College of Education - New Course Proposal - Signature Page

Level: Graduate  Course Prefix: PET  Course Number: 6091

Course Title: Topics in Strength and Conditioning
Name of Faculty Person: Bill Campbell
Faculty Person Email: campbell@coedu.usf.edu
Faculty Telephone: 974-3443

APPROVALS
List appropriate Department Chair, Committee Chair, Faculty Council Chair and Associate Dean

Approving:
Dr. Stephen Sanders  Department Chair
Valerie Janesick  GPC Committee Chair
Bill Young  Faculty Council Chair
Harold Keller, Ph.D.  Name of Associate Dean

SIGNATURE  2-1-2010  DATE

CONCURRENCE
List other units and department of the University that have been consulted, comments and supporting remarks:

UNIT  CHECK ONE:  □ CONCURRENCE  □ NON-CONCURRENCE  □ DEFER RECOMMENDATION

Name/Title  Signature  Date

UNIT  CHECK ONE:  □ CONCURRENCE  □ NON-CONCURRENCE  □ DEFER RECOMMENDATION

Name/Title  Signature  Date

UNIT  CHECK ONE:  □ CONCURRENCE  □ NON-CONCURRENCE  □ DEFER RECOMMENDATION

Name/Title  Signature  Date

UNIT  CHECK ONE:  □ CONCURRENCE  □ NON-CONCURRENCE  □ DEFER RECOMMENDATION

Name/Title  Signature  Date

COUNCIL/DEAN APPROVALS
Recommendation of Graduate Council:
Signature of Graduate Council Chair: ___________________________  Date ____________

Action by the Graduate School Dean:
Signature of Dean: ___________________________  Date ____________

Effective Date (Term): ___________________________
Graduate Curriculum Approval Form
New or Changed Course

**Prefix and Number**

**Title**

**Proposed Effective Term** (*e.g.* Spring 2006)

**Faculty Contact**

**Email**

campbell@coedu.usf.edu

**College**

**Dept and Mail Code**

PET 6091
Topics in Strength and Conditioning
Fall 2010
Bill Campbell

Physical Education and Exercise Science

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Is this course part of a recently approved Program / Concentration / Or Certificate?  No
If Yes, which one?  Note: this course proposal is being submitted simultaneous to a concentration change proposal

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New or Changed Course - Follow the guidelines outlined by the Graduate Council at: [http://www.grad.usf.edu/coursepro.asp](http://www.grad.usf.edu/coursepro.asp)

For Graduate Council Review check the appropriate action and submit the items as required:

- **New Course Proposals Require:**
  - the Graduate Curriculum Approval form (this form)
  - Course Syllabus that meets the requirements of the Provost’s Course Syllabus Policy (see below)

- **Changed or Terminated Course proposals require:**
  - the Graduate Curriculum Approval form (this form)
  - Course Syllabus that meets the requirements of the Provost’s Course Syllabus Policy (see below)

- **Course Syllabus** that meets the requirements of the Provost’s Course Syllabus Policy (Must include the following):
  - course title, course prefix, number and section
  - instructor’s name, office hours and location, phone number (Email and Fax also suggested)
  - course objectives, dates of scheduled exams, course outline including assignments and dates due
  - attendance policy, grading policy, a policy statement on make up of missed work (suggested)
  - notice of permission/non-permission to sell notes or tapes of class lectures
  - titles of required textbooks and readings
  - a reminder that students who anticipate being absent from class due to religious observance should inform the instructor by the second class meeting (suggested)

Submit completed form and proposal and submit to the Faculty Council Office in EDU 105

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<table>
<thead>
<tr>
<th>APPROVALS</th>
<th>Name</th>
<th>Signature</th>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. Chair</td>
<td>Stephen Sanders</td>
<td>[Signature]</td>
<td>□ Approve □ Disapprove □ Comments attached</td>
<td>2-1-10</td>
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<td>College GPC Chair</td>
<td>Valerie Janesick</td>
<td>[Signature]</td>
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<td>College Committee Chair</td>
<td>William Young</td>
<td>[Signature]</td>
<td>□ Approve □ Disapprove □ Comments attached</td>
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<tr>
<td>College Dean/ Associate Dean</td>
<td>Harold Keller</td>
<td>[Signature]</td>
<td>□ Approve □ Disapprove □ Comments attached</td>
<td>3-25-10</td>
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<tr>
<td>Concurrence*</td>
<td>Dept: Chair:</td>
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<tr>
<td>Grad Council</td>
<td>□ Approve □ Disapprove</td>
<td>Graduate School</td>
<td>□ Approve □ Disapprove</td>
<td></td>
</tr>
</tbody>
</table>

*Concurrence - Consultation with units and departments providing related offerings or expertise is expected and encouraged.*
COURSE AND SYLLABUS INFORMATION

A. Prefix: PET
B. Level: 6000 - Graduate/Masters Level
C. Number: 6091
D. Full Course Title: (62 characters maximum) Topics in Strength and Conditioning
E. Abbreviated Title: (30 characters maximum) Strength and Conditioning
F. The course title is variable? No
G. Is a permit required for registration? No
H. Are the credit hours variable? No
I. Credit hours (list max −min if variable):
J. Section Type: Class Lecture (Primarily)
K. Grading option: Regular
L. This Course if offered: On Campus

M. If an online course, what is the percentage of time a student must go to campus?

N. Prerequisites (Prefix and Number only):
   None.

Verify the course(s) exist AT USF: http://scns.fldoe.org/scns/public/ph_inst_dtl.jsp

O. Corequisites: (Prefix and Number only):
   None.

Verify the course(s) exist AT USF: http://scns.fldoe.org/scns/public/ph_inst_dtl.jsp
P. Course Description (255 characters maximum - including spaces-please include registration restrictions)
This course covers selected topics in strength and conditioning. Some of the topics to be covered include: program design, periodization, core stabilization training, biochemical monitoring, overtraining, and strength training.

Q. Course Objectives
6.1 Knowledge of the ability to locate, read, and interpret strength and conditioning research.
6.2 Knowledge of the strength and conditioning profession, professional organizations, and both historical and contemporary aspects of the discipline.
6.3 Knowledge of the importance of core stability and strength training in athletes.
6.4 Knowledge of biochemical monitoring of sport training.
6.5 Knowledge of overtraining including the various ways of assessing overtraining.
6.6 Knowledge of ergogenic aids, including anabolic steroids and sports supplements.
6.7 Ability to create strength and conditioning programs that emphasize speed, agility, quickness, and power.
6.8 Knowledge of the importance of incorporating periodization into strength and conditioning programs.
6.9 Knowledge of the importance of incorporating plyometric training into strength and conditioning programs and how such training increases force production.
R. Student Learning Outcomes

Examination Performance: 80%
* composed exclusively of essay questions
Participation: 10%
* in class and online
Article Presentation: 10%
* in class; contemporary research paper
S. Major Course Topics
Periodization, Core Stability Training, Biochemical Monitoring, Anabolic Steroids, Overtraining.
T. Course Textbooks
Title: Essentials of Strength Training and Conditioning
Authors: Baechle TR and Earle RW.
Publisher: Human Kinetics: Champaign, IL
Year: 2008

U. Course Readings, Online Resources, and other purchases (e.g. lab supplies, instruments, etc.)
Selected videos available via Google and YouTube.
V. Student Expectations/requirements and Grade Policy with Percentages (e.g. 2 Exams and One Paper, each work 33%)

Student Expectations:
Students are expected to read all required materials in advance of each class meeting.
Students are expected to attend class meetings regularly.
Students are expected to participate in all Blackboard discussions.
Students are expected to participate in classroom discussion.

Grade Criteria:
Written Examinations: 80%
* composed exclusively of essay questions
Participation: 10%
* in class and online
Article Presentation: 10%
* in class; contemporary research paper *Note: rubrics for each grade area could not be added directly to this Acrobat form and are instead provided in section 8 of syllabus document.

Percentages:
A+ = 97.5 - 100, A = 92.5 - 97.49, A- = 90 - 92.49, B+ = 87.5 - 89.99,
B = 82.5 - 87.49, B- = 80 - 82.49, C+ = 77.5 - 79.99, C = 72.5 - 77.49,
C- = 70 - 72.49, D+ = 67.5 - 69.99, D = 62.5 - 67.49, D- = 60 - 62.49,
W. Course Outline including topics, assignments, exams and tests

Week 1: Introduction/Foundations; Discovering where to locate strength and conditioning research
Week 2: Core Stabilization; transfer of force and spinal stabilizing program creation
Week 3: Strength Development;
Week 4: Periodization; Linear vs. undulating models of periodization; life-cycle periodization models
Week 5: Plyometrics/Force Production
Week 6: Overtraining; methods of detecting overtraining
Week 7: Exam 1; covering material from weeks 1-6
Week 8: Biochemical monitoring of athletes in training
Week 9: Anabolic steroids; androgen receptor activation;
Week 10: Developing Speed
Week 11: Developing Agility
Week 12: Developing Quickness
Week 13: Developing Power; force-velocity curve characteristics
Week 14: Gender Considerations; training adaptations; mechanism of injury acquisition
Week 15: Exam 2, covering material from weeks 8-14
X. Attendance Policy (including reference to University Policy on observance of Religious holidays)

"Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting."

Students are allowed to miss up to 2 class meetings without penalty. Each absence beyond 2 will result in a reduction of 2% from the final grade. Regarding observance of religious holidays: All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with university policy.
Y. Policy on Make-up Work (including referenced to University Policy on Academic Integrity)

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."

"Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course."

All students are expected to complete assignments according to the provided schedule and any work to be completed/submitted after the provided schedule must be approved in advance or the work will receive no academic credit.
Z. What program does this course support?
It is expected that this course would enroll approximately 15-20 students each time it is delivered. This course will be included in a menu of courses from which students will develop their Program of Study. It is expected that at least 2/3 of all Exercise Science majors will take this course each time it is offered. Additionally, this course will be attractive as an elective for graduate students in Biomedical Science and Public Health.

AA. Is this course part of the core program requirements or is it an elective? Elective

AB. Is this course part of a required sequence in the program? No

AC. If yes to AA or AB what is the Banner Major Code?

**BANNER MAJOR CODES**

AAE ED = Adult Education - MA
ABE ED = Business & Office Education (Plan 1, 2 or 3) - MA
ACT ED = Career & Technical Education (Plan 3) - MA
CUR ED = Curriculum & Instruction - MED
ADE ED = Distributive & Marketing Education (Plan 1, 2 or 3) - MA
ANK ED = Early Childhood Education (Plan 1 or 3) - MA
CAS ED = Educational Leadership - MED
AEE ED = Elementary Education (Plan 1, 2 or 3) - MA
TEE ED = Elementary Education - MAT
AEN EJ = English Education (Plan 1 and 3) - MA
TEN ED = English Education - MAT
FLE EJ = Foreign Language Education (Plan 1 & 3) - MA
TFL ED = Foreign Language Education - MAT
AGC ED = Guidance & Counselor Education - MAT
AMA EJ = Mathematics Education (Plan 1 and 3) - MA
TMA ED = Middle Grades Mathematics - MAT
TSM ED = Mathematics Education (6-12) - MAT
ARD ED = Reading Education (Plans 1, 2 or 3) - MA
ASP EJ = School Psychology - MA
SCE EJ = Science Education (Plan 1 or 3) - MA
TSC ED = Science Education - MAT
ASO EJ = Social Science Education (Plan 1 and 3) - MA
TSS ED = Social Science Education - MAT
ABD ED = Special Education - Behavior Disorders (Plan 1, 2 or 3) - MA
AGI ED = Special Education - Gifted - (Plan 1 or 3) - MA
AMR ED = Special Education - Mental Retardation (Plan 1, 2 or 3) - MA
AMD ED = Special Education - Motor Disabilities - MA
ALD ED = Special Education - Specific Learning Disabilities (Plan 1, 2 or 3) - MA
AVE ED = Special Education - Varying Exceptionalities - (Plan 1, 2 or 3) - MA
TEV ED = Special Education - Varying Exceptionalities - MAT
TCR 00 = Teacher Certification/Recertification 00000
CUR ED = Curriculum & Instruction - PHD
DSG ED = School Psychology - PHD
DLT EJ = Second Language Acquisition & Instructional Technology - PHD
EAS ED = Educational Leadership - EDD
EPD ED = Educational Program Development - EDD
SAS ED = Educational Leadership - EDS
CUR ED = Curriculum & Instruction - EDS
AD. If yes to AA or AB what is the Banner Concentration Code (if applicable)?

**BANNER CONCENTRATION CODES**

**MASTERS/MAT**
- HRD - Human Resource Development
- CSA - College Student Affairs
- CNK - Early Childhood Education
- CEN - English Education
- CIE - Interdisciplinary Education
- CME - Measurement & Evaluation
- CJM - Middle School Education - Mathematics
- CJE - Middle School Education - English
- CRD - Reading Education
- CCH - Science Education, Chemistry
- CES - Secondary Education
- CBD - Special Education, Behavior Disorders
- CMR - Special Education, Mental Retardation
- CMD - Special Education, Motor Disabilities
- MEL - Elementary Education (Plan 1 or 3)
- MSM - Science & Mathematics (Plan 1 or 3)
- AFG - German (Plan 1 or 3)
- EKS - Exercise Science
- ASC - Chemistry (Plan 1 or 3)
- CAE - Adult Education
- CCO - Instructional Technology
- CEE - Elementary Education
- CFE - Foreign Language Education
- CMA - Mathematics Education
- CMG - Middle School Education (General)
- CJS - Middle School Education - Science
- CHI - Middle School Education - Social Studies
- CBI - Science Education, Biology
- CPY - Science Education, Physics
- CSO - Social Education
- CGI - Special Education, Gifted
- CLD - Special Education, Specific Learning Disabilities
- MEA - Early Childhood (Plan 1 or 3)
- MGL - Language Arts (Plan 1 or 3)
- AFF - French (Plan 1 or 3)
- AFS - Spanish (Plan 1 or 3)
- ASB - Biology (Plan 1 or 3)
- ASY - Physics (Plan 1 or 3)

**PHD**
- DAE - Adult Education (PHD)
- DNK - Early Childhood Education (PHD)
- DCE - English Education (PHD)
- DHA - Higher Education, Administration (PHD)
- DIT - Instructional Technology (PHD)
- DMA - Mathematics Education (PHD)
- DRD - Reading & Language Arts Education (PHD)
- DDS - Secondary Education (PHD)
- DSA - Student Affairs Administration (PHD)
- DTL - Teaching & Learning in the Content Area: General Education (PHD)
- DVD - Career & Workforce Education (PHD)
- DEE - Elementary Education (PHD)
- DGC - Counselor Education (PHD)
- DCC - Higher Education, Community College Teaching (PHD)
- DIE - Interdisciplinary Education (PHD)
- DME - Measurement & Research (PHD)
- DSC - Science Education (PHD)
- DSE - Special Education (PHD)

**EDD/EDS**
- EHI - Educational Leadership - EDD
- EAE - Adult Education - EDD
- EVO - Vocational Education - EDD
- SKN - Early Childhood Education - EDS
- SGC - Counselor Education - EDS
- SHT - Higher Education, Community College Teaching - EDS
- SIT - Instructional Technology - EDS
- SMA - Mathematics Education - EDS
- SRD - Reading-Language Arts Education - EDS
- SSC - Science Education - EDS
- SVO - Vocational Education - EDS

**AE.** At a minimum, a terminal degree (typically a doctorate) is required to teach graduate courses. **What other qualifications, training and/or experience are necessary to teach this course?** (List minimum qualifications for the Instructor.)

Graduate coursework in the area of the course.

**AF.** What other programs would the course service? (List all that apply)
JUSTIFICATION:

AG. Please briefly explain why it is necessary and/or desirable to add this course.

Needed for new program/concentration/certificate

AH. What is the need or demand for this course?

This course was offered in the spring of 2008 and is currently being offered this semester (spring 2010) as an experimental course and enrolled approximately 20 students each time. Similar enrollment would be expected moving forward.

AI. Has this course been offered as Selected Topics/Experimental Topics course? Yes

FACULTY CONTACT INFORMATION

AJ. Faculty Contact Person: Bill Campbell

AK. Faculty Access Password (online only)

AL. Faculty Phone: 974-3443

AM. Faculty Email: campbell@coedu.usf.edu
(all lower case please, e.g. rockybull@usf.edu)

AN. Campus Affiliation: Tampa

AO. College: EDUCATION

AP. Department: Physical Education & Exercise Science

AQ. Budget Account Number: 173200 Physical Education & Exercise Science
(the account number of the administrator of the course where SCH is to be credited)

COLLEGE REQUIREMENTS

AR. Course Syllabus - Please attach a copy of the syllabus to this form.
(Use ONLY the COEDU revised form -2008)

AS. Program of Study form Please attach a copy(s) of the updated Program of Study form(s) showing the proposed changes, if applicable.
COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS

The following are the required elements of a Departmental Syllabus in the College of Education. This syllabus should be representative of EVERY section of the course offered in the department. All MAT programs; Ph.D. programs in School Psychology, Educational Measurement and Research, Guidance and Counseling, and Educational Leadership; M.A. programs in Early Childhood Education, Elementary Education, Secondary Education, Special Education, and Physical Education; and all programs that teach courses for majors in the above listed programs need to include the following Conceptual Framework statement at the beginning of the syllabus:

“The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.”

1. Course Prefix and Number: PET 6091  
   Credit Hours: 3

2. Course Title: Topics in Strength and Conditioning

3. Regular Instructor(s): Bill Campbell  
   PED 206  
   campbell@coedu.usf.edu  
   974-4766

4. Course Prerequisites (if any): none

   Include only those prerequisites listed in the University catalog

5. Course Description:

   Write a brief description of the course summarizing its purpose and areas of primary emphasis.

   This course covers selected topics regarding exercise metabolism and sports nutrition. Some of the topics to be covered include: bioenergetics; protein, fat and carbohydrate metabolism during exercise; sports supplements designed to improve strength, body composition, aerobic and anaerobic performance. Research methodology will be an important consideration throughout.
6. **Course Goals and Objectives:**

List major goals and related objectives (student learning outcomes) that will be taught and assessed in the course. They should reflect the knowledge, skills, and/or dispositions students will have learned at the conclusion of the course.

After each objective, in parentheses, list the standards that are addressed in the Florida Educator Accomplished Practices (FEAP), Conceptual Framework (CF), Professional Standards (depends on professional association), Competencies and Skills Required for Teacher Certification in Florida 12th Edition (CS), English Speakers of Other Languages (ESOL), and Florida Reading Competencies (FRC). (example: AP 5, 9; CF 2, 5, 6; NASPE 4; CS 7; ESOL 1; FRC 1.A.1)

6.1 Knowledge of the ability to locate, read, and interpret strength and conditioning research.
6.2 Knowledge of the strength and conditioning profession, professional organizations, and both historical and contemporary aspects of the discipline.
6.3 Knowledge of the importance of core stability and strength training in athletes.
6.4 Knowledge of biochemical monitoring of sport training.
6.5 Knowledge of overtraining including the various ways of assessing overtraining.
6.6 Knowledge of ergogenic aids, including anabolic steroids and sports supplements.
6.7 Ability to create strength and conditioning programs that emphasize speed, agility, quickness, and power.
6.8 Knowledge of the importance of incorporating periodization into strength and conditioning programs.
6.9 Knowledge of the importance of incorporating plyometric training into strength and conditioning programs and how such training increases force production.

Note: These objectives do not include a list of state standards because this course is part of a degree program that is not under the requirements typical of programs within the College of Education. More specifically, this course is not related to educator preparation. These objectives are not intended to meet professional standards in exercise science because no single set of standards have been agreed upon in the discipline. That is, the field is relatively young and graduate level standards are somewhat splintered across varied professional organizations.

7. **Content Outline:**

List the major topics and related subtopics to be addressed. A tentative weekly schedule of topics and/or outline should be included.

**Week 1:** Introduction/Foundations; Discovering where to locate strength and conditioning research.
**Week 2:** Core Stabilization; transfer of force and spinal stabilizing program creation
**Week 3:** Strength Development;
**Week 4:** Periodization; Linear vs. undulating models of periodization; life-cycle periodization models
**Week 5:** Plyometrics/Force Production
**Week 6:** Overtraining; methods of detecting overtraining
**Week 7:** Exam 1; covering material from weeks 1-6
Week 8: Biochemical monitoring of athletes in training
Week 9: Anabolic steroids; androgen receptor activation;
Week 10: Developing Speed
Week 11: Developing Agility
Week 12: Developing Quickness
Week 13: Developing Power; force-velocity curve characteristics
Week 14: Gender Considerations; training adaptations; mechanism of injury acquisition
Week 15: Exam 2, covering material from weeks 8-14

8. Evaluation of Student Outcomes:

List the approaches (or assessment strategies) that will be used to determine students' achievement of course goals and objectives.

Example below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standards Met</th>
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</thead>
<tbody>
<tr>
<td>Classroom Management Plan</td>
<td>FEAP 5, 9; CF 2, 5, 6, NASPE 2, 3, 4; CS 7; ESOL 1; FRC 1 A.1</td>
</tr>
<tr>
<td>Case Analyses*</td>
<td>FEAP 9, 11; CF 1, 6, NASPE 4, 6; CS 3, 9; ESOL 1; FRC 1 B1</td>
</tr>
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</table>

* Indicates a critical assignment
** Include a statement as to the consequence of not satisfactorily completing a critical assignment.

Participation/Class Discussion Rubric (10% of course grade)

<table>
<thead>
<tr>
<th></th>
<th>Minimal Participation 60-79%</th>
<th>Thorough Participation 80-89%</th>
<th>Excellent Participation 90-100%</th>
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</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>Student provides limited</td>
<td>Student provides significant</td>
<td>Student provides exemplary</td>
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<tr>
<td>(6.2)</td>
<td>and inconsistent participation in class discussions of assigned readings.</td>
<td>and consistent participation</td>
<td>participation in class</td>
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<td></td>
<td></td>
<td>in class discussions of</td>
<td>discussions of assigned</td>
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<td></td>
<td>assigned readings.</td>
<td>readings.</td>
</tr>
<tr>
<td>Online Participation</td>
<td>Student provides limited</td>
<td>Student provides significant</td>
<td>Student provides exemplary</td>
</tr>
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<td>(6.2)</td>
<td>and inconsistent participation of assigned Blackboard discussion forums.</td>
<td>and consistent participation</td>
<td>participation of assigned</td>
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<td></td>
<td>of assigned Blackboard</td>
<td>Blackboard discussion forums.</td>
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<td>discussion forums.</td>
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### Written Examination 1 Rubric (40% of course grade)

<table>
<thead>
<tr>
<th></th>
<th>Basic Mastery 60-79%</th>
<th>Thorough Mastery 80-89%</th>
<th>Advanced Mastery 90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Stabilization</strong></td>
<td><strong>Student will respond with basic mastery regarding core stabilization.</strong></td>
<td><strong>Student will respond with thorough mastery regarding core stabilization.</strong></td>
<td><strong>Student will respond with advanced mastery regarding core stabilization.</strong></td>
</tr>
<tr>
<td>(6.1)</td>
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<tr>
<td><strong>Strength Development</strong></td>
<td><strong>Student will respond with basic mastery regarding strength development.</strong></td>
<td><strong>Student will respond with thorough mastery regarding strength development.</strong></td>
<td><strong>Student will respond with advanced mastery regarding strength development.</strong></td>
</tr>
<tr>
<td>(6.4)</td>
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<tr>
<td><strong>Periodization</strong></td>
<td><strong>Student will respond with basic mastery regarding periodization.</strong></td>
<td><strong>Student will respond with thorough mastery regarding periodization.</strong></td>
<td><strong>Student will respond with advanced mastery regarding periodization.</strong></td>
</tr>
<tr>
<td>(6.4)</td>
<td></td>
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<tr>
<td><strong>Plyometrics</strong></td>
<td><strong>Student will respond with basic mastery regarding plyometrics.</strong></td>
<td><strong>Student will respond with thorough mastery regarding plyometrics.</strong></td>
<td><strong>Student will respond with advanced mastery regarding plyometrics.</strong></td>
</tr>
<tr>
<td>(6.4)</td>
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<tr>
<td><strong>Force Production</strong></td>
<td><strong>Student will respond with basic mastery regarding force production.</strong></td>
<td><strong>Student will respond with thorough mastery regarding force production.</strong></td>
<td><strong>Student will respond with advanced mastery regarding force production.</strong></td>
</tr>
<tr>
<td>(6.4)</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Overtraining</strong></td>
<td><strong>Student will respond with basic mastery regarding overtraining.</strong></td>
<td><strong>Student will respond with thorough mastery regarding overtraining.</strong></td>
<td><strong>Student will respond with advanced mastery regarding overtraining.</strong></td>
</tr>
<tr>
<td>(6.4)</td>
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## Written Examination 2 Rubric (40% of course grade)

<table>
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<tr>
<th></th>
<th>Basic Mastery 60-79%</th>
<th>Thorough Mastery 80-89%</th>
<th>Advanced Mastery 90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biochemical monitoring</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding the biochemical monitoring of athletes during training.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the biochemical monitoring of athletes during training.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the biochemical monitoring of athletes during training.</td>
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<td><em>(6.4)</em></td>
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<tr>
<td><strong>Anabolic Steroids</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding the impact of anabolic steroids on human performance.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the impact of anabolic steroids on human performance.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the impact of anabolic steroids on human performance.</td>
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<td><em>(6.4)</em></td>
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<tr>
<td><strong>Speed</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding the role of speed in athletic performance.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the role of speed in athletic performance.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the role of speed in athletic performance.</td>
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<td><em>(6.4)</em></td>
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<tr>
<td><strong>Agility</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding the importance and techniques to improve agility.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the importance and techniques to improve agility.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the importance and techniques to improve agility.</td>
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<td><em>(6.5)</em></td>
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<tr>
<td><strong>Quickness/Power</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding quickness and power acquisition through training methodologies.</td>
<td>Student will respond with <em>thorough mastery</em> regarding quickness and power acquisition through training methodologies.</td>
<td>Student will respond with <em>advanced mastery</em> regarding quickness and power acquisition through training methodologies.</td>
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<tr>
<td><em>(6.5)</em></td>
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<tr>
<td><strong>Gender Differences</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding gender differences relevant to strength &amp; conditioning.</td>
<td>Student will respond with <em>thorough mastery</em> regarding gender differences relevant to strength &amp; conditioning.</td>
<td>Student will respond with <em>advanced mastery</em> regarding gender differences relevant to strength &amp; conditioning.</td>
</tr>
<tr>
<td><em>(6.6)</em></td>
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</table>

## Article Presentation Rubric (10% of course grade)

<table>
<thead>
<tr>
<th></th>
<th>Limited 60-79%</th>
<th>Thorough 80-89%</th>
<th>Exemplary 90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Article</strong></td>
<td>Student demonstrates <em>limited knowledge</em> of research articles with respect to details and background.</td>
<td>Student demonstrates <em>thorough knowledge</em> of research articles with respect to details and background.</td>
<td>Student demonstrates <em>exemplary knowledge</em> of research articles with respect to details and background.</td>
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<tr>
<td><em>(6.1)</em></td>
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<tr>
<td><strong>Command of Article</strong></td>
<td>Student demonstrates <em>limited</em> oral command of article content.</td>
<td>Student demonstrates <em>thorough</em> oral command of article content.</td>
<td>Student demonstrates <em>exemplary</em> oral command of article content.</td>
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<td><em>(6.2)</em></td>
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</table>
9. **Grading Criteria:**

Indicate what system will be used (i.e. straight letter grade, a plus and minus, or an S/U), grading scale, circumstances under which an “I” will be awarded. Indicate that “No grade below C- or S will be accepted toward a graduate degree”.

For programs leading to FLDOE certification or those that support those programs, indicate what assignments are critical assignments and the consequence if one or more are not completed.

\[
\begin{align*}
A+ &= 97.5 - 100, \quad A &= 92.5 - 97.49, \quad A- &= 90 - 92.49, \quad B+ &= 87.5 - 89.99, \\
B &= 82.5 - 87.49, \quad B- &= 80 - 82.49, \quad C+ &= 77.5 - 79.99, \quad C &= 72.5 - 77.49, \\
C- &= 70 - 72.49, \quad D+ &= 67.5 - 69.99, \quad D &= 62.5 - 67.49, \quad D- &= 60 - 62.49
\end{align*}
\]

10. **Textbook(s) and Readings:**

List required and/or recommended texts and readings. If text is older than five years, provide a statement as to why it is being used.


11. **Academic Dishonesty:** (Use the statement below)

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."

"Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course."

12. **Detection of Plagiarism:** It is very important to state in your syllabus that you plan to submit student assignments to [SafeAssignment.com](http://SafeAssignment.com) in order to detect plagiarism. This will give you the legal right to submit student assignments to SafeAssignment.com. If you plan to submit assignments to Safe Assignment, use the statement below:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.
13. **Web Portal Information:** (Use the statement below)

   *Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: [http://www.acomp.usf.edu/portal.htm](http://www.acomp.usf.edu/portal.htm)*

14. **ADA Statement:** (Use the statement below)

   *"Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request."*

15. **USF Policy on Religious Observances:** (Use the statement below)

   *"Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting."*

16. **Permission To Sell Notes/Tapes:**

   Students are allowed to take notes and record lectures for themselves and other students, but it is not permissible to sell these files to other students or entities.
ATTACHMENT I

This attachment must be completed for the following graduate programs: all MATs; MA and PhD in School Psychology; Educational Measurement and Evaluation, Guidance and Counseling, Educational Leadership; MA programs in Early Childhood Education, Elementary Education, Secondary Education, Special Education, and Physical Education, and all programs that teach courses for majors in the above listed programs. This attachment is to be completed on a separate page(s) since it is for the College of Education files only.

Course Prefix and Number: PET 6091
Course Name: Topics in Strength and Conditioning
Credit Hours: 3

Briefly describe the following:

- The nature and duration of any field-based experiences.
  - Not applicable for this course.

- Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.
  - Not applicable for this course.

- Activities and assessments that assess the impact on pk-12 student learning.
  - Not applicable for this course.

- Any components of the course that prepare candidates in the use of technology in instruction, record-keeping, and other professional responsibilities.
  - Not applicable for this course.

- Any components of the course designed to prepare teacher candidates to help pk-12 students achieve the Sunshine State Standards?
  - Not applicable for this course.

- How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. (“all students” includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, regional/geographic origins, and achievement levels)
  - The course covers several topics that have potential links to diversity, specifically gender diversity. These areas include: adaptations to resistance training and mechanisms of common injuries that are unique to each gender. While this course does not include any field/applied experiences, coverage of these topics within the context of diversity should facilitate better professional practice in working with these populations.
MASTER OF SCIENCE
EXERCISE SCIENCE
PROGRAM OF STUDY

Degree Program Requirements
Total Minimum Hours: 36

Core Requirements (7 hrs)
PET 6536: Research Methods in Exercise Science (3 hrs)
EDF 6407: Statistical Analysis 1 (4 hrs)

Concentration Requirements (21 hrs)
Select one of the following:

Strength and Conditioning
PET 6352: Cardiorespiratory Aspects of Exercise Physiology (3 hrs)
PET 6339: Neuromuscular Aspects of Exercise Physiology (3 hrs)
PET 6367: Sports Nutrition and Exercise Metabolism (3 hrs)
PET 6091: Topics in Strength and Conditioning (3 hrs)
PET 6216: Sport Psychology (3 hrs)
PET 6389: Fitness Assessment and Prescription (3 hrs)
PET 6081: Lifespan Fitness (3 hrs)

Health and Wellness
PET 6389: Fitness Assessment and Prescription (3 hrs)
PET 6085: Body Composition Assessment and Management (3 hrs)
PET 6388: Physical Activity, Health, and Disease (3 hrs)
PET 6081: Lifespan Fitness (3 hrs)
PET 6083: Psychology of Exercise (3 hrs)
PET 6003: Theories and Models of Health and Physical Activity (3 hrs)
PET 6352: Cardiorespiratory Aspects of Exercise Physiology (3 hrs)

General (No Concentration)
Select any seven PET content courses from the list provided later in this document.

Elective Requirements (8 hrs)
All elective courses are selected with the consent of the faculty advisor and graduate program coordinator using the following guidelines:
A maximum of six hours with non-PET prefixes can be taken.
A minimum of three hours with PET prefixes must be taken.
A maximum of six hours at the 4000-level can be taken.

Thesis Option
Students have the option of completing a thesis project provided that a faculty advisor can is both available and well suited for the research topic. The most typical scenario is to register for 3 hours of thesis during each semester of activity, but university requirements allow for a single semester enrollment of only 2 hours during the semester of graduation.
Transfer Credit Guidelines
Students are allowed to transfer in coursework from a regionally accredited university or other
USF graduate program with consent of the graduate program coordinator provided that the grade
is 3.0 or greater. Limits on the amount of credits that can be transferred and time limits for
transferring prior courses follow university guidelines.

PET Content Courses
PET 6256: Sport in Society (3 hrs)
PET 6216: Sport Psychology (3 hrs)
PET 6083: Psychology of Exercise (3 hrs)
PET 6003: Theories and Models of Health and Physical Activity (3 hrs)
PET 6389: Fitness Assessment and Prescription (3 hrs)
PET 6085: Body Composition Assessment and Management (3 hrs)
PET 6388: Physical Activity, Health, and Disease (3 hrs)
PET 6081: Lifespan Fitness (3 hrs)
PET 6352: Cardiorespiratory Aspects of Exercise Physiology (3 hrs)
PET 6339: Neuromuscular Aspects of Exercise Physiology (3 hrs)
PET 6367: Sports Nutrition and Exercise Metabolism (3 hrs)
PET 6091: Topics in Strength and Conditioning (3 hrs)
PET 6472: Legal Aspects of Physical Activity (3 hrs)

PET Arranged Courses
PET 6947: Internship in Exercise Science (2-6 hrs)
PET 6910: Research Project (1-6 hrs)
PET 6906: Independent Study (1-6 hrs)
PET 6971: Thesis (2-6 hrs)