take care of it.

6. You must assume personal responsibility for your reputation and this program's reputation by never compromising on your professionalism and work-ethic.

7. You must assume personal responsibility for your conduct in your classes, your clinical experiences, and in your personal life and recognize that all three will influence people's respect for you.

8. You must assume personal responsibility for your mistakes by acknowledging them and learning from the constructive criticism that accompanies them.

9. You must assume personal responsibility for maintaining the legacy of the students who went before you by working hard to be excellent rather than assuming you will be excellent simply because others who preceded you worked hard and became excellent.

Punctuality

Students are expected to be punctual for their classes and clinical experiences. Tardiness is not acceptable for practicing professionals and it is therefore not acceptable for students. Any instance of tardiness or absenteeism should be accompanied by an appropriate excuse. Outside jobs and student organization obligations are not an appropriate excuse for tardiness or absenteeism.

Cell Phones/Mobile Devices

Cell phones should be turned off or put on vibrate while students are present at a clinical education site. **Students should take note of the clinical education's cell phone policy during their orientation** to determine the appropriate use of cell phones or mobile devices. Failure to comply with cell phone policies could result in dismissal from the clinical site. Students are not to use their cell phones during the practices and treatment times in their clinical sites.

Sexual Harassment Procedures/Practices

Sexual harassment can happen between student to student or preceptor to student. As soon as a problem is identified, it should be reported to the Coordinator of Clinical Education (CCE) or Sue Majocka the Student Conduct Officer: phone 814-871-7224, email: kerner005@gannon.edu.

If the problem cannot be resolved at this level, the Coordinator of Clinical Education will contact the Office of Student Accountability, Police/Safety or the Title IX Coordinator. From this point, the next steps are on a case-by-case basis of what the procedure will be.

Sexual harassment includes any behavior of a sexual nature that is, or may be perceived as being unwelcome or offensive. Sexual harassment, by its very nature, violates the basic right of each individual to be treated as a person worthy of respect, and is in direct contradiction to the Gannon University mission. It is also a violation of state and federal laws.

Such conduct includes sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature directed toward a member of the Gannon community or applicant, particularly when one or more of the following circumstances are present:

- Submission to such conduct is an explicit or implicit term or condition of academic/clinical evaluation;
- Submission to or rejection of such conduct is used as a basis for an academic/clinical evaluation affecting the individual;
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile or offensive working or learning environment.

If a member of the Gannon community believes that he/she has been or is being subjected to sexual harassment or has observed sexual harassment, the initial course of action should be to advise or otherwise inform the alleged harasser that the behavior is unwelcome and must stop.

Because this action may not always be possible, informal and formal complaint resolution procedures are established. Please use the following procedure:

1. When a student is in a clinical setting and is subjected to sexual harassment, he/she should follow the above initial course of action to inform the alleged harasser that the behavior is unwelcome and must stop.
2. If this is not possible, the student should follow the sexual harassment policy and procedures of the facility. (These are generally located in the Policy and Procedure manual of the department or contact the Human Resources Department).
3. If it is not possible to follow this policy/procedure or it is unavailable, the student should seek advice, information or guidance by contacting the Practicum Coordinator or the Sexual Harassment Officer at Gannon.
4. The Sexual Harassment officer will assess the student's complaints, discuss available resources and options and determine if a formal complaint procedure is appropriate.
5. If a formal complaint is filed, it should follow the Gannon University Sexual Harassment Complaint Resolution Procedure.
6. Every attempt will be made to resolve cases of alleged sexual harassment at the earliest possible state with integrity and sensitivity to all parties involved. Confidentiality will be respected consistent with the University's legal obligations.

Harassment & Discrimination

Harassment and/or discrimination of other students, athletes, patients, staff, etc.is a severe breech of professional ethics. Harassment and discrimination can take many forms including but not limited to sexual harassment (including sexual preference discrimination), gender discrimination, racial/ethnic discrimination, religious discrimination, sport -based discrimination, socioeconomic discrimination, etc.

No form of harassment or discrimination will be tolerated and students engaging in such discrimination in classes or clinical experiences will be immediately removed from the experience. An ongoing pattern of harassment / discrimination may be grounds for dismissal from the program.

Unethical & Criminal Activity

Students are expected to abide by Gannon University's Student Code of Conduct and by all laws of the Commonwealth of Pennsylvania. Student conduct violations may result in severe penalties including expulsion from the University. Any criminal activity may be grounds for dismissal, including those incorrectly perceived as "minor violations" by students. Violations such as drug/alcohol/tobacco violations, theft, and more severe crimes are all potential grounds for dismissal from the program.

Alcohol, Tobacco and Other Drugs

Underage drinking will not be tolerated under any circumstances. Consuming alcohol is discouraged, even for those students who are 21 or older. Any banned substance by the Commonwealth of Pennsylvania and Federal Law is prohibited. A student who needs assistance

for a personal problem concerning his/her own use, a friend's use, a family member's use may a program faculty member, administrator, the university Counseling Center, or the Alcohol and Other Drug Education Program. All information will be held in the strictest of confidence.

Policy Infractions

An infraction of this policy by an AES student will result in a hearing before the Program Director and the student's current Preceptor who will render a decision on the infraction. Due process will be followed in keeping with University policy regarding individuals' rights.

CAAHEP Competencies

INSTITUTIONAL COMPETENCIES MATCHING FORM
Appendix B
Curriculum for Educational Programs in Exercise Sciences

Performance Domains and Associated Competencies

The curriculum for programs in Exercise Sciences must include the performance domains and associated competencies listed below.

Performance Domains and Associated Competencies		**Course prefix, number and name** Example Course Title: **MOV 304 Physiology of Activity**
DOMAIN I: HEALTH AND FITNESS ASSESSMENT **A. Administer and interpret preparticipation health screening procedures to maximize client safety and minimize risk.**		
I.A.1.a	a) Knowledge of pre-activity screening procedures and tools that provide accurate information about the individual's health/medical history, current medical conditions, risk factors, sign/symptoms of disease, current physical activity habits, and medications.	SPRT400 Fitness Assessment and Exercise Prescription
I.A.1.b	b) Knowledge of the key components included in informed consent and health/medical history.	SPRT310 Research Methods in Exercise Science SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
I.A.1.c	c) Knowledge of the limitations of informed consent and health/medical history.	SPRT310 Research Methods in Exercise Science
DOMAIN I: HEALTH AND FITNESS ASSESSMENT **B. Determine client's readiness to participate in a health-related physical fitness assessment and exercise program.**		
I.B.1.a	a) Knowledge of risk factor thresholds for Industry Standard risk stratification including genetic and lifestyle factors related to the development of CVD.	SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.b	b) Knowledge of the major signs or symptoms suggestive of cardiovascular, pulmonary and metabolic disease.	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.c	c) Knowledge of cardiovascular risk factors or conditions that may require consultation with medical personnel prior to exercise testing or training (e.g., inappropriate changes in resting heart rate and/or blood pressure, new onset discomfort in chest, neck, shoulder, or arm, changes in the pattern of discomfort during rest or exercise, fainting, dizzy spells, claudication).	SPRT400 Fitness Assessment and Exercise Prescription

I.B.1.d	d) Knowledge of the pulmonary risk factors or conditions than may require consultation with medical personnel prior to exercise testing or training (e.g., asthma, exercise-induced asthma/bronchospasm, and extreme breathlessness at rest or during exercise, chronic bronchitis, emphysema).	SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.e	e) Knowledge of the metabolic risk factors or conditions than may require consultation with medical personnel prior to exercise testing or training (e.g., obesity, metabolic syndrome, diabetes or glucose intolerance, hypoglycemia).	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.f	f) Knowledge of the musculoskeletal risk factors or conditions than may require consultation with medical personnel prior to exercise testing or training (e.g., acute or chronic pain, osteoarthritis, rheumatoid arthritis, osteoporosis, inflammation/pain, low back pain).	SPRT420 Care and Prevention of Injuries SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.g	g) Knowledge of Industry Standard risk stratification categories and their implications for medical clearance before administration of an exercise test or participation in an exercise program.	SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.h	h) Knowledge of risk factors that may be favorably modified by physical activity habits.	SPRT414 Motor Development Across the Lifespan SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.i	i) Knowledge of medical terminology including, but not limited to, total cholesterol (TC), high-density lipoprotein cholesterol (HDL-C), low-density lipoprotein cholesterol (LDL-C), triglycerides, impaired fasting glucose, impaired glucose tolerance, hypertension, atherosclerosis, myocardial infarction, dyspnea, tachycardia, claudication, syncope and ischemia.	SPRT414 Motor Development Across the Lifespan SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription SPRT130 Nutrition for Sport and Exercise
I.B.1.j	j) Knowledge of recommended plasma cholesterol levels for adults based on National Cholesterol Education Program/ATP Guidelines.	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.k	k) Knowledge of recommended blood pressure levels for adults based on National High Blood Pressure Education Program Guidelines.	SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.B.1.l	l) Knowledge of recommendations for medical clearance before initiating an exercise program.	SPRT401 Fitness Assessment Lab SPRT400 Fitness Assessment and Exercise Prescription

I.B.1.m	m) Knowledge of the components of a health-history questionnaire (e.g., past and current medical history, family history of cardiac disease, orthopedic limitations, prescribed medications, activity patterns, nutritional habits, stress and anxiety levels, and smoking and alcohol use).	SPRT401 Fitness Assessment Lab SPRT400 Fitness Assessment and Exercise Prescription
I.B.2.a	n) Skill in the risk stratification of participants using CVD risk factor thresholds, major signs or symptoms suggestive of cardiovascular, pulmonary, or metabolic disease, and/or the presence of known cardiovascular, pulmonary, and metabolic disease status.	SPRT400 Fitness Assessment and Exercise Prescription
I.B.2.b	o) Skill in reviewing pre-activity screening documents to determine the need for medical clearance prior to exercise and to select appropriate physical fitness assessment protocols.	SPRT401 Fitness Assessment Lab SPRT425 Clinical Exercise Physiology
DOMAIN I: HEALTH AND FITNESS ASSESSMENT **C. Determine and administer physical fitness assessments for apparently healthy clients and those with controlled disease.**		
I.C.1.a	Knowledge of the physiological basis of the components of health-related physical fitness (cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, body composition).	SPRT401 Fitness Assessment Lab SPRT414 Motor Development Across the Lifespan SPRT390 Physiology of Exercise and Sport SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.C.1.b	Knowledge of selecting the most appropriate testing protocols for each participant based on preliminary screening data.	SPRT401 Fitness Assessment Lab SPRT400 Fitness Assessment and Exercise Prescription
I.C.1.c	Knowledge of calibration techniques and proper use of fitness testing equipment.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab
I.C.1.d	Knowledge of the purpose and procedures of fitness testing protocols for the components of health related fitness.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.C.1.e	Knowledge of test termination criteria and proper procedures to be followed after discontinuing health fitness tests.	SPRT401 Fitness Assessment Lab SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription

I.C.1.f	Knowledge of fitness assessment sequencing.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.C.1.g	Knowledge of the effects of common medications and substances on exercise testing (e.g., antianginals, antihypertensives, antiarrhythmics, bronchodilators, hypoglycemics, psychotropics, alcohol, diet pills, cold tablets, caffeine, nicotine).	SPRT425 Clinical Exercise Physiology
I.C.1.h	Knowledge of the physiologic and metabolic responses to exercise testing associated with chronic diseases and conditions (e.g., heart disease, hypertension, diabetes mellitus, obesity, pulmonary disease).	SPRT425 Clinical Exercise Physiology
I.C.2.a	Skill in analyzing and interpreting information obtained from assessment of the components of health related fitness.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.C.2.b	Skill in modifying protocols and procedures for testing children, adolescents, older adults and individuals with special considerations.	SPRT401 Fitness Assessment Lab SPRT400 Fitness Assessment and Exercise Prescription
DOMAIN I: HEALTH AND FITNESS ASSESSMENT **D. Conduct and interpret cardiorespiratory fitness assessments.**		
I.D.1.a	Knowledge of common submaximal and maximal cardiorespiratory fitness assessment protocols.	SPRT401 Fitness Assessment Lab SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.1.b	Knowledge of blood pressure measurement techniques.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab
I.D.1.c	Knowledge of Korotkoff sounds for determining systolic and diastolic blood pressure.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab
I.D.1.d	Knowledge of the blood pressure response to exercise.	SPRT391 Physiology of Exercise and Sport Lab

I.D.1.e	Knowledge of techniques of measuring heart rate and heart rate response to exercise.	SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.1.f	Knowledge of the rating of perceived exertion (RPE).	SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.1.g	Knowledge of heart rate, blood pressure and RPE monitoring techniques before, during, and after cardiorespiratory fitness testing.	SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.1.h	Knowledge of the anatomy and physiology of the cardiovascular and pulmonary systems.	SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.1.i	Knowledge of cardiorespiratory terminology including angina pectoris, tachycardia, bradycardia, arrhythmia, and hyperventilation.	SPRT414 Motor Development Across the Lifespan SPRT425 Clinical Exercise Physiology SPRT390 Physiology of Exercise and Sport SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.1.j	Knowledge of the pathophysiology of myocardial ischemia, myocardial infarction, stroke, hypertension, and hyperlipidemia.	SPRT425 Clinical Exercise Physiology
I.D.1.k	Knowledge of the effects of myocardial ischemia, myocardial infarction, hypertension, claudication, and dyspnea on cardiorespiratory responses during exercise.	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription

I.D.1.l	Knowledge of oxygen consumption dynamics during exercise (e.g., heart rate, stroke volume, cardiac output, ventilation, ventilatory threshold).	SPRT425 Clinical Exercise Physiology SPRT390 Physiology of Exercise and Sport SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.1.m	Knowledge of methods of calculating VO_{2max}.	SPRT425 Clinical Exercise Physiology SPRT390 Physiology of Exercise and Sport SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.1.n	Knowledge of cardiorespiratory responses to acute graded exercise of conditioned and unconditioned participants.	SPRT391 Physiology of Exercise and Sport Lab
I.D.2.a	Skill in analyzing and documenting cardiorespiratory fitness test results.	SPRT391 Physiology of Exercise and Sport Lab
I.D.2.b	Skill in locating anatomic landmarks for palpation of peripheral pulses and blood pressure.	SPRT420 Care and Prevention of Injuries SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.2.c	Skill in measuring heart rate, blood pressure, and RPE at rest and during exercise.	SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.2.d	Skill in conducting submaximal exercise tests (e.g., cycle ergometer, treadmill, field testing, step test).	SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.D.2.e	Skill in determining cardiorespiratory fitness based on submaximal exercise test results.	SPRT425 Clinical Exercise Physiology SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
DOMAIN I: HEALTH AND FITNESS ASSESSMENT **E. Conduct and interpret assessments of muscular strength, muscular endurance, and flexibility..**		

I.E.1.a	Knowledge of common muscular strength, muscular endurance, and flexibility assessment protocols.	SPRT401 Fitness Assessment Lab SPRT414 Motor Development Across the Lifespan SPRT390 Physiology of Exercise and Sport SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.E.1.b	Knowledge of interpreting muscular strength, muscular endurance, and flexibility assessments.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.E.1.c	Knowledge of relative strength, absolute strength, and repetition maximum (1-RM) estimation.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.E.1.d	Knowledge of the anatomy of bone, skeletal muscle, and connective tissues.	SPRT420 Care and Prevention of Injuries SPRT 360 Kinesiology SPRT361 Kinesiology Lab
I.E.1.e	Knowledge of the definition of the following terms: anterior, posterior, proximal, distal, inferior, superior, medial, lateral, supination, pronation, flexion, extension, adduction, abduction, hyperextension, rotation, circumduction, agonist, antagonist, and stabilizer..	SPRT 360 Kinesiology SPRT361 Kinesiology Lab
I.E.1.f	Knowledge of the planes and axes in which each movement action occurs.	SPRT 360 Kinesiology SPRT361 Kinesiology Lab
I.E.1.g	Knowledge of the interrelationships among center of gravity, base of support, balance, stability, posture, and proper spinal alignment.	SPRT 360 Kinesiology SPRT361 Kinesiology Lab
I.E.1.h	Knowledge of the normal curvatures of the spine and common assessments of postural alignment.	SPRT420 Care and Prevention of Injuries SPRT425 Clinical Exercise Physiology SPRT 360 Kinesiology SPRT361 Kinesiology Lab
I.E.1.i	Knowledge of the location and function of the major muscles (e.g., pectoralis major, trapezius, latissimus dorsi, biceps, triceps, rectus abdominus, internal and external obliques, erector spinae, gluteus maximus, quadriceps, hamstrings, adductors, abductors, and gastrocnemius).	SPRT 360 Kinesiology SPRT361 Kinesiology Lab

I.E.1.j	Knowledge of the major joints and their associated movement.	SPRT420 Care and Prevention of Injuries SPRT 360 Kinesiology SPRT361 Kinesiology Lab
I.E.2.a	Skill in identifying the major bones, muscles, and joints.	SPRT420 Care and Prevention of Injuries SPRT 360 Kinesiology SPRT361 Kinesiology Lab
I.E.2.b	Skill in conducting assessments of muscular strength, muscular endurance and flexibility (e.g., 1-RM, hand grip dynamometer, push-ups, curl-ups, sit-and-reach).	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.E.2.c	Skill in estimating 1-RM using lower resistance (2-10 RM).	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab SPRT400 Fitness Assessment and Exercise Prescription
I.E.2.d	Skill in interpreting results of muscular strength, muscular endurance and flexibility assessments.	SPRT401 Fitness Assessment Lab SPRT391 Physiology of Exercise and Sport Lab
DOMAIN I: HEALTH AND FITNESS ASSESSMENT **F. Conduct and interpret anthropometric and body composition assessments.**		
I.F.1.a	Knowledge of the advantages, disadvantages and limitations of body composition techniques (e.g., air displacement plethysmography (BOD POD®), duel-energy x-ray absorptiometry (DEXA), hydrostatic weighing, skinfolds, and bioelectrical impedance.	SPRT401 Fitness Assessment Lab SPRT424 Biomechanics SPRT414 Motor Development Across the Lifespan SPRT400 Fitness Assessment and Exercise Prescription
I.F.1.b	Knowledge of the standardized descriptions of circumference and skinfold sites.	SPRT401 Fitness Assessment Lab SPRT400 Fitness Assessment and Exercise Prescription
I.F.1.c	Knowledge of procedures for determining BMI and taking skinfold and circumference measurements.	SPRT401 Fitness Assessment Lab SPRT400 Fitness Assessment and Exercise Prescription
I.F.1.d	Knowledge of the health implications of variation in body fat distribution patterns and the significance of BMI, waist circumference, and waist-to-hip ratio.	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
I.F.2.a	Skill in locating anatomic landmarks for skinfold and circumference measurements.	SPRT401 Fitness Assessment Lab

I.F.2.b	Skill in analyzing and documenting the results of anthropometric and body composition assessments.	SPRT401 Fitness Assessment Lab
DOMAIN II: EXERCISE PRESCRIPTION AND IMPLEMENTATION **A. Determine safe and effective exercise programs to achieve desired outcomes and goals, and translate assessment results into appropriate exercise prescriptions..**		
II.A.1.a	Knowledge of strength-, aerobic-, and flexibility-based exercise.	SPRT400 Fitness Assessment and Exercise Prescription
II.A.1.b	Knowledge of the benefits and precautions associated with exercise training in apparently healthy participants and those with controlled disease.	SPRT400 Fitness Assessment and Exercise Prescription
II.A.1.c	Knowledge of program development for specific client needs (e.g., sport specific training, performance, health, lifestyle, functional ability, balance, agility, aerobic, anaerobic).	SPRT400 Fitness Assessment and Exercise Prescription
II.A.1.d	Knowledge of the six motor skill related physical fitness components; agility, balance, coordination, reaction time, speed, and power.	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.A.1.e	Knowledge of the physiologic changes associated with an acute bout of exercise.	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription SPRT425 Clinical Exercise Physiology
II.A.1.f	Knowledge of the physiologic adaptations following chronic exercise training.	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription SPRT425 Clinical Exercise Physiology
II.A.1.g	Knowledge of Industry Standard exercise prescription guidelines for strength, aerobic, and flexibility based exercise for apparently healthy clients, clients with increased risk, and clients with controlled disease.	SPRT400 Fitness Assessment and Exercise Prescription
II.A.1.h	Knowledge of the components and sequencing incorporated into an exercise session (e.g., warm-up, stretching, conditioning or sports related exercise, cool-down).	SPRT400 Fitness Assessment and Exercise Prescription
II.A.1.i	Knowledge of the physiological principles related to warm-up and cool-down.	SPRT400 Fitness Assessment and Exercise Prescription
II.A.1.j	Knowledge of the principles of reversibility, progressive overload, individual differences and specificity of training, and how they relate to exercise prescription.	SPRT400 Fitness Assessment and Exercise Prescription
II.A.1.k	Knowledge the role of aerobic and anaerobic energy systems in the performance of various physical activities.	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription SPRT425 Clinical Exercise Physiology
II.A.1.l	Knowledge of the basic biomechanical principles of human movement.	SPRT 360 Kinesiology SPRT361 Kinesiology Lab

II.A.1.m	Knowledge of the psychological and physiological signs and symptoms of overtraining.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
II.A.1.n	Knowledge of the signs and symptoms of common musculoskeletal injuries associated with exercise (e.g., sprain, strain, bursitis, and tendonitis).	SPRT420 Care and Prevention of Injuries
II.A.1.o	Knowledge of the advantages and disadvantages of exercise equipment (e.g., free weights, selectorized machines, aerobic equipment).	SPRT400 Fitness Assessment and Exercise Prescription
II.A.2.a	Skill in teaching and demonstrating exercises.	SPRT470 Advanced Strength and Conditioning
II.A.2.b	Skill in designing safe and effective training programs.	SPRT400 Fitness Assessment and Exercise Prescription
II.A.2.c	Skill in implementing exercise prescription guidelines for apparently healthy clients, clients with increased risk, and clients with controlled disease.	SPRT400 Fitness Assessment and Exercise Prescription
DOMAIN II: EXERCISE PRESCRIPTION AND IMPLEMENTATION **B. Implement cardiorespiratory exercise prescriptions for apparently healthy clients and those with controlled disease based on current health status, fitness goals and availability of time**		
II.B.1.a	Knowledge of the recommended Industry Standard exercise prescription framework for the development of cardiorespiratory fitness.	SPRT400 Fitness Assessment and Exercise Prescription
II.B.1.b	Knowledge of the benefits, risks and contraindications of a wide variety of cardiovascular training exercises based on client experience, skill level, current fitness level and goals.	SPRT400 Fitness Assessment and Exercise Prescription
II.B.1.c	Knowledge of the minimal threshold of physical activity required for health benefits and/or fitness development.	SPRT400 Fitness Assessment and Exercise Prescription
II.B.1.d	Knowledge of determining exercise intensity using HRR, VO_2R, peak HR method, peak VO_2 method, peak METs method, and the RPE Scale.	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.B.1.e	Knowledge of the accuracy of HRR, VO_2R, peak HR method, peak VO_2 method, peak METs method, and the RPE Scale.	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.B.1.f	Knowledge of abnormal responses to exercise (e.g., hemodynamic, cardiac, ventilatory).	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
II.B.1.g	Knowledge of metabolic calculations (e.g., unit conversions, deriving energy cost of exercise, caloric expenditure).	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
II.B.1.h	Knowledge of calculating the caloric expenditure of an exercise session ($kcal \cdot session^{1}$).	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription

II.B.1.i	Knowledge of methods for establishing and monitoring levels of exercise intensity, including heart rate, RPE, and METs.	SPRT425 Clinical Exercise Physiology SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.B.1.j	Knowledge of the applications of anaerobic training principles.	SPRT390 Physiology of Exercise and Sport
II.B.1.k	Knowledge of the anatomy and physiology of the cardiovascular and pulmonary systems including the basic properties of cardiac muscle.	SPRT390 Physiology of Exercise and Sport
II.B.1.l	Knowledge of the basic principles of gas exchange.	SPRT390 Physiology of Exercise and Sport
II.B.2.a	Skill in determining appropriate exercise frequency, intensity, time and type for clients with various fitness levels.	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
II.B.2.b	Skill in determining the energy cost, absolute and relative oxygen costs (VO_2), and MET levels of various activities and applying the information to an exercise prescription.	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
II.B.2.c	Skill in identifying improper technique in the use of cardiovascular equipment.	SPRT401 Fitness Assessment Lab SPRT425 Clinical Exercise Physiology
II.B.2.d	Skill in teaching and demonstrating the use of a variety of cardiovascular exercise equipment.	SPRT401 Fitness Assessment Lab
DOMAIN II: EXERCISE PRESCRIPTION AND IMPLEMENTATION **C. Implement exercise prescriptions for flexibility, muscular strength, muscular endurance, balance, agility, and reaction time for apparently healthy clients and those with controlled disease based on current health status, fitness goals and availability of time.**		
II.C.1.a	Knowledge of the recommended Industry Standard exercise prescription framework for the development of muscular strength, muscular endurance and flexibility.	SPRT400 Fitness Assessment and Exercise Prescription
II.C.1.b	Knowledge of the minimal threshold of physical activity required for health benefits and/or fitness development.	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.C.1.c	Knowledge of safe and effective exercises designed to enhance muscular strength and/or endurance of major muscle groups.	SPRT400 Fitness Assessment and Exercise Prescription
II.C.1.d	Knowledge of safe and effective stretches that enhance flexibility.	SPRT400 Fitness Assessment and Exercise Prescription
II.C.1.e	Knowledge of indications for water based exercise (e.g., arthritis, obesity).	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription

II.C.1.f	Knowledge of the types of resistance training programs (e.g., total body, split routine) and modalities (e.g., free weights, variable resistance equipment, pneumatic machines, bands).	SPRT400 Fitness Assessment and Exercise Prescription
II.C.1.g	Knowledge of acute (e.g., load, volume, sets, repetitions, rest periods, order of exercises) and chronic training variables (e.g., periodization).	SPRT400 Fitness Assessment and Exercise Prescription
II.C.1.h	Knowledge of the types of muscle contractions (e.g., eccentric, concentric, isometric).	SPRT414 Motor Development Across the Lifespan SPRT390 Physiology of Exercise and Sport SPRT 360 Kinesiology
II.C.1.i	Knowledge of joint movements (e.g., flexion, extension, adduction, abduction) and the muscles responsible for them.	SPRT420 Care and Prevention of Injuries SPRT 360 Kinesiology SPRT361 Kinesiology Lab
II.C.1.j	Knowledge of acute and delayed onset muscle soreness (DOMS).	SPRT390 Physiology of Exercise and Sport
II.C.1.k	Knowledge of the anatomy and physiology of skeletal muscle fiber, the characteristics of fast-and slow-twitch muscle fibers, and the sliding filament theory of muscle contraction.	SPRT416 Human Motor Control SPRT390 Physiology of Exercise and Sport
II.C.1.l	Knowledge of the stretch reflex, proprioceptors, golgi tendon organ (GTO), muscle spindles, and how they relate to flexibility.	SPRT416 Human Motor Control SPRT390 Physiology of Exercise and Sport
II.C.1.m	Knowledge of muscle-related terminology including atrophy, hyperplasia, hypertrophy.	SPRT390 Physiology of Exercise and Sport SPRT425 Clinical Exercise Physiology SPRT414 Motor Development Across the Lifespan
II.C.1.n	Knowledge of the Valsalva maneuver and its implications during exercise.	SPRT390 Physiology of Exercise and Sport SPRT425 Clinical Exercise Physiology
II.C.1.o	Knowledge of the physiology underlying plyometric training and common plyometric exercises (e.g., box jumps, leaps, bounds).	SPRT390 Physiology of Exercise and Sport
II.C.1.p	Knowledge of the contraindications and potential risks associated with muscular conditioning activities (e.g., straight-leg sit-ups, double leg raises, squats, hurdler's stretch, yoga plough, forceful back hyperextension, and standing bent-over toe touch, behind neck press/lat pull-down).	SPRT391 Physiology of Exercise and Sport Lab
II.C.1.q	Knowledge of spotting positions and techniques for injury prevention and exercise assistance.	SPRT391 Physiology of Exercise and Sport Lab
II.C.1.r	Knowledge of periodization (e.g., macro, micro, mesocycles) and associated theories.	SPRT470 Advanced Strength and Conditioning
II.C.1.s	Knowledge of safe and effective Olympic weight lifting exercises.	SPRT470 Advanced Strength and Conditioning

II.C.1.t	Knowledge of safe and effective core stability exercises (e.g., planks, crunches, bridges, cable twists).	SPRT470 Advanced Strength and Conditioning
II.C.2.a	Skill in identifying and correcting improper technique in the use of resistive equipment (e.g., stability balls, weights, bands, resistance bars, water exercise equipment).	SPRT400 Fitness Assessment and Exercise Prescription
II.C.2.b	Skill in teaching and demonstrating appropriate exercises for enhancing musculoskeletal flexibility.	SPRT400 Fitness Assessment and Exercise Prescription
II.C.2.c	Skill in teaching and demonstrating safe and effective muscular strength and endurance exercises (e.g., free weights, weight machines, resistive bands, Swiss balls, body weight and all other major fitness equipment).	SPRT400 Fitness Assessment and Exercise Prescription
II.C.2.d	Skill in prescribing exercise using the calculated % 1-RM.	SPRT401 Fitness Assessment Lab
DOMAIN II: EXERCISE PRESCRIPTION AND IMPLEMENTATION **D. Establish exercise progression guidelines for flexibility, muscular strength, muscular endurance, balance, agility, and reaction time for apparently healthy clients and those with controlled disease based on current health status, fitness goals and availability of time.**		
II.D.1.a	Knowledge of the basic principles of exercise progression.	SPRT400 Fitness Assessment and Exercise Prescription
II.D.1.b	Knowledge of adjusting the exercise prescription framework in response to individual changes in conditioning.	SPRT400 Fitness Assessment and Exercise Prescription
II.D.1.c	Knowledge of the importance of performing periodic reevaluations to assess changes in fitness status.	SPRT400 Fitness Assessment and Exercise Prescription
II.D.1.d	Knowledge of the training principles that promote improvements in muscular strength, muscular endurance, cardiorespiratory fitness, and flexibility.	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.D.2.a	Skill in recognizing the need for progression and communicating updates to exercise prescriptions.	SPRT470 Advanced Strength and Conditioning
DOMAIN II: EXERCISE PRESCRIPTION AND IMPLEMENTATION **E. Implement a general weight management program as indicated by personal goals, as needed.**		
II.E.1.a	Knowledge of exercise prescriptions for achieving weight related goals, including weight gain, weight loss and weight maintenance.	SPRT400 Fitness Assessment and Exercise Prescription
II.E.1.b	Knowledge of energy balance and basic nutritional guidelines (e.g., MyPyramid, USDA Dietary Guidelines for Americans).	SPRT130 Nutrition for Sport and Exercise
II.E.1.c	Knowledge of weight management terminology including, but not limited to, obesity, overweight, percent fat, BMI, lean body mass (LBM), anorexia nervosa, bulimia, binge eating, metabolic syndrome, body fat distribution, adipocyte, bariatrics, ergogenic aid, fat-free mass (FFM), resting metabolic rate (RMR) and thermogenesis**.**	SPRT130 Nutrition for Sport and Exercise SPRT425 Clinical Exercise Physiology

II.E.1.d	Knowledge of the relationship between body composition and health.	SPRT130 Nutrition for Sport and Exercise SPRT414 Motor Development Across the Lifespan SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
II.E.1.e	Knowledge of the unique dietary needs of participant populations (e.g., women, children, older adults, pregnant women).	SPRT130 Nutrition for Sport and Exercise
II.E.1.f	Knowledge of common nutritional ergogenic aids, their purported mechanisms of action, and associated risks and benefits (e.g., protein/amino acids, vitamins, minerals, herbal products, creatine, steroids, caffeine).	SPRT130 Nutrition for Sport and Exercise
II.E.1.g	Knowledge of methods for modifying body composition including diet, exercise, and behavior modification.	SPRT425 Clinical Exercise Physiology
II.E.1.h	Knowledge of fuel sources for aerobic and anaerobic metabolism including carbohydrates, fats and proteins.	SPRT390 Physiology of Exercise and Sport
II.E.1.i	Knowledge of the effects of overall dietary composition on healthy weight management.	SPRT130 Nutrition for Sport and Exercise
II.E.1.j	Knowledge of the importance of maintaining normal hydration before, during and after exercise.	SPRT130 Nutrition for Sport and Exercise SPRT400 Fitness Assessment and Exercise Prescription
II.E.1.k	Knowledge of the consequences of inappropriate weight loss methods (e.g., saunas, dietary supplements, vibrating belts, body wraps, over exercising, very low calorie diets, electric stimulators, sweat suits, fad diets).	SPRT130 Nutrition for Sport and Exercise
II.E.1.l	Knowledge of the kilocalorie levels of carbohydrate, fat, protein, and alcohol.	SPRT130 Nutrition for Sport and Exercise
II.E.1.m	Knowledge of the relationship between kilocalorie expenditures and weight loss.	SPRT130 Nutrition for Sport and Exercise
II.E.1.n	Knowledge of published position statements on obesity and the risks associated with it (e.g., National Institutes of Health, American Dietetic Association, ACSM).	SPRT425 Clinical Exercise Physiology
II.E.1.o	Knowledge of the relationship between body fat distribution patterns and health.	SPRT130 Nutrition for Sport and Exercise SPRT425 Clinical Exercise Physiology
II.E.1.p	Knowledge of the physiology and pathophysiology of overweight and obese clients.	SPRT425 Clinical Exercise Physiology
II.E.1.q	Knowledge of the recommended exercise prescription framework for participants who are overweight or obese.	SPRT400 Fitness Assessment and Exercise Prescription
II.E.1.r	Knowledge of comorbidities and musculoskeletal conditions associated with overweight and obesity that may require medical clearance and/or modifications to exercise testing and prescription.	SPRT400 Fitness Assessment and Exercise Prescription

II.E.2.a	Skill in applying behavioral strategies (e.g., exercise, diet, behavioral modification strategies) for weight management.	SPRT400 Fitness Assessment and Exercise Prescription SPRT130 Nutrition for Sport and Exercise SPRT250 Psychosocial Aspects of Exercise and Physical Activity
II.E.2.b	Skill in modifying exercises for individuals limited by body size.	SPRT400 Fitness Assessment and Exercise Prescription
II.E.2.c	Skill in calculating the volume of exercise in terms of kcal·session^{-1}.	SPRT425 Clinical Exercise Physiology
DOMAIN II: EXERCISE PRESCRIPTION AND IMPLEMENTATION **F. Prescribe and implement exercise programs for clients with controlled cardiovascular, pulmonary, and metabolic diseases and other clinical populations and work closely with clients' healthcare providers, as needed.**		
II.F.1.a	Knowledge of Industry Standard risk stratification and exercise prescription guidelines for participants with cardiovascular, pulmonary, and metabolic diseases and other clinical populations.	SPRT400 Fitness Assessment and Exercise Prescription
II.F.1.b	Knowledge of Industry Standard relative and absolute contraindications for initiating exercise sessions or exercise testing, and indications for terminating exercise sessions and exercise testing.	SPRT400 Fitness Assessment and Exercise Prescription
II.F.1.c	Knowledge of the physiology and pathophysiology of diseases and conditions (e.g., cardiac disease, arthritis, diabetes mellitus, dyslipidemia, hypertension, metabolic syndrome, musculoskeletal injuries, overweight and obesity, osteoporosis, peripheral artery disease, pulmonary disease).	SPRT414 Motor Development Across the Lifespan SPRT425 Clinical Exercise Physiology SPRT130 Nutrition for Sport and Exercise
II.F.1.d	Knowledge of the effects of diet and exercise on blood glucose levels in diabetics.	SPRT425 Clinical Exercise Physiology SPRT130 Nutrition for Sport and Exercise
II.F.1.e	Knowledge of the recommended exercise prescription principles for the development of cardiorespiratory fitness, muscular fitness and flexibility for participants with cardiac disease, arthritis, diabetes mellitus, dyslipidemia, hypertension, metabolic syndrome, musculoskeletal injuries, overweight and obesity, osteoporosis, peripheral artery disease, and pulmonary disease.	SPRT425 Clinical Exercise Physiology SPRT130 Nutrition for Sport and Exercise SPRT400 Fitness Assessment and Exercise Prescription
II.F.2.a	Skill in progressing exercise programs, according to exercise prescription principles, in a safe and effective manner.	SPRT400 Fitness Assessment and Exercise Prescription
II.F.2.b	Skill in modifying the exercise prescription and/or exercise choice for clients with diseases and conditions (e.g., cardiac disease, arthritis, diabetes mellitus, dyslipidemia, hypertension, metabolic syndrome, musculoskeletal injuries, overweight and obesity, osteoporosis, peripheral artery disease, pulmonary disease).	SPRT425 Clinical Exercise Physiology SPRT400 Fitness Assessment and Exercise Prescription
II.F.2.c	Skill in identifying improper exercise techniques and modifying exercise programs for participants with low back, neck, shoulder, elbow, wrist, hip, knee and/or ankle pain.	SPRT401 Fitness Assessment Lab

DOMAIN II: EXERCISE PRESCRIPTION AND IMPLEMENTATION **G. Prescribe and implement exercise programs for healthy special populations (i.e., older adults, youth, and pregnant women).**		
II.G.1.a	Knowledge of normal maturational changes across the lifespan and their effects (e.g., skeletal muscle, bone, reaction time, coordination, posture, heat and cold tolerance, maximal oxygen consumption, strength, flexibility, body composition, resting and maximal heart rate, resting and maximal blood pressure).	SPRT414 Motor Development Across the Lifespan
II.G.1.b	Knowledge of techniques for the modification of cardiovascular, flexibility, and resistance exercises based on age, functional capacity and physical condition.	SPRT414 Motor Development Across the Lifespan
II.G.1.c	Knowledge of techniques for the development of exercise prescriptions for children, adolescents and older adults with regard to strength, functional capacity, and motor skills.	SPRT414 Motor Development Across the Lifespan SPRT400 Fitness Assessment and Exercise Prescription
II.G.1.d	Knowledge of the unique adaptations to exercise training in children, adolescents, and older participants with regard to strength, functional capacity, and motor skills.	SPRT414 Motor Development Across the Lifespan SPRT400 Fitness Assessment and Exercise Prescription
II.G.1.e	Knowledge of the benefits and precautions associated with exercise training across the lifespan.	SPRT414 Motor Development Across the Lifespan SPRT400 Fitness Assessment and Exercise Prescription
II.G.1.f	Knowledge of the recommended exercise prescription framework for the development of cardiorespiratory fitness, muscular fitness and flexibility in apparently healthy children and adolescents.	SPRT414 Motor Development Across the Lifespan SPRT400 Fitness Assessment and Exercise Prescription
II.G.1.g	Knowledge of the effects of the aging process on the musculoskeletal and cardiovascular structures and functions during rest, exercise, and recovery.	SPRT414 Motor Development Across the Lifespan SPRT400 Fitness Assessment and Exercise Prescription
II.G.1.h	Knowledge of the recommended exercise prescription framework necessary for the development of cardiorespiratory fitness, muscular fitness, balance, and flexibility in apparently healthy, older adults.	SPRT414 Motor Development Across the Lifespan SPRT400 Fitness Assessment and Exercise Prescription
II.G.1.i	Knowledge of common orthopedic and cardiovascular exercise considerations for older adults.	SPRT414 Motor Development Across the Lifespan SPRT425 Clinical Exercise Physiology
II.G.1.j	Knowledge of the relationship between regular physical activity and the successful performance of activities of daily living (ADLs) for older adults.	SPRT414 Motor Development Across the Lifespan Across the Lifespan SPRT400 Fitness Assessment and Exercise Prescription
II.G.1.k	Knowledge of the recommended frequency, intensity, type, and duration of physical activity necessary for the development of cardiorespiratory fitness, muscular fitness and flexibility in apparently healthy pregnant women.	SPRT400 Fitness Assessment and Exercise Prescription

II.G.2.a	Skill in teaching and demonstrating appropriate exercises for healthy populations with special considerations.	SPRT400 Fitness Assessment and Exercise Prescription
II.G.2.b	Skill in modifying exercises based on age, physical condition, and current health status.	SPRT400 Fitness Assessment and Exercise Prescription
DOMAIN II: EXERCISE PRESCRIPTION AND IMPLEMENTATION H. Modify exercise prescriptions based on various environmental conditions.		
II.H.1.a	Knowledge of the effects of various environmental conditions on the physiologic response to exercise (e.g., altitude, variable ambient temperatures, humidity, environmental pollution).	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.H.1.b	Knowledge of special precautions and program modifications for exercise in various environmental conditions (e.g., altitude, variable ambient temperatures, humidity, environmental pollution).	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.H.1.c	Knowledge of the role of acclimatization when exercising in various environmental conditions (e.g., altitude, variable ambient temperatures, humidity, environmental pollution).	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
II.H.1.d	Knowledge of appropriate fluid intake during exercise in various environmental conditions (e.g., altitude, variable ambient temperatures, humidity, environmental pollution).	SPRT390 Physiology of Exercise and Sport SPRT400 Fitness Assessment and Exercise Prescription
DOMAIN III: EXERCISE COUNSELING AND BEHAVIOR MODIFICATION A. Optimize adoption and adherence of exercise and other healthy behaviors by applying effective communication techniques.		
III.A.1.a	Knowledge of verbal and non-verbal behaviors that communicate positive reinforcement and encouragement (e.g., eye contact, targeted praise, empathy).	SPRT415 Principles of Motor Learning and Performance
III.A.1.b	Knowledge of group leadership techniques for working with clients of all ages.	SPRT340 Group Instruction and Fitness Management
III.A.1.c	Knowledge of learning preferences (auditory, visual, kinesthetic) and how to apply teaching and training techniques to optimize training session.	SPRT415 Principles of Motor Learning and Performance
III.A.2.a	Skill in applying active listening techniques.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.A.2.b	Skill in using feedback to optimize a client's training sessions.	SPRT415 Principles of Motor Learning and Performance
III.A.2.c	Skill in effective use of a variety of communication modes (e.g., telephone, newsletters, email, social media).	SPRT340 Group Instruction and Fitness Management SPRT360 Kinesiology
DOMAIN III: EXERCISE COUNSELING AND BEHAVIOR MODIFICATION B. Optimize adoption and adherence of exercise and other healthy behaviors by applying effective behavioral strategies and motivational techniques.		
III.B.1.a	Knowledge of behavior change models and theories (e.g., transtheoretical model, social cognitive theory, social ecological model, health belief model, theory of planned behavior, self-determination theory, cognitive evaluation theory).	SPRT250 Psychosocial Aspects of Exercise and Physical Activity

III.B.1.b	Knowledge of the basic principles involved in motivational interviewing (MI).	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.1.c	Knowledge of intervention strategies and stress management techniques.	SPRT415 Principles of Motor Learning and Performance
III.B.1.d	Knowledge of behavioral strategies to enhance exercise and health behavior change (e.g., reinforcement, S.M.A.R.T. goal setting, social support).	SPRT415 Principles of Motor Learning and Performance SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.1.e	Knowledge of behavior modification terminology (e.g. self-esteem, self-efficacy, antecedents, cues to action, behavioral beliefs, behavioral intentions, and reinforcing factors).	SPRT415 Principles of Motor Learning and Performance SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.1.f	Knowledge of behavioral strategies (e.g., exercise, diet, behavioral modification strategies) for weight management.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.1.g	Knowledge of the role that affect, mood and emotion play in exercise adherence.	SPRT415 Principles of Motor Learning and Performance SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.1.h	Knowledge of barriers to exercise adherence and compliance (e.g., time management, injury, fear, lack of knowledge, weather).	SPRT415 Principles of Motor Learning and Performance SPRT425 Clinical Exercise Physiology SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.1.i	Knowledge of techniques that facilitate intrinsic and extrinsic motivation (e.g., goal setting, incentive programs, achievement recognition, social support).	SPRT415 Principles of Motor Learning and Performance SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.1.j	Knowledge of the role extrinsic and intrinsic motivation plays in the adoption and maintenance of behavior change.	SPRT415 Principles of Motor Learning and Performance SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.1.k	Knowledge of health coaching principles and lifestyle management techniques related to behavior change.	SPRT340 Group Instruction and Fitness Management
III.B.1.l	Knowledge of strategies that increase non-structured physical activity levels (e.g., stair walking, parking farther away, bike to work).	SPRT250 Psychosocial Aspects of Exercise and Physical Activity

III.B.2.a	Skill in explaining the purpose and value of understanding perceived exertion.	SPRT391 Physiology of Exercise and Sport Lab
III.B.2.b	Skill in using imagery as a motivational tool.	SPRT415 Principles of Motor Learning and Performance
III.B.2.c	Skill in evaluating behavioral readiness to optimize exercise adherence.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.2.d	Skill in applying the theories related to behavior change to diverse populations.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.2.e	Skill in developing intervention strategies to increase self-efficacy and self-confidence.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.2.f	Skill in developing reward systems that support and maintain program adherence.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.B.2.g	Skill in setting effective behavioral goals.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
DOMAIN III: EXERCISE COUNSELING AND BEHAVIOR MODIFICATION **C. Provide educational resources to support clients in the adoption and maintenance of healthy lifestyle behaviors.**		
III.C.1.a	Knowledge of the relationship between physical inactivity and common chronic diseases (e.g., Atherosclerosis, type II diabetes, obesity, dyslipidemia, arthritis, low back pain, hypertension).	SPRT414 Motor Development Across the Lifespan SPRT425 Clinical Exercise Physiology
III.C.1.b	Knowledge of the dynamic inter-relationship between fitness level, body composition, stress and overall health.	SPRT414 Motor Development Across the Lifespan
III.C.1.c	Knowledge of modifications necessary to promote healthy lifestyle behaviors for diverse populations.	SPRT425 Clinical Exercise Physiology
III.C.1.d	Knowledge of stress management techniques and relaxation techniques (e.g., progressive relaxation, guided imagery, massage therapy).	SPRT415 Principles of Motor Learning and Performance
III.C.1.e	Knowledge of the activities of daily living (ADLs) and how they relate to overall health.	SPRT420 Care and Prevention of Injuries SPRT425 Clinical Exercise Physiology
III.C.1.f	Knowledge of specific, age-appropriate leadership techniques and educational methods to increase client engagement.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.C.1.g	Knowledge of community-based exercise programs that provide social support and structured activities (e.g., walking clubs, intramural sports, golf leagues, cycling clubs).	SPRT250 Psychosocial Aspects of Exercise and Physical Activity

III.C.2.a	Skill in accessing and disseminating scientifically-based, relevant fitness-, nutrition-, and wellness-related resources and information.	SPRT310 Research Methods in Exercise Science SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.C.2.b	Skill in educating clients about benefits and risks of exercise and the risks of sedentary behavior.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity SPRT400 Fitness Assessment and Exercise Prescription SPRT425 Clinical Exercise Physiology
DOMAIN III: EXERCISE COUNSELING AND BEHAVIOR MODIFICATION **D. Provide support within the scope of practice of a fitness professional and refer to other health professionals as indicated.**		
III.D.1.a	Knowledge of the side effects of common over-the-counter and prescription drugs that may impact a client's ability to exercise.	SPRT425 Clinical Exercise Physiology
III.D.1.b	Knowledge of signs and symptoms of mental health states (e.g., anxiety, depression, eating disorders) that may necessitate referral to a medical or mental health professional.	SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.D.1.c	Knowledge of symptoms and causal factors of test anxiety (i.e., performance, appraisal threat during exercise testing) and how they may affect physiological responses to testing.	SPRT415 Principles of Motor Learning and Performance SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.D.1.d	Knowledge of client needs and learning styles that may impact exercise sessions and exercise testing procedures.	SPRT400 Fitness Assessment and Exercise Prescription
III.D.1.e	Knowledge of conflict resolution techniques that facilitate communication among exercise cohorts.	SPRT340 Group Instruction and Fitness Management SPRT250 Psychosocial Aspects of Exercise and Physical Activity
III.D.2.a	Skill in communicating the need for medical, nutritional, or mental health intervention.	SPRT130 Nutrition for Sport and Exercise SPRT250 Psychosocial Aspects of Exercise and Physical Activity SPRT420 Care and Prevention of Injuries
DOMAIN IV: RISK MANAGEMENT AND PROFESSIONAL RESPONSIBILITIES **A. Develop and disseminate risk management guidelines for a health/fitness facility to reduce member, employee, and business risk**		
IV.A.1.a	Knowledge of employee criminal background checks, child abuse clearances and drug and alcohol screenings.	SPRT430 Practicum in Sports and Exercise Science
IV.A.1.b	Knowledge of employment verification requirements mandated by state and federal laws.	SPRT430 Practicum in Sports and Exercise Science in Sports and Exercise Science

IV.A.1.c	Knowledge of safe handling and disposal of body fluids and employee safety (OSHA guidelines).	SPRT391 Physiology of Exercise and Sport Lab
IV.A.1.d	Knowledge of insurance coverage common to the health/fitness industry including general liability, professional liability, workers' compensation, property, and business interruption.	SPRT340 Group Instruction and Fitness Management
IV.A.1.e	Knowledge of sexual harassment policies and procedures.	SPRT340 Group Instruction and Fitness Management
IV.A.1.f	Knowledge of interviewing techniques.	SPRT430 Practicum in Sports and Exercise Science SPRT 360 Kinesiology
IV.A.1.g	Knowledge of basic precautions taken in an exercise setting to ensure client safety.	SPRT340 Group Instruction and Fitness Management
IV.A.1.h	Knowledge of pre-activity screening, medical release and waiver of liability for normal and at-risk participants.	SPRT340 Group Instruction and Fitness Management
IV.A.1.i	Knowledge of emergency action plan (EAP); response systems and procedures.	SPRT340 Group Instruction and Fitness Management
IV.A.1.j	Knowledge of the legal implications of documented safety procedures, the use of incident report documents, and ongoing safety training documentation.	SPRT340 Group Instruction and Fitness Management
IV.A.1.k	Knowledge of maintaining employee records/documents (CPR/AED certification, certifications for maintaining job position).	SPRT340 Group Instruction and Fitness Management
IV.A.1.l	Knowledge of the components for ethical standards and scope of practice in the health/fitness industry.	SPRT340 Group Instruction and Fitness Management
IV.A.2.a	Skill in developing and/or modifying a policies and procedures manual.	SPRT340 Group Instruction and Fitness Management
IV.A.2.b	Skill in enforcing confidentiality policies.	SPRT340 Group Instruction and Fitness Management
IV.A.2.c	Skill in maintaining a safe exercise environment (e.g., equipment operation and regular maintenance schedules, safety and scheduled maintenance of exercise areas, overall facility maintenance, proper sanitation, proper signage).	SPRT340 Group Instruction and Fitness Management
IV.A.2.d	Skill in clearly communicating human resource risk management policies and procedures.	SPRT340 Group Instruction and Fitness Management
IV.A.2.e	Skill in training employees to identify and limit/reduce high risk situations.	SPRT340 Group Instruction and Fitness Management
AIN IV: RISK MANAGEMENT AND PROFESSIONAL RESPONSIBILITIES B. Ensure that emergency policies and procedures are in place.		
IV.B.1.a	Knowledge of emergency procedures (i.e., telephone procedures, written emergency procedures (EAP), personnel responsibilities) in a health and fitness setting	SPRT340 Group Instruction and Fitness Management
IV.B.1.b	Knowledge of the initial management and first-aid procedures for exercise-related injuries (e.g., bleeding, strains/sprains, fractures, shortness of breath, palpitations, hypoglycemia, allergic reactions, fainting/syncope).	SPRT420 Care and Prevention of Injuries
IV.B.1.c	Knowledge of the responsibilities, limitations, and legal implications for the fitness professional of carrying out emergency procedures..	SPRT340 Group Instruction and Fitness Management
IV.B.1.d	Knowledge of safety plans, emergency procedures and first-aid techniques needed during fitness evaluations, exercise testing, and exercise training	SPRT340 Group Instruction and Fitness Management

IV.B.1.e	Knowledge of potential musculoskeletal injuries (e.g., contusions, sprains, strains, fractures), cardiovascular/pulmonary complications (e.g., tachycardia, bradycardia, hypotension/hypertension, dyspnea) and metabolic abnormalities (e.g., fainting/syncope, hypoglycemia/hyperglycemia, hypothermia/hyperthermia).	SPRT420 Care and Prevention of Injuries SPRT425 Clinical Exercise Physiology
IV.B.1.f	Knowledge of appropriate documentation of emergencies.	SPRT420 Care and Prevention of Injuries
IV.B.2.a	Skill in applying first-aid procedures for exercise-related injuries (e.g. bleeding, strains/sprains, fractures, shortness of breath, palpitations, hypoglycemia, allergic reactions, fainting/syncope).	SPRT420 Care and Prevention of Injuries SPRT400 Fitness Assessment and Exercise Prescription
IV.B.2.b	Skill in applying basic life support, first aid, cardiopulmonary resuscitation, and automated external defibrillator techniques.	SPRT340 Group Instruction and Fitness Management
IV.B.2.c	Skill in developing and/or modifying an evacuation plan.	SPRT340 Group Instruction and Fitness Management
IV.B.2.d	Skill in demonstrating emergency procedures during exercise testing and/or training.	SPRT340 Group Instruction and Fitness Management

GANNON UNIVERSITY

Student Statement of Contract

I,_____(Print Name), as an Applied Exercise Science student promise to:

1. Uphold the principles of academic honesty and integrity
2. Conduct myself in a professional manner.
3. Abide by the academic regulations and standards outlined in the Gannon University Student Handbook, the Gannon University Catalog, and the Gannon University Applied Exercise Science Program Student Handbook
5. Report any observed violation of academic honesty
6. Respect all property of the Applied Exercise Science Department including lab equipment, models, and animal specimens

I have read, understand, and will comply with all the information in the AES Student Handbook. I further understand that should I violate any policies or procedures set forth the in AES Student Handbook; it may jeopardize my continuation in the AES program.

Signature:_____Date: _____

GANNON UNIVERSITY

Student Handbook Verification Form

I certify that I have completed the required orientation program and have read and understand the policies and procedures contained within the Applied Exercise Science Student Handbook. I further understand that I understand a violation of these policies or procedures may affect my successful completion of the AES program.

By signing this I am confirming that I have received a copy of the student handbook to be kept for a reference.

_____ _____

Student (Print) Date

_____ _____

Student (Signature) Date