

Heath & Human Performance

Taylor Building
<http://dixie.edu/pehr/>

To find faculty & staff phone numbers and email addresses, please consult the University Directory (<http://www.dixie.edu/directory/directory.php>).

Department Chair

Susan Hart, Ph.D.

Administrative Assistant

April Ficklin

Dean

Eliezar Bermudez, Ph.D.

Administrative Specialist

Merilee Gustafson

Program Description

The Department of Health & Human Performance (HHP) currently offers three academic programs, as well as a variety of activity courses for Fitness, Adventure, and Sport Skill Development.

Academic Offerings:

- **Bachelor of Science degree in Exercises Science** curriculum prepares student for specialized credentialing through organizations like the American College of Sports Medicine. Exercise Science students may also tailor their degree for graduate programs in various clinical/performance-related fields, as well as for post baccalaureate secondary teaching licensure in Physical Education.
- **Bachelor of Science in Population Health** allows students to specialize in one of two emphases either **Health Care Administration** or **Public Health**. Population health majors develop skills in improving the quality of patient care and community health through social policy, health promotion and disease prevention.
- **Bachelor of Science in Recreation and Sport Management** degree focuses on fostering healthy lifestyles, effective management of organizations, and the social and economic development of communities through recreation, tourism and sport services. Students can customize their expertise in any of three emphases either **Sport Management**, **Corporate Recreation and Wellness**, or **Experience Industry Management**. A general Recreation Management emphasis is also available as a Bachelor of Arts/Science Degree through Integrative Studies.

Activity Program:

The Physical Activity Program offers courses for the development of health-related physical fitness, outdoor adventure, and sport skill development.

- Examples of Health-related fitness courses include Weight Training, Swimming, Aerobic Dynamics, Water Aerobics, Kundalini & Vinyasa Yoga, etc. Students may also take a fitness course ("Fitness Center") which allows for individualized workouts to better meet individual goals and busy schedules.
- Examples of Outdoor Adventure Classes include Rock Climbing, Mountain Biking, Outdoor Cooking, Backpacking, and SCUBA Diving. Various levels of these courses are taught to accommodate beginners as well as students with more advanced knowledge and abilities in various adventure pursuits.
- The Sport Skill Development curriculum includes courses designed for novice/ beginning level students as well as courses for students with extensive backgrounds in particular sports. The course offerings range from traditional sports like Basketball, Volleyball, Tennis, Soccer, Golf, Softball, Racquetball, etc. to various forms of Martial Arts and competitive Triathlon Training. Increasing in popularity are the locally popular recreation and competitive sport activities like Badminton, Pington, and Pickleball.

Course Prefixes

- PEHR
- RSM
- HLTH

Degrees

- Masters of Athletic Training (M.A.T.) (catalog.dixie.edu/programs/health-and-human-performance/athletic-training-mat)

- Bachelor of Science in Exercise Science (catalog.dixie.edu/programs/health-and-human-performance/exercise-science-bs)
- Bachelor of Science in Exercise Science - Pre-Occupational Therapy Emphasis (catalog.dixie.edu/programs/health-and-human-performance/exercise-science-pre-occupational-therapy-bs)
- Bachelor of Science in Exercise Science - Pre-Physical Therapy Emphasis (catalog.dixie.edu/programs/health-and-human-performance/exercise-science-pre-physical-therapy-bs)
- Bachelor of Science in Population Health - Health Care Administration Emphasis (catalog.dixie.edu/programs/health-and-human-performance/population-health-healthcare-administration-bs)
- Bachelor of Science in Population Health - Long Term Care Administration (catalog.dixie.edu/programs/health-and-human-performance/long-term-care-administration-bs)
- Bachelor of Science in Population Health - Public Health Emphasis (catalog.dixie.edu/programs/health-and-human-performance/population-health-public-health-bs)
- Bachelor of Arts/Science in Integrated Studies - Health Care Administration Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-health-care-administration-ba-bs)
- Bachelor of Arts/Science in Integrated Studies - Long Term Care Administration Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-long-term-care-administration-ba-bs)
- Bachelor of Arts/Science in Integrated Studies - Public Health Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-public-health-ba-bs)
- Bachelor of Science in Recreation and Sport Management - Sport Management Emphasis (catalog.dixie.edu/programs/health-and-human-performance/recreation-and-sport-management-sport-management-bs)
- Bachelor of Science in Recreation and Sport Management - Corporate Recreation and Wellness Emphasis (catalog.dixie.edu/programs/health-and-human-performance/recreation-and-sport-management-corporate-recreation-and-wellness-bs)
- Bachelor of Science in Recreation and Sport Management - Experience Industry Management Emphasis (catalog.dixie.edu/programs/health-and-human-performance/recreation-and-sport-management-experience-industry-management-bs)
- Bachelor of Arts/Science in Integrated Studies - Recreation Management Emphasis (catalog.dixie.edu/programs/interdisciplinary-arts-and-sciences/integrated-studies-recreation-management-ba-bs)
- Minor in Health Care Administration (catalog.dixie.edu/programs/health-and-human-performance/health-care-administration-minor)
- Minor in Long Term Care Administration (catalog.dixie.edu/programs/health-and-human-performance/long-term-care-administration-minor)
- Minor in Public Health (catalog.dixie.edu/programs/health-and-human-performance/public-health-minor)

Health and Human Performance

Career Opportunities

A degree in exercise science can primarily lead to a career as a fitness trainer or instructor, or an athletic trainer. A fitness trainer or instructor leads, instructs, and motivates individuals or groups in exercise activities. A bachelor's degree is not needed to become a fitness trainer or instructor; however, it does give an advantage. An athletic trainer specializes in preventing, diagnosing, and treating muscle and bone injuries and illnesses. A bachelor's degree is the minimum requirement for this occupation.

Job Outlook

Employment of fitness trainers and instructors is projected to grow 8% over the 2014-2024 decade, about average for all occupations. On the other hand, employment of athletic trainers is expected to grow 21% in the same time span – much faster than average.

Salary Range

In May 2015, the median annual wage for fitness trainers and instructors was \$36,160; the lowest 10% earned less than \$18,690, and the highest 10 percent earned more than \$70,180. For athletic trainers, the median annual wage was \$44,670. The lowest 10 percent earned less than \$28,480, and the highest 10 percent earned more than \$68,300.

Physical Ed. Health Rec Courses

PEHR 1003. Sport and Performance Psychology. 1 Hour.

For students interested in psychological skills training. This course is designed to help students maximize their performance through mental skills training. In particular, this course will help students understand the building blocks for success, know what it means to be ready to play, and learn strategies to more effectively prepare for performance. This course is recommended for student-athletes, performing artists, musicians, and all other students looking to improve their performance. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain an understanding of the building blocks for success in performance environments through class discussions, quizzes and exams, at the introductory level. 2. Explain the use of mental skills strategies used to improve mental readiness for performance, through class discussions, quizzes and exams, at the introductory level. 3. Explain how performance enhancement strategies can translate to success in all aspects of life through activity participation in given scenarios, and class discussions at the introductory level. 4. Demonstrate a variety of mental skills (e.g., goal setting, management of emotions, imagery focus plans, coping plans, self-talk strategies, performance routines, etc.) through class participation, and class assignments, at the developmental level.

PEHR 1340. Lifeguarding/First Aid. 3 Hours.

Activity course for students interested in furthering their knowledge and skills in swimming and getting their lifeguard training as well as first aid. Instruction is given in water rescue, water safety and skills. This course includes the Red Cross Exam, and successful students will be Red Cross certified. Students must demonstrate proficiency in two basic strokes (American Crawl and breaststroke). ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the process of preventing potential threatening situations in a given scenario at the introductory level. 2. Recognize & respond to an emergency in a given situation at the introductory and mastery level. 3. Apply the knowledge of the first aid procedures by assessing & deciding the level of intervention for administering care in a given situation at the mastery level. 4. Perform life threatening and non-life threatening procedures in a pre-determined situations at the mastery level. 5. Master all skills and academic curriculum associated with National Lifeguard Certification requirements. Course fee required. FA, SP.

PEHR 1543. First Aid / Resp Emergencies. 3 Hours.

Designed for students desiring to learn about first aid, including instruction in the principles and practices in emergency care and first aid procedures for injuries and safety precautions. Successful completers will be certified through the American Red Cross in CPR and First Aid. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the process of preventing potential threatening situations in a given scenario at the introductory level. 2. Recognize & respond to an emergency in a given situation at the introductory and mastery level. 3. Apply the knowledge of the first aid procedures by assessing & deciding the level of intervention for administering care in a given situation at the mastery level. 4. Perform life threatening and non-life threatening procedures in a pre-determined situations at the mastery level. FA, SP.

PEHR 2020. Introduction to Exercise Science. 3 Hours.

For students interested in exercise science. Course surveys the anatomical, physiological, nutritional, psychological, biomechanical, and developmental foundations of exercise science as an academic discipline. Careers and professional responsibilities within the exercise science field are also a focus of this course. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe the disciplines and careers that comprise Exercise Science. 2. Describe the contemporary base of Exercise Science knowledge. 3. Define the basic terminology used in the exercise science disciplines. FA, SP.

PEHR 2060. Sport and Exercise Psychology. 3 Hours.

For students interested in sport and exercise psychology. A study of the effects of psychological factors on performance in sport and exercise settings, including, but not limited to motivation, stress, leadership, group/team dynamics, imagery, and concentration. Course also covers the effects of sport/exercise participation on psychological well-being. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain & differentiate the essential elements of personality, exercise environments, and group processes as related to sport performance and exercise adherence through class discussions, quizzes, and exams, at the introductory level. 2. Explain and differentiate aspects of exercise and sport/activity participation as related to psychological effect (e.g., mood states, depression, and mental toughness), through class discussions, quizzes, and exams, at the introductory level. 3. Identify and develop methods of facilitating sport performance, exercise adherence, and psychological growth and development through activity participation in given scenarios, criticizing research abstracts, quizzes, and exams, at the introductory and developmental levels. 4. Synthesize information critical to the understanding of research in the field of sport psychology through cultural lenses scenarios, at the introductory and developmental levels. 5. Create a research study proposal that focuses on the discovery of new knowledge through a systematic approach utilizing scientific methodology, at a developmental level. FA, SP.

PEHR 2080. Management in Exercise & Health Promotion. 3 Hours.

Course provides knowledge essential to the operation of fitness centers. Practical skills related to the management of commercial and corporate fitness/wellness centers will be the primary focus of this course. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop an understanding of the skills required to supervise employees in a fitness / wellness facility. 2. Gain the knowledge and skill required to recruit and retain professional employees. 3. Gain the knowledge and skill required to necessary to operate and maintain a fitness facility while maintaining profitability. 4. Demonstrate knowledge of the legal liabilities and responsibilities related to the operation of a fitness/wellness facility.

PEHR 2120. Principles of Fitness and Lifestyle Management. 3 Hours.

Emphasize issues relative to fitness in youth/adult fitness, aging, physical activity program design and implementation, attrition, behavior modification, and the role of exercise in disease prevention and/or management. The goal is to promote fitness across an entire lifespan. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the elements associated with a healthy lifestyle through class discussions, quizzes, and exams, at the introductory level. 2. Identify the outcomes of healthy and unhealthy behaviors on the human body through discussions, quizzes, and exams, at the introductory level. 3. Identify cultural, demographic, gender, and socioeconomic factors associated with the development and maintenance of a healthy lifestyle through discussions, and research assignments at the developmental level. 4. Identify training techniques to optimize desired health-related fitness results, and minimize safety hazards through discussions, labs, and exams, at the introductory and developmental levels. 5. Create a fitness training program based upon individualized goals through discussions and assignments at the developmental level. SP.

PEHR 2200. Nutrition for Sport and Exercise. 3 Hours.

This course provides an overview of the scientific foundations of sports nutrition. Areas of emphasis include basic nutritional concepts, energy expenditure during different types of exercise, optimal diets for various training and activities, timing and composition of pre and post competition meals, the use of nutritional supplements and ergogenic aids, and the specific needs of different athletic populations. The course can provide beneficial information to the recreational or competitive athlete, and to any individual wishing to incorporate nutrition in their active lifestyle. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the pathways to digestion and absorption of macro and micro nutrients at a developmental level. 2. Explain the different fuel systems for energy production and needs during physical activity at the introductory and developmental level. 3. Explain the effectiveness of nutritional supplementation and ergogenic aids. 4. Interpret human nutrition research and its application to exercise performance. SP.

PEHR 2992. Seminar in Physical Education. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

PEHR 2993. Seminar in Physical Education. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Fees may be required for some seminar courses and instructor permission will be optional at the request of the instructor.

PEHR 2994. Seminar in Physical Education. 0.5-3 Hours.

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other nontraditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Instructor permission will be optional at the request of the instructor.

PEHR 3000. Psychophysiology of Fitness and Nutrition. 3 Hours.

Provides students with an understanding of the interaction between psychological processes, nutritional practices and physiological adaptations associated with physical activity and nutritional practices. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe factors associated with wellness and physical activity. 2. Describe activity and nutritional behaviors which promote, maintain, and protect health and wellness. 3. Gain basic knowledge of how affective states and cognitive processes are related to physiological measures such as ECG, EMG, VO₂, respiratory fitness, and body composition. 4. Describe how affective states and cognitive processes are related to nutritional practices. 5. Provide research evidence regarding the psychological and cognitive affects of acute versus chronic exercise. 6. Critically analyze research within the field of psychophysiology of fitness and nutrition.

PEHR 3052. Psychophysiology of Motor Control. 3 Hours.

Surveys the basic principles of control of human movement, including neuro-mechanics of human movement. These principles will be taught through application to sport, joint movement, and activities of daily living. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Be proficient in describing complex systems in terms of simplified, higher-order functions. 2. Be proficient in summarizing motor control research and applying it to course material. 3. Be proficient in describing neuromechanical factors of human movement and applying this knowledge to movement analysis. Course fee required. Prerequisite: PEHR 2020.

PEHR 3350. Motor Learning and Development. 3 Hours.

A study of how the development of physiological, perceptual, neurological, intellectual, and emotional factors affect motor learning. Knowledge from this course provides a framework for the establishment of programs that facilitate skill acquisition for all learners with a focus on children and adolescents. This course is required on most Exercise Science and/or Kinesiology degree plans. It is also a prerequisite for many graduate programs in Exercise Science, or physical/occupational therapy. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Distinguish how the disciplines of motor development, motor learning, and motor control interrelate for an understanding of motor behavior across the lifespan, through class discussions, and exams, at the introductory and developmental levels. 2. Analyze aspects of physical growth and aging that affect the acquisition and maintenance of fitness and motor skills across the lifespan through class discussions, observations, quizzes, and exams, at the developmental level. 3. Analyze aspects of perceptual development that affect the acquisition and maintenance of fitness and motor skills across the lifespan through class discussions, observations, quizzes, and exams, at the developmental level. 4. Analyze social and cultural constraints associated with motor and fitness development across the lifespan through class discussions & interview activities, at the developmental level. 5. Differentiate factors associated with motor learning theory (e.g., movement preparation, attention, arousal, practice design), through class discussions, scenarios, and exams, at the introductory and developmental levels. 6. Research a selected topic, and apply new knowledge, in a practical way, to a contemporary issue in the field of health, physical education, or sport, at the mastery level. FA.

PEHR 3370. Exercise Testing and Prescription. 3 Hours.

Teaches key concepts related to exercise testing and program design for healthy and diseased populations. Furthermore, usage of teams, groups, and individualized assessment and programming based activities will be used to explore principles in anatomy, exercise physiology, behavior modification, motivation, health promotion, fitness assessment and prescription. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify effective strategies to assess risk and appropriately stratify individuals at the developmental level. 2. Identify a variety of fitness assessments on different adult populations on an introductory level. 3. Discuss the results from fitness assessments to prescribe safe and effective exercise. 4. Obtain knowledge, skills, and abilities to pass the ACSM certification examination. Prerequisites: PEHR 3700 and PEHR 3705 (Grade C- or higher). SP.

PEHR 3400. Activity Programming for Special Populations. 3 Hours.

A comprehensive look at providing high-quality fitness, physical education, sport, and outdoor adventure experiences for individuals with disabilities. Students will learn best practices and applications for inclusion in classroom settings, as well as discover how to develop individualized fitness, competitive sport, and outdoor adventure experiences for individuals with special needs. This course is required on most Exercise Science and/or Kinesiology degree plans. It is also pre-requisite for many graduate programs in Exercise Science. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the laws important to adapted physical education and sport through class discussions, quizzes, and exams, at the introductory level. 2. Identify and differentiating specific developmental, behavioral, sensory, and orthopedic conditions, through class discussions, quizzes, and exams, at the introductory and developmental levels. 3. Compare and contrast adapted physical activity services related to interscholastic models, and community-based models, through group discussions assigned scenarios, and community observation assignments, at the introductory and developmental levels. 4. Implement appropriate curricular/activity programming through lesson teaching assignments, and class discussions, at the developmental level. 5. Select appropriate venues for adapted athletic competition through investigative research, and student teaching presentations. FA.

PEHR 3500. Theories and Techniques for Teaching Fitness and Motor Skills. 3 Hours.

Content in this course will prepare students to design and implement quality physical education programs for elementary and secondary school students. In addition to developing the knowledge and skills to select and implement developmentally appropriate activities for children/adolescents, students enrolled in the course will also develop an understanding of curriculum design, public school policy and procedures (as related to P.E.), as well as national standards and guidelines affecting physical education programming. The curriculum is designed to meet the academic needs of Fitness trainers, community recreation directors, and physical education teachers in the public and private sector will benefit from the curriculum. In addition, the knowledge and skills developed in this course will address material covered in the Praxis exam. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the relationship of pediatric and adolescent physical activity patterns to lifespan health and wellness through class discussions, research abstract presentations, quizzes, and exams, at the introductory level. 2. Identify essential elements of "Quality" Physical Education Programs, through class discussions, class observations, quizzes, and exams, at the introductory level, and developmental levels. 3. Explain legal issues often associated with teaching fitness and motor skills to pediatric and adolescent in public and private school settings through class scenarios, discussions, quizzes, and exams, at the introductory level. 4. Demonstrate various techniques for teaching fitness and motor skills relative to theories associated with motor learning/development, and motivation. 5. Creating an optimal learning environment for physical education students K - 12th grades, through appropriate curricular/activity planning, teaching assignments, and class discussions, at the developmental and mastery levels. FA.

PEHR 3510. Applied Exercise Physiology. 3 Hours.

Focuses on an applied perspective of exercise physiology, designed to provide physical educators, coaches, and exercise professionals with the scientific foundations of exercise pertaining to areas such as energy metabolism, cardiovascular and neuromuscular physiology, nutrition, etc. with direct application in schools, health clubs and sport settings. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify the physiological adaptations to exercise observed in the following systems: skeletal, neuromuscular, cardiovascular, respiratory system, and endocrine on an introductory level. 2. Identify the effects of nutritional status, fluid balance, environment, and ergogenic aids on exercise training on an introductory level. 3. Explain knowledge of exercise fitness tests and be able to measure and evaluate factors such aerobic fitness, anaerobic fitness, muscular strength and endurance, and body composition on an introductory level. 4. Describe appropriate programs for the benefit of health and athletic performance on an introductory level. SP (even).

PEHR 3700. Physiology of Exercise. 3 Hours.

This course provides a further overview of the physiology of exercise. It builds on the students' knowledge of human anatomy and physiology, and further focuses on the acute and chronic physiological adaptations of exercise on the human body. Various responses of functional systems, different populations, ergogenic aids, chronic diseases, physical activity, health and wellness, and environmental conditions will also be described from a physiological perspective. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain how each of the major organ systems (cardiovascular, respiratory, and musculoskeletal) responds to an acute bout of exercise on a developmental level. 2. Explain the adaptations that occur in each of the major organ systems to exercise training at the introductory and developmental level. 3. Explaining the influence of environmental conditions and ergogenic factors on exercise physiology on a developmental level. 4. Interpreting research topics in the field of exercise physiology and its application to exercise performance. Prerequisite: BIOL 2320 and BIOL 2325 (Grade C- or higher); and BIOL 2420 and BIOL 2425 (Grade C- or higher). Corequisite: PEHR 3705. FA, SP.

PEHR 3705. Physiology of Exercise Lab. 1 Hour.

A supplemental course to PEHR 3700, Physiology of Exercise. Emphasizes the demonstration of lecture concepts through hands on experiences. Assessments include maximal oxygen consumption, aerobic and anaerobic fitness assessment, body composition analysis, and pulmonary function testing in regards to chronic and acute exercise. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Investigate basic data collection and pretest screening on a developmental level. 2. Examine anaerobic and aerobic fitness. 3. Examine cardiovascular function and respiratory function on an introductory level. 4. Compare body composition. Course fee required. Prerequisites: BIOL 2320 and BIOL 2325 (Grade C- or higher); BIOL 2420 and BIOL 2425 (Grade C- or higher). Corequisite: PEHR 3700. FA, SP.

PEHR 3730. Biomechanics. 3 Hours.

Focuses on the investigation and application of the mechanical principles of movement relative to exercise and sport. Course includes an overview of the relationship of musculoskeletal anatomy to the mechanics of human movement. Methods of optimizing exercise and sport performance from a biomechanical perspective will also be addressed. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply mechanical analysis to biological systems. 2. Calculate basic kinematic and kinetic parameters. 3. Describe human movement in terms of muscle mechanics. 4. Adapt mechanical analysis to clinical and performance settings. Prerequisite: PEHR 2020. FA (odd), SP.

PEHR 3740. Clinical Biomechanics. 3 Hours.

Provides an introduction to the mechanical principles relevant to the understanding of human motion in the context of clinical populations, movement pathologies, and therapy. The focus will be on the mechanics and anatomical geometry of human movement, as well as muscular control and mechanics. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe the temporal and kinematic features of basic human movements. 2. Compare normal motion to pathological motion and discuss biomechanical influences on the latter. 3. Qualitatively analyze joint mechanics during activities of daily living. 4. Explain the effects of weight, muscle, and neural activity on pain and altered movement strategies. 5. Explain and measure anatomical alignment and the human gait cycle. 6. Explain electromyography. Prerequisite: PEHR 2020. SU.

PEHR 3800. Measurement & Evaluation in Physical Exercise & Sports. 3 Hours.

Provides students with the foundation of knowledge needed for administering and interpreting results from popular health and skill-related physical fitness tests. Test selection, administration, and interpretation will be emphasized. Students will use popular assessment instruments for data collection and computer analysis. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Measure basic quantities related to exercise science and sport, and performing basic, related calculations. 2. Critically evaluate and interpret research findings in exercise science disciplines. 3. Design basic studies, testing hypotheses, and reporting results. Prerequisite: PEHR 2020. FA, SP.

PEHR 3820. Sport Science and Technology. 3 Hours.

This course explores the current state of science and technology in sport, both for performance and safety. Materials and design of equipment will be covered, as well as new technologies and instrumentation for tracking performance and risk factors. Additionally, the use of common technology such as "smartphones" and video will be explored. Basic computer software and methods for analyzing everyday sporting data with excel and other computing tools will be introduced. Students will be exposed to data collection and analysis using tools that are available to consumers, sport enthusiasts, and researchers. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe the basic instrumentation commonly used to acquire sport science data. 2. Utilize simple video tools to collect and analyze variables that may be of interest to spectators, coaches, or trainers. 3. Explain the evolution and development of equipment advances in sport - both from a safety and a performance standpoint. 4. Explain basic material properties that affect sporting equipment and game-play. 5. Critically evaluate consumer-available sensors and "smartphone" apps that are marketed to coaches and enthusiasts for athlete development. 6. Employ Excel and similar computing platforms for simple calculations and analysis of collected data.

PEHR 3840. Measurement, Research, and Statistics in Exercise Science. 3 Hours.

Provides students with a foundation in measuring and collecting data associated with human movement science. Additionally, provides an introduction to statistical methods and experimental design, necessary to evaluate data collected from measurements commonly used in exercise science, health, and human performance. Topics will include sampling, sampling distribution, descriptive statistics, correlation and regression, t-tests, and ANOVA as well as the use of statistical software for conducting such analyses. This course can be used as an elective and it can substitute for PEHR 3800. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Measure basic quantities related to exercise science and sport, and performing basic, related calculations. 2. Critically evaluate and interpret research findings in exercise science disciplines. 3. Design basic studies, testing hypotheses, and reporting results. 4. Test hypotheses using statistical methods to include correlation, regression, t-tests, and ANOVA. Prerequisite: PEHR 2020 (Grade C or higher). FA.

PEHR 4100. Physiology and Techniques of Strength and Power. 3 Hours.

Covers physiological principles and training techniques used in strength and conditioning. A large emphasis is placed on the guidelines from the National Strength and Conditioning Association (NSCA) with an aim for preparing students to ultimately take the NSCA Certified Personal Trainer or NSCA Certified Strength and Conditioning Specialist exam. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Recall scientific knowledge to train athletes for the primary goals of improving athletic performance and fitness on a developmental level. 2. Describe how to design and implement safe and effective strength training and conditioning and personal training programs at an introductory level. 3. Define exercise prescription principles for training variation, injury prevention, and reconditioning. 4. Recall the knowledge, skills, and abilities to pass the NSCA certification examination. Prerequisites: PEHR 3700 and PEHR 3705 (Grade C- or higher). SP.

PEHR 4200. Healthy Aging. 3 Hours.

Emphasizes the basic physiological changes in older adults. Methods to improve the quality of life among older adults will be stressed. Additional content will include elements of health promotion, wellness programming, behavior change, lifelong learning and development, and relevant research findings pertaining to older adults. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Examine the changes in major organ systems pertaining to the aging population at the developmental level. 2. Identify selected disease and their relationship to the aging population at the developmental level. 3. Discuss research topics in the field of the aging population. 4. Conduct review of current literature on relevant topics. Prerequisites: PEHR 3700 and PEHR 3705 (both grade C- or higher). FA.

PEHR 4230. Applied Fitness Development for Aging and At-Risk Populations. 3 Hours.

This course provides students with the knowledge and skills to develop and provide fitness programs for at-risk populations and older adults. Course objectives include health related fitness assessments, interpretation and counseling based on results of fitness assessments, and the construction of individually tailored exercise prescriptions to meet the clients' unique needs and goals. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the current demographics in the US and the attitudes toward aging through class discussions, scenarios, and exams, at the introductory level. 2. Distinguish the physiology of aging systems from young adults as well as and physical conditions requiring special consideration for exercise programming, through discussions, quizzes, and exams, at the developmental level. 3. Analyze psychosocial barriers and applying psychosocial concepts to exercise programming (inclusive of cultural, demographic, gender, and socioeconomic factors) associated with the development and maintenance of a healthy lifestyle through discussions, scenarios and research assignments at the developmental level. 4. Identify programming guidelines including components of a fitness class, safety training techniques to optimize desired health-related fitness results, and minimize safety hazards through discussions, labs, and exams, at the introductory and developmental levels. 5. Create a fitness training program based upon individualized goals through scenarios and assignments at the developmental level. 6. Apply skills in community-based and senior living environments through a course project, at the developmental level. SP.

PEHR 4300. Clinical Exercise Physiology. 3 Hours.

Emphasizes information and skills related to exercise testing and prescription in healthy and clinical populations. Teaches American College of Sports Medicine (ACSM) exercise testing guidelines. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Define the scope of practice and responsibilities of a clinical exercise physiology. 2. Examine the pathophysiology of multiple disorders in the areas of cardiovascular, pulmonary, immune, neuromuscular, and metabolism at the developmental level. 3. Identify commonly used medications for specific clinical conditions and their effects on exercise capacity at the developmental level. 4. Identify the limitations for physical activity in clinical populations, taking into consideration disease processes and methods to assess functional capacity. Prerequisites: PEHR 3700 and PEHR 3705 (Grade C- or higher). FA.

PEHR 4400. Pediatric and Adolescent Fitness & Nutrition. 3 Hours.

Provides future exercise science professionals with the knowledge, skills, and abilities to provide appropriate fitness and nutritional guidelines for the physiological responses and demands unique to children and adolescents. Appropriate measurement techniques to evaluate this population will also be covered. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe pediatric and adolescent responses to exercise, emphasizing their unique physiologic responses, compared to adults, through class discussions, presentations, quizzes, and exams, at the developmental level. 2. Describe pediatric and adolescent unique nutritional needs, compared to adults, through class discussions, class observations, quizzes, and exams, at the introductory level. 3. Implement appropriate measurement techniques used to assess health-related and performance-related fitness in children/adolescents through lab activities and hands-on learning experiences at the developmental level. 4. Demonstrate the knowledge and skills necessary to design training and fitness programs tailored/optimized to meet the developmental needs of children and adolescents through lab activities and hands on learning, at the developmental level. 5. Demonstrate effects of physical activity on the prevention and treatment of chronic diseases in youth populations through class assignments and discussions, at the developmental level. SP.

PEHR 4500. Theories of Behavioral Change. 3 Hours.

Focuses on behavior change theory, principles, and predictive models, with their application to health behavior change programs and interventions. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain theories related to individual and group motivation, through class discussions, quizzes and exams, at the introductory level. 2. Demonstrate how leadership theories can be used to create an optimal learning environment, through class discussions and participation in scenarios, at the developmental level. 3. Develop appropriate, theory-driven intervention strategies for promoting a healthy lifestyle, through activity participation in given scenarios, at the developmental level. 4. Synthesize information critical to the understanding of research in Behavioral Change through cultural lenses scenarios, at the developmental level. 5. Analyze and utilize research for the development of optimal health promotion programs through proposed scenarios and class projects, at the developmental level.

PEHR 4600R. Exercise Science Internship. 1-3 Hours.

Designed to provide students with hands-on professional experience in the field of exercise science. May be repeated for a maximum of 6 credits toward graduation. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply classroom theory to real world decision making. 2. Increase proficiency in specific skills in relation to exercise science techniques. 3. Develop personal skills in communication, technology, teamwork, and quantitative reasoning. 4. Participate in professional operations and decision making. 5. Be afforded opportunities to meet and interact with professional role models and potential mentors. 6. Expand network of professional relationships and contact. Prerequisite: Instructor permission.

PEHR 4700. Motivation and Coaching. 3 Hours.

Course covers knowledge and theory related to coaching principles relative to sport psychology, sport pedagogy, and sport management. Also covers the integration of basic coaching skills into the work of health-care/fitness professionals to help clients achieve self-determined goals related to health and wellness. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain theories related to individual and group motivation, through class discussions, quizzes and exams, at the introductory level. 2. Demonstrate how leadership theories can be used to create an optimal learning environment, through class discussions and participation in scenarios, at the developmental level. 3. Investigate research related to leadership in sport, exercise, fitness, and health promotion, through activity participation in class discussions, and research abstract presentations at the developmental level. 4. Synthesize information critical to the understanding of research in Motivation and Coaching through cultural lenses scenarios, at the developmental level. 5. Outline the components of effective leadership, through class discussions and scenarios, at the developmental level.

PEHR 4890R. Undergraduate Research for Exercise Science. 1-3 Hours.

Provides students the opportunity to conduct research under the mentorship of a faculty member. Students will put in practice the theoretical knowledge gained in prior major courses. Students will create a significant intellectual or creative product that is characteristic of the Exercise Science discipline and worthy of communication to a broader audience. May be repeated for a maximum of 6 credits toward graduation. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Design a research study based upon existing literature in the field. 2. Qualify for the human subjects research certification and prepare a research study proposal for Institutional Review Board approval. 3. Prepare and execute a data collection according to a research study design protocol. 4. Analyze collected data and test study hypotheses. 5. Compose and prepare for dissemination the findings of a research study. Prerequisite: Instructor permission required. FA, SP, SU.

Population Health Courses**HLTH 2010. Health & Disease. 3 Hours.**

Introduction to the science of health and disease, both communicable and non-communicable, including history, etiology, prevalence, symptoms, treatment and ways to prevent disease and protect health across the lifespan. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe the medical and wellness models of health. 2. Define common terms associated with health and disease. 3. Demonstrate an understanding of mental and physical health. 4. Identify common factors that influence health and disease. 5. Demonstrate an understanding of common diseases and appropriate classifications. 6. Demonstrate an understanding of common disease symptoms, treatment, and prevention. 7. Demonstrate an understanding of the influence of alcohol, tobacco, and drugs on health. FA.

HLTH 2700. Consumer Health Issues. 3 Hours.

This course examines factors associated with the marketplace for health-related products and services. Topics will include medical quackery, fraudulent health practices; laws and agencies protecting the consumer. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of health services, products, and alternative medicine. 2. Demonstrate an understanding of laws and agencies protecting the consumer. 3. Demonstrate an understanding of vulnerable populations. 4. Demonstrate an understanding of health care fraud and the implications to the health industry. 5. Demonstrate an understanding of the importance of personal responsibility to improve population health. 6. Demonstrate an understanding of the accumulation of individual health measures in evaluating population health. FA.

HLTH 3010. Population & Community Health. 3 Hours.

Highlights the concepts of population health and interdisciplinary collaboration for health and the basic processes and interventions used to address the health needs of communities. The course will also introduce students to the history, philosophy, functions and core values of public health in the U.S. and the world. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain how health insurance and healthcare services affect population health. 2. Explain the purpose of worksite health and wellness promotion programs and describe some of their features. 3. Discuss and explain local, state, and national resources available to communities to improve population health. 4. Analyze and interpret the relationships among population growth, the environment, and human health. 5. Differentiate and distinguish between the different kinds of health care, including population-based public health practice, medical practice, long-term practice, and end-of-life practice. 6. Develop strategies for improving the health status of the various age groups in the United States and develop behavioral risk profile for adolescents, young adults (including college students), and adults. 7. Explain the role socioeconomic status plays in health disparities among racial and ethnic minority groups. 8. Define mental health and mental disorders, and explain the prevalence of mental disorders in the United States, and develop strategies to reduce the impact to population health. 9. Identify the major concerns with the healthcare system in the United States. 10. Explain how communicable diseases are transmitted in a community using the "chain of infection" model and use a specific communicable disease to illustrate your explanation. FA.

HLTH 3020. U.S. & World Health Systems. 3 Hours.

Provides students with a comprehensive survey of the organization and management of the US health care system, including history, regulation, structure, economics, operations, and current issues, as well as a comparison of health systems worldwide. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of the organization and management of the US health care system. 2. Demonstrate an understanding of the history, regulation, structure, operations, and current issues in health care. 3. Compare and contrast health systems around the globe. 4. Demonstrate an understanding of the economic principles within health systems and the influence of third-party payers. FA.

HLTH 3040. Environmental Health. 3 Hours.

Provides a foundation for understanding how both natural and built environments affect human health. Topics will include human-environment interaction, pollution, sanitation, air, water and food quality, relationship to infectious disease, climate change and other current environmental health issues. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop an understanding of environmental health issues, remedies, and regulation. 2. Develop an understanding of human-environment interaction. 3. Develop an understanding of natural versus built environments. 4. Develop an understanding of pollution, sanitation, air, water, and food quality. 5. Develop an understanding of the relationship of the environment to infectious disease. 6. Develop an understanding of climate change and other current environmental health issues. SP.

HLTH 3310. Health Promotion. 3 Hours.

Introduces the principles of health promotion, including community assessment, asset mapping, coalition building, and advocacy. Students will learn how to successfully plan and implement community-based programming and to evaluate its effectiveness. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate understanding of basic tenets of the health care system. 2. Demonstrate understanding of key words and terms important to or frequently used in health promotion such as health, wellness, disease prevention, and health disparity. 3. Describe and compare the theories of health behavior change and models of program planning. 4. Demonstrate understanding of the history of health and health promotion. 5. Utilize asset mapping tools to assess community resources available and those resources not available. 6. Communicate educational information on specific health promotion topics. 7. Evaluate the effectiveness of interventions using improvement processes. FA, SP.

HLTH 3385. Healthcare Quality and Safety. 3 Hours.

The course introduces students to industry practices relative to patient healthcare quality and safety. This includes quality assessment, risk management, and process review as implemented within the healthcare environment. Principles of continuous quality improvement are used as a framework for the course. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of the evolution of continuous quality improvement, application of quality measures and practices, and implementation within the healthcare system. 2. Demonstrate an understanding of common medical errors including classification and reduction following a data-driven model. 3. Demonstrate an understanding of appropriate organization of quality resources. 4. Demonstrate an understanding of issues related to patient safety. 5. Demonstrate an understanding of industry best practices for achieving quality improvement within a health related environment. SP.

HLTH 3400. Healthcare Project Management. 3 Hours.

Students will learn the theories, tools, and techniques for successful project management. Topics will include task organization and sequencing; schedule development; critical path method implementation as a management tool; the use of milestone and Gantt charts; the reverse planning method; and cost, performance, and client considerations. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate knowledge of project management terms and techniques such as the triple constraint of project management. 2. Demonstrate an ability to utilize tools and techniques of project management such as selection methods, work schedules, Gantt charts, network diagrams, critical path analysis, cost estimates, earned value management, motivation, and team building. 3. Apply project management concepts by working on a team project as project manager or active team member. 4. Demonstrate strong communication skills utilizing virtual collaboration tools like Moodle and Google. 5. Develop an understanding of good project management by learning about and sharing examples of good and bad project management and using knowledge and skills developed in this course. SP.

HLTH 3500. Health Organization Financial Analysis. 3 Hours.

Introduces students to the fundamental principles and practices of accounting and finance needed by non-finance managers in health care organizations, including an introduction to budgeting, revenue and expenses, payroll, financial statements, and the economics of decision making. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Evaluate and critique the roles and responsibilities of finance that healthcare organizations and managers can use for effective decision making. 2. Construct spreadsheets and financial reports used for monitoring, control, reporting, and oversight in the application of basic financial management skills. 3. Demonstrate the concepts of capital budgeting and investment and long-term financing decisions and options. 4. Determine and evaluate the methods of working capital management, revenue cycle, and cash flows management. 5. Analyze and assess operating revenues, reimbursement, costs structures, and allocation methods used by healthcare organizations to ensure effective control, operation sustainability, and organizational efficiency and effectiveness. 6. Demonstrate and apply critical financial concepts--including financial statements, variance and ratio analysis, and break-even analysis--used by healthcare organizations to create robust financial budgets, reporting systems, and other critical financial plans needed to ensure the organization's financial viability in the long-term. SP.

HLTH 3600. Patient Navigation. 3 Hours.

This course will provide student with an understanding of the barriers to patient healthcare. In addition, this course will help students develop the skills and competencies to become an affective patient navigator. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of the barriers to effective patient navigation within the health care system. 2. Demonstrate an understanding of the competencies and skills needed by patient navigators. 3. Develop patient navigation basic skills. 4. Learn how to use communication skills to build rapport with patients. 5. Demonstrate an understanding of basic motivational interviewing. SP.

HLTH 3750. Health Determinants & Disparities. 3 Hours.

Focuses on the biological, environmental, behavior, social and economic factors that influence individual and community health and disease; emphasis will be given to the interaction between these factors, including personal lifestyle decisions and social determinants of health. Students will also be introduced to the U.S. Health people, goals, objectives and measures. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate understanding of the social and economic factors that influence individual and community health and disease. 2. Demonstrate an understanding of cultural competence and diversity within the health industry and the influence on health status. 3. Demonstrate an understanding of appropriate measures of health. 4. Demonstrate an understanding of global, national, and local goals, objectives, and measures aimed at reducing health disparities. SP.

HLTH 3800. Genetics & Disease. 3 Hours.

This course covers the principles of human genetics, including the mapping of disease genes, defects causing human disease, the cloning of disease genes, gene therapy, transgenes, and specific pathological disorders. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop an understanding of the principles of human genetics. 2. Develop an understanding of mapping of disease genes. 3. Develop an understanding of defects causing human disease. 4. Explore the cloning of disease genes, gene therapy, transgenes, and specific pathological disorders. SP.

HLTH 3900. Infectious Disease. 3 Hours.

Course covers the basic concepts of infectious diseases and dynamics of disease transmission. From an initial review of some common terms, students progress into detailed discussions on how pathogens establish themselves within a host to sustain an infection. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop an understanding of the basic concepts of infectious diseases. 2. Develop an understanding of the dynamics of disease transmission. 3. Develop an understanding of methods in which pathogens establish themselves within a host to sustain an infection. SP.

HLTH 4010. Biostatistics & Epidemiology. 3 Hours.

Covers principles and methods of epidemiologic investigation and the use of classical statistical approaches to describe the health of populations. Recommended prerequisites include MATH 1040 or STAT 2040 grade C or higher. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe the history, philosophy, and uses of epidemiology. 2. Summarize the sources of epidemiologic data. 3. Explain common terms of epidemiology including morbidity, mortality, descriptive epidemiology, association, and causation. 4. Analyze population health using common measures in epidemiology. 5. Summarize evidence-based public health, and discuss its applications. 6. Recommend policy improvement based upon the application of epidemiology and associated measures. 7. Discuss screening for disease and calculate related measures. 8. Predict and summarize measures of outbreak investigation, social and behavioral phenomena, and special topics including work and the environment. SP.

HLTH 4020. Research Methodology in Population Health. 3 Hours.

The course provides the fundamental and working knowledge of scientific method employed in population health research. Students will perform critical analysis of research utilizing scientific method and evidence-based publications. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of the scientific methods employed in population health research. 2. Create a proposal for an agreed upon research question that includes an introduction, background information, problem statement, purpose, significance, theoretical framework, scope and limitations, and other relevant information. 3. Demonstrate an understanding of data sources and collection methods. 4. Demonstrate an understanding of data analysis and results. SP.

HLTH 4030. Leadership & Group Dynamics. 3 Hours.

Focuses on the theories, concepts, and principles of leadership; emphasizes the development of leadership skills related to personal behavior, communication, organization, and self-examination; and explores the opportunity to develop leadership roles appropriate to the population health profession. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. At the successful conclusion of this course, students will be able to: 1. Demonstrate understanding of the theories, concepts, and principles of leadership; emphasizes the development of leadership skills related to personal behavior, communication, organization, and self-examination; and explores the opportunity to develop leadership roles appropriate to the population health profession. 2. Discuss and explain how leaders use organizational culture and leadership tools to create a successful environment for their organizations. 3. Summarize leadership and managerial perspectives and theories of administration within organizational cultures (consider structure, coupling, communication environment, etc.) and apply appropriate styles to various situations understanding that people are led and resources are managed. 4. Discuss and explain the foundations of leadership from a number of different theorists. 5. Describe how individuals are motivated to perform effectively and develop motivational plans with which to lead people. 6. Evaluate the importance, sources, and uses of power and politics. 7. Explain the process of leadership as it applies to organizational performance within the context of culture development and leadership tool application. 8. Demonstrate an understanding of the elements, sequence, and information requirements of strategic planning as a process of effective leadership. 9. Conduct a self-assessment of leadership identifying strengths and weaknesses of individuals and leadership teams. 10. Create, evaluate, compare, contrast, and defend a personal leadership model. FA.

HLTH 4300. Healthcare Marketing. 3 Hours.

Introduces students to the fundamental marketing concepts and strategies as related to delivery of health care, including, market analysis, competition, marketing mix, promotional strategy, patient-consumer psychology, and regulatory limitations. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of concepts and strategies related to the delivery of health care. 2. Create a comprehensive marketing plan that includes market analysis, competition, marketing mix, and strategic goals. SP.

HLTH 4400. Health Law & Ethics. 3 Hours.

Emphasizes the basic legal, regulatory, and ethical issues impacting health care and public health systems, including the roles of various governmental agencies and branches. Explores the roles and responsibilities of individuals within the health industry. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of ethics, the importance of ethics, and the application to ethical dilemmas using a variety of ethical frameworks. 2. Describe historical events that have shaped common ethical dilemmas within the health industry. 3. Demonstrate an understanding of the role, function, and purpose of ethics committees. 4. Demonstrate an understanding of the development and sources of laws. 5. Demonstrate an understanding of laws that commonly apply to the health industry such as torts, contract law, negligence, malpractice, fraud, consent, employee rights, abuse, and patient rights. 6. Demonstrate an understanding of accrediting, credentialing, and privileges as each applies to the health industry. FA.

HLTH 4500. Global Health. 3 Hours.

Provides students with in-depth coverage of the social, cultural, economic, environmental, climatological and political issues that determine the health status of global populations and that can lead to disparities among nations. Course also highlights local and regional influences on global health and potential remedies. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of key principles of global health including the social, cultural, economic, environmental, climatological and political issues that determine the health status of global populations. 2. Demonstrate an understanding of global ethics, funding, and implementation of programs to improve global health. 3. Demonstrate an understanding of the global burden of disease. 4. Demonstrate an understanding of local and regional influences on global health and potential remedies. 5. Demonstrate an understanding of global health throughout the lifespan. FA.

HLTH 4600. Health Economics. 3 Hours.

Provides an overview of the United States healthcare system using a microeconomics lens. Microeconomic theory and empirical studies will be introduced to increase understanding of how consumers, firms, and the government influence healthcare expenditures (including its quantity and prices), healthcare quality, and patient health outcomes. Economic models will be used to predict how changes in consumer behavior, the industrial organization of firms, and government policies affect healthcare and health outcomes. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe the flow of funds through the healthcare system. 2. Describe the theory, history and operations of health insurance including the utility model for insurance selection. 3. Describe, compare, and contrast the physician payment processes and the nature of the transaction between doctors and patients. 4. Compare and contrast the conflict between economic theory and accounting measures of per unit cost. 5. Describe and give examples of issues affecting the management and regulation of hospital costs. 6. Compare and contrast the US health care system with other countries. 7. Understand the major provisions of the Affordable Care Act and the underlying economics. 8. Identify future issues in health care including trends in payment systems. 9. Utilize the incremental cost effectiveness model to prioritize programs. SP.

HLTH 4700. Nursing Home Administration. 3 Hours.

Provides an understanding of present laws, regulations, and standards that impact the management of nursing home facilities. Covers resident rights and responsibilities and the role in managing such facilities. The course highlights record keeping, use of information systems and data, operational performance, and quality of care within nursing homes. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of present laws, regulations, and standards that impact the management of nursing home facilities. 2. Demonstrate an understanding of resident rights and responsibilities and the role in managing such facilities. 3. Develop processes, policies, and procedures that provide for record keeping, use of information systems and data, operational performance, and quality of care within nursing homes. FA.

HLTH 4710. Residential Care Administration. 3 Hours.

Presents managerial ideologies important to the operational, regulatory, and environmental standards of residential care facilities. The role of the administrator is explored in planning, organizing, directing, controlling, and staffing each department to provide appropriate levels of care and quality of life. Includes the contributions of rehabilitation and recreation services in improving quality of life for residents. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of managerial ideologies important to the operational, regulatory, and environmental standards of residential care facilities. 2. Explore the role of the administrator in planning, organizing, directing, controlling, and staffing each department to provide appropriate levels of care and quality of life. 3. Explain the contributions of rehabilitation and recreation services in improving quality of life for residents. SP.

HLTH 4720. Home and Community Based Services. 3 Hours.

Presents management concepts related to home and community based long-term care services including rehabilitation, home health, and hospice including laws, regulations, standards, patient rights, and role of personnel. Addresses performance improvement, quality of care, and challenges associated with the delivery of care in these environments. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of management concepts related to home and community based services of care for long-term care services including rehabilitation, home health, and hospice. 2. Explain concepts including laws, regulations, standards, patient rights, and role of personnel that impact home and community based services. 3. Develop processes, policies, and procedures that address performance improvement, quality of care, and challenges associated with the delivery of care in home and community based services. FA.

HLTH 4750. National Long-Term Care Certification Exam Preparation. 2 Hours.

Presents a review of program curriculum. Provides students with study material and practice exams that focus on the content of the national administrator certification exam. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of program curriculum including regulations, operations, quality improvement, patient rights, planning, organizing, directing, controlling, and staffing within long-term care organizations. 2. Explore the national administrator exam contents and formats. 3. Demonstrate proficiency with content included on the national administrator exam. SP.

HLTH 4760. Applied Case Studies in Population Health. 3 Hours.

Students will work in a collaborative environment to develop strategies and solutions to practical problems within population health. Inter-professional education activities will enhance the ability to approach the problem from a variety of perspectives. Includes defining, analyzing, and solving significant senior management level problems in health service organizations. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify and define a significant issue related to population health within the community. 2. Conduct a comprehensive analysis of a population health problem using an inter-professional approach. 3. Develop strategic plans to address a population health problem within the community. SP.

HLTH 4770. Population Health Lecture Series. 3 Hours.

This course will explore population health topics and challenges present in health organizations. Students will analyze the responses by managers and leaders in addressing the challenges to identify successful approaches to problem solving and process improvement. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop an understanding of current issues related to population health. 2. Demonstrate an understanding of strategic approaches in resolving population health issues in a collaborative environment. 3. Evaluate the success or failure of strategic approaches to problem solving by leaders in population health. 4. Create alternative approaches to solving current issues in population health. FA.

HLTH 4790. Management of Healthcare Organizations & Strategy. 3 Hours.

This course focuses on management issues specific to health care organizations. Topics will include responding to market changes and patient expectations, adopting and creating innovation, analyzing and adapting to change to improve performance, job designs and roles in health care organizations, interdisciplinary team-based work, working within health care regulation, integrating health care technology and other current topics. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Analyze management of diversity issues in a changing health care environment. 2. Describe managing a health care facility with ethics and social responsibility. 3. Compare management principles of quality vs. competitive advantage in health care. 4. Analyze the tradeoffs between patient care issues and financial accountability. 5. Investigate human resources management in health care organizations. 6. Examine the use of information systems for healthcare management functions. 7. Formulate the fundamentals of leadership in health care, using communication and interpersonal skills. 8. Compare and contrast organizational cultures in a health care setting. 9. Assess decision making and problem solving in human resources, strategic planning and other areas of health care. 10. Identify the fundamentals of planning in a health care setting. FA.

HLTH 4800. Health Policy. 3 Hours.

The course will provide a framework for understanding and analyzing a range of health policy issues. The course begins by introducing the U.S. policy-making system. It then considers essential issues in health policy formulation and implementation including health insurance, health economics, individual rights in health care, and health care access and quality. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of federal, state, and local health policy. 2. Demonstrate an understanding of the major issues surrounding the health care reform debate. 3. Identify and use health policy data sources. 4. Identify the major political, economic and social forces affecting the U.S. health care system. 5. Develop a framework for analysis of ethical and cultural diversity issues in health services. 6. Develop an understanding of a range of significant and pressing health policy topics, such as children's health, women's health, alcohol, tobacco and drug control, and food and obesity policies. SP.

HLTH 4900R. Population Health Study Abroad. 3 Hours.

This course explores population health programs and health care services in an environment that introduces students to a variety of cultures, systems, and experiences. The experience provides an opportunity to compare and contrast other health systems to the United States. For international travel, see studyabroad.dixie.edu for additional travel costs that may apply. The course may be repeated up to 3 times. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate an understanding of cultural competence and diversity in world health systems. 2. Compare and contrast a population health system with the United States. 3. Create recommendations based upon the analysis conducted between health systems.

HLTH 4910. Population Health Capstone. 3 Hours.

Designed as an academic cumulative experience allowing students to demonstrate competence in integrating concepts across the curriculum and will include the creation of a professional project. Additionally, the course will prepare students for their professional internship experience and reinforce concepts such as ethics, professionalism, networking, organizational dynamics, teamwork and leadership. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate competence in integrating concepts across the curriculum by creating solutions to case study scenarios and completing appropriate projects. 2. Demonstrate competence in program curriculum through a standardized nationally administered exam covering concepts such as ethics, professionalism, networking, organizational dynamics, teamwork and leadership. 3. Prepare for their professional internship experience. 4. Create resumes and fulfill activities to prepare for entry into the health industry. Prerequisites: HLTH 2010 and HLTH 3010 and HLTH 3020 and HLTH 4010 (all Grade C or higher). SP.

HLTH 4920R. Population Health Internship. 3-6 Hours.

Course is designed to provide students with community-based practical experience that will allow them to observe real-life practice and provide opportunity to demonstrate mastery of professional skills in a health community setting. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Observe real-life practice and provided opportunity to demonstrate mastery of professional skills in a health setting completing a minimum of 120 hours. 2. Apply knowledge and skills within a health organization. 3. Demonstrate program competencies while completing an agreed upon project for a health organization. 4. Demonstrate readiness to enter into the health industry or graduate school. 5. Demonstrate ability to collaborate with industry professionals including supervisors and peers. Prerequisites: Instructor permission required. FA, SP.

HLTH 4930R. Long-Term Care Residency I. 3 Hours.

Provides an experience where students complete projects, plans, and other administrative tasks under the joint supervision of a long-term care facility administrator and faculty member. This course requires 600 hours of on-site application of program knowledge and skills at a long-term care facility. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply knowledge and skills within a nursing home organization. 2. Demonstrate an ability to collaborate with industry professionals including supervisors and peers. 3. Demonstrate program competencies while completing an agreed upon project for a long-term health care organization. 4. Demonstrate readiness to oversee a long-term care organization or graduate school. FA, SP.

HLTH 4940R. Long-Term Care Residency II. 3 Hours.

A continuation of Long-Term Care Residency I, this course provides an experience where students complete projects, plans, and other administrative tasks under the joint supervision of a long-term care facility administrator and faculty member. This course requires 400 hours of on-site application of program knowledge and skills at a long-term care facility or an alternative long-term care organization. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Apply knowledge and skills within a health care organization. 2. Demonstrate program competencies while completing an agreed upon project for a long-term care organization. 3. Demonstrate an ability to collaborate with industry professionals including supervisors and peers. 4. Demonstrate readiness to lead a long-term care organization or enter graduate school. FA, SP.

Recreation Sport Management Courses

RSM 1110. Leisure in Society (SS, GC). 3 Hours.

Fulfills General Education Social and Behavioral Sciences and is an approved Global and Cultural Perspectives course. Focuses on conceptual foundations for understanding the role of leisure in the quality of life. The significance and meaning of leisure will be explored with emphasis on factors influencing leisure, analysis of leisure values, and the study of the social, historical, cultural, psychological, political, and economic points of view. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the concept and use of leisure within the social and behavioral sciences. 2. Discuss how leisure behaviors have evolved over time and the impact it has on leisure attitudes today. 3. Identify and apply leisure theories and concepts in human behavior within society. 4. Discuss the differences of individual values and their influences on societal leisure behavior. 5. Compare and analyze the use of leisure from different groups, cultures, and societies. 6. Discuss the significance and importance of leisure in creating life-balance for proper development and continual wellness throughout the lifespan. FA, SP, SU.

RSM 2070. Fundamentals of Sport Management. 3 Hours.

Designed to provide students with fundamental knowledge and skills related to planning, organizing, directing, budgeting, and marketing sport venues and events. Best practices for sport management will be examined in the context of professional sports; collegiate, intercollegiate, and interscholastic sports; community and youth sports; and special events and festivals. FA, SP.

RSM 2500. Introduction to Recreation and Sport Management. 3 Hours.

This course is designed to introduce students to the recreation and sport management industry. The historical and philosophical perspectives of sport and leisure will be discussed with a specific emphasis on service areas and career options in recreation, sport and tourism. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the history and development of the recreation and sport profession. 2. Judge the value of professional associations within the industry. 3. Discuss the roles and inter-relationships of diverse leisure service systems. 4. Discuss how leisure services enhance individual, group, and community quality of life. 5. Discuss current issues and trends in the recreation, tourism and sport profession. FA, SP.

RSM 2600. Recreation and Sport Leadership. 3 Hours.

This course will explore the development of knowledge related to leadership theory, group dynamics, and face-to-face leadership techniques. Students will gain an understanding of leadership theories as they are applied in a field setting. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify models of leadership (roles, functions, styles) used within the recreation and sport industries. 2. Discuss leadership techniques to enhance individual, group, and community experiences. 3. Develop leadership skills related to group dynamics, motivation, and conflict resolution. 4. Demonstrate leadership skills emphasizing group processing and facilitation techniques. Course fee required. SP.

RSM 2700. Recreation Program Planning. 4 Hours.

Overview of the unique goals and challenges associated with the design, development, operations, and utilization of recreation facilities, including recreation centers, pools, water parks, playgrounds, parks, fitness centers, sports complexes, trails, resorts, and cemeteries. SP.

RSM 2800. Introduction to Nonprofit Organizations. 3 Hours.

Introduces the nonprofit sector and its role in developing cultural, economic, and social impact in society with specific focus on meeting the needs of youth, adults and underrepresented groups. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. The historical and contemporary role of nonprofits in society. 2. The distinct components of nonprofit organizations and how they differ from for-profit and public organizations. 3. The theoretical foundations that affect the growth of and external influences on the nonprofit sector. 4. Key issues in nonprofit governance including: public trust, leadership, and boards. FA (odd).

RSM 3000. Program and Experience Design. 3 Hours.

The course provides practical knowledge and experiences as it guides students through the assessment, planning, implementation, and evaluation process for designing experiences through managing events and programs. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss a variety of programs and services to enhance individual, group, and community quality of life. 2. Design and implement successful events and programs. 3. Demonstrate the ability to conduct and analyze participant-oriented, program-oriented and organization-oriented evaluations. Course fee required. FA, SP.

RSM 3010. Event Management. 3 Hours.

Designed to expose students to special event and festival management through planning, implementation, and evaluation with a service learning approach. SP.

RSM 3120. Sport and Society. 3 Hours.

Examines the contemporary issues in sport and the impact sport has on society. Topics will include the development of sport, institutions of sport, sport as a business, and socio-cultural concerns within American sports. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the cultural impact of sports on American identity. 2. Identify historical sporting events that helped shape American society. 3. Discuss how historical events influence society's leisure and sport pursuits today. 4. Examine ethics in sports to determine appropriate approaches for recreational and sport programming.

RSM 3201. Hospitality Management. 3 Hours.

Provides an overview of the hospitality and tourism industry with emphasis on lodging, food and beverage operations, leisure travel markets, convention services, and hospitality trends. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the numerous career paths within the hospitality and tourism industry. 2. Discuss current trends in independently owned and chain-affiliated facilities in hospitality and tourism. 3. Demonstrate procedures applied to safety, security, and environmental issues. 4. Demonstrate skills for successful management and customer service within hospitality and tourism services. SP (even).

RSM 3310. Leisure Behavior and Human Diversity. 3 Hours.

Exploration of issues related to leisure, recreation, and tourism behavior across a wide variety of dominant and non-dominant populations, including ethnicity, physical and intellectual ability, gender, age, religious and nationality identity, among many others. FA.

RSM 3430. Tourism and Commercial Enterprises. 3 Hours.

Introduction to commercial enterprises within recreation, sport and tourism profit-making or self-supporting organizations, including history, types of services, trends, careers, revenue management, services and products, and the relationship between business and leisure programs. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the historical and current dimensions and components of tourism and commercial enterprises. 2. Discuss the environmental, social-cultural, and economic impacts of commercial enterprises in recreation, sport and tourism. 3. Identify entrepreneurial leadership and management techniques in business ventures related to recreation, sport and tourism. 4. Examine the key considerations involved in a decision to either buy or start-up a commercial enterprise. SP.

RSM 3600. Intercollegiate Athletic Administration. 3 Hours.

The course provides a comprehensive view of management process such as hiring coaches, generating revenue, recruiting regulations, federal compliance, and ensuring the well-being of student-athletes. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the mission and purpose of intercollegiate athletics from the perspectives of the institution, NCAA, and community. 2. Discuss the unique structure of an intercollegiate athletic department and potential career paths. 3. Discuss the necessary components and current trends of a successful intercollegiate athletic department. 4. Demonstrate an understanding of event management, promotion, sales, fandom, and safety within an intercollegiate athletic event. SP (odd).

RSM 3620. Resort Management. 3 Hours.

Surveys effective practices in managing tourism and resort recreation enterprises including operations, facility management, activities, and customer service. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the history, growth and development of resorts as well as current social, economic, and cultural concerns. 2. Discuss the demographic characteristics of resort patrons and tourists. 3. Discuss the concept of "destinations" and its importance in resort operations. 4. Discuss the key recreational activities and facilities common to resorts. 5. Discuss the process of resort planning and development, organizational structure, supervision and safety, and guest relations. FA (even).

RSM 3820R. Practicum in Recreation and Sport. 1-3 Hours.

This repeatable course provides students with professional fieldwork experiences in the field of recreation and sport management. Offered intermittently based on student demand. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Examine the administration, supervision, and day-to-day operations of the agency in which they are working. 2. Apply current knowledge and skills related to the recreation and sport industry in a possible career path.

RSM 3860R. Global Sport and Leisure Perspectives. 3 Hours.

Explores global issues and perspectives within the sport and leisure industry through travel abroad trips that immerse students in the cultural, social, and political environments of foreign countries. Trip destinations and fees will vary year to year. Open to all majors. For international travel, see studyabroad.dixie.edu for additional travel costs that may apply. Offered intermittently. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe the richness and diversity of the peoples and cultures of the region/country visited. 2. Describe the techniques and processes used by managers in the global sport and leisure market. 3. Examine the similarities and differences between American sport and global sport in regard to location and cultural perspectives.

RSM 3900. Recreation and Sport Marketing. 3 Hours.

An in-depth study of the application of recreation and sport marketing principles, techniques and sales. Focuses on research and development, marketing plans, promotion strategies, sponsorship, advertising, branding, and public relations within recreation, sport and tourism services. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate a detailed and current understanding of the principles and practices related to marketing and promotion. 2. Demonstrate knowledge of acquisition and utilization of non-traditional funding sources and grants. 3. Demonstrate knowledge of how to leverage personal relationships to influence decision making at all levels within the scope of the project. 4. Demonstrate expertise in using standard tools to analyze and manage projects and campaigns. 5. Demonstrate familiarity with legal and regulatory issues related to public sector funding and public relations. 6. Demonstrate a commitment to consistently enhancing the facility and service. SP.

RSM 3950. Supervision and Human Resources in Recreation and Sport. 3 Hours.

Concepts and techniques of supervision and human resources will be explored with emphasis on recruitment, assignment, evaluation, motivation, and in-service training of personnel. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe concepts, strategies, and systems needed to interacted effectively with others. 2. Demonstrate personnel management techniques including, job analysis, recruitment, selection, training, motivation, development, and evaluation. 3. Discuss components of a strategic human capital management plan and current issues that may affect such plan. FA.

RSM 3960. Special Topics in Recreation and Sport. 1-3 Hours.

Provides an opportunity to offer unique traditional and nontraditional instruction that is not available through other regularly scheduled courses. Topics and content vary depending on student needs and instructor approval. Offered intermittently. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss or demonstrate outcomes depending on the chosen topic through an academic project or paper.

RSM 4000. Legal Foundations in Recreation and Sport. 3 Hours.

Covers the potential for legal issues regarding recreation and sport activities, including the nature of the programs and facilities, wide-ranging clientele, multitude of paid and volunteer staff. Risk management procedures to prevent unfortunate circumstances from occurring and how best to protect clientele and defend staff, administrators, programs, and agencies will be the focus. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe how recreation and sport programs and facilities hold legal risk. 2. Demonstrate the ability to reduce programmatic and facility operation risk through well thought out strategies. 3. Define concepts and processes used by the United States legal system to minimize risk and protect staff and agencies. SP.

RSM 4010. Administration in Recreation and Sport. 4 Hours.

A summative course covering operations, philosophies, policies and procedures, personnel management, professional competence, management styles, personnel laws, financial analysis, working capital management, budgeting, cost of capital, and policy in recreation, sport and tourism agencies and businesses. Prerequisite: Successful completion or concurrent registration equivalent to any 9 semester credit hours in the program courses (RSM 2500-RSM 3900, Grade C or higher). SP.

RSM 4020. Sport Governance and Policy. 3 Hours.

Examines current governance practices and policy issues in sport with emphasis on how policy development and strategic planning affect sport organizations, both amateur and professional. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the governing bodies of sport nationally and internationally. 2. Discuss the external and internal influence on sport organizations. 3. Discuss key principles of good governance and policy including transparency, accountability, integrity, and ethics as applied in the context of the sport industry. 4. Discuss international views in relation to the intent and interpretation of rules and bylaws established by governing bodies in sport. FA.

RSM 4100. Financial Management in Recreation and Sport. 3 Hours.

Principles and practices of financial management in recreation and sport settings with emphasis on budgeting, income sources, pricing, fundraising, business planning, and capital projects. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the basic concepts that underlie budgeting and financial management, and an ability to apply these concepts to the analysis of financial issues within the recreation and sport industry. 2. Discuss the various pricing strategies and appropriate settings for their use. 3. Demonstrate the specific analytical techniques used by financial managers, and an ability to apply these techniques to financial issues. 4. Discuss current financial status of the various sectors of the recreation and sport industry. FA.

RSM 4200. Professional Development. 1 Hour.

Assists in helping students develop the skills necessary to succeed in the recreation and sport industry. Students will access a variety of professional resources, identify potential employers and graduate programs, and develop specific internship and career goals. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss potential career paths within the recreation and sport industry. 2. Discuss potential graduate programs and institutions related to the students' professional aspirations. 3. Create a professional portfolio including personal philosophy, cover letters, resume, references and professional artifacts. FA, SP.

RSM 4400. Research Methods. 3 Hours.

Provides an overview of the process of research and evaluations within recreation and sport management. Focuses on research problem identification and literature review as well as designing and implementing tools for systematic gathering of information about programs, personnel, facilities, and potential projects in order to make the best possible administrative decisions. Offered intermittently.

RSM 4620. Senior Seminar. 2 Hours.

Designed to draw on the information and skills developed over the course of the recreation and sport program by reinforcing concepts including foundational theories and philosophies, programming and leadership, and management, operations and marketing. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss the foundational concepts of recreation and sport management. 2. Discuss the programming and experience design concepts within recreation and sport management. 3. Discuss the planning and operational procedures and skills needed in recreation and sport management. 4. Discuss organizational and administrative concepts in recreation and sport management. FA.

RSM 4820R. RSM Internship. 3-12 Hours.

Facilitates professional experiences with a cooperating recreation and sport agency. Students must complete a minimum of 400 hours over a 10-week period. Minimum of 6 credit hours is required with a maximum of 12 credits. ****COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Examine the administration, supervision, and day-to-day operations of the agency in which they are working. 2. Integrate current knowledge and skills related to the recreation and sport industry in a possible career path. Course fee required. Prerequisites: RSM 3000 and RSM 4200 and Instructor Permission. FA, SP, SU.