COURSE CHANGE REQUEST
4525 - Status: PENDING

Term Information
Effective Term: Summer 2016
Previous Value: Summer 2013

Course Change Information
What change is being proposed? (If more than one, what changes are being proposed?)
add “PESPA, or HPNES major” to prerequisite list

What is the rationale for the proposed change(s)?
The majors require the course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Allows student who need to course to register without needing to consult with an advisor or seek permission. Behind the scenes coding exists, but adding the majors to the prerequisite list increases transparency.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information
Course Bulletin Listing/Subject Area: Kinesiology: Health&Exercs Sci
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 4525
Course Title: Promoting Behavior Change in Sport, Leisure, & Exercise
Transcript Abbreviation: Behavior Change
Course Description: This course introduces students to theories, mediators, and behavior change strategies applied to sport, leisure, and exercise settings and provides knowledge and opportunities to develop skills to promote adoption and adherence to physical activity.

Semester Credit Hours/Units: Fixed: 3

Offering Information
Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus
Prerequisites and Exclusions

**Prerequisites/Corequisites**
Prereq: Admission to major (Exercise Science Education; Sport Industry; Human Nutrition; Health Promotion, Nutrition and Exercise Science; or Physical Education, Sport, and Physical Activity).

**Previous Value**
Prereq: Admission to major (Exercise Science Education, Sport Industry, Human Nutrition).

**Exclusions**
Not open to students with credit for EduPAES 525.

Cross-Listings

Cross-Listings

Subject/CIP Code

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<thead>
<tr>
<th>Subject/CIP Code</th>
<th>31.0505</th>
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<tbody>
<tr>
<td>Subsidy Level</td>
<td>Baccalaureate Course</td>
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<tr>
<td>Intended Rank</td>
<td>Junior, Senior</td>
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</table>

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

**Course goals or learning objectives/outcomes**
- Understand the impact of physical inactivity on mental and physical health
- Define and discuss correlates and determinants of exercise behavior in sport, leisure, and exercise settings
- Understand the principles of behavior change from various theoretical perspectives and compare and contrast the strengths and weaknesses of different theories
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- Describe and apply the elements of individual assessment necessary to develop effective short and long-term physical activity behavior goals
- Select appropriate methodologies for individuals at different stages of behavior change (e.g., contemplation, initiation, maintenance, and relapse) that are based on theory and on psychosocial and physiological assessments
- Develop and demonstrate skills in behavior change strategies that are designed to target and change theoretical mediators of physical activity adoption, participation level, and adherence
- Identify and evaluate behavior change strategies based on the level of application (e.g., policy and facility planning at national and community level; educational-behavioral applications in schools, places of worship, and health care and recreation

**Content Topic List**
- Impact of physical inactivity on mental and physical health
- Correlates and determinants of exercise behavior in sport, leisure, and exercise settings
- Elements of individual assessment necessary to develop effective short and long-term physical activity behavior goals
- Psychosocial and physiological assessments
- Behavior change strategies
Attachments

- KNHES 4525 Focht Syllabus Sp 15 1.3.15.doc
  (Syllabus. Owner: Odum,Sarah A.)

Comments

- entered per B. Focht (by Odum,Sarah A. on 12/18/2015 10:38 AM)

Workflow Information

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<th>Date/Time</th>
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<td>Odum,Sarah A.</td>
<td>12/18/2015 10:38 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Maresh,Carl Mark</td>
<td>12/18/2015 11:32 AM</td>
<td>Unit Approval</td>
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KNHES 4525:
Promoting Behavior Change
in Sport, Leisure, & Exercise
Spring 2015

Professor: Dr. Brian Focht, PhD, FACSM, CSCS
Phone: 292-2165 Office: A42 PAES Building Email: focht.10@osu.edu
Office Hours: Monday 2:30-3:30 & Wed 1:30 – 2:30 or by appointment
Lecture: Tuesday & Thursday, 9:35 – 10:55 am, PAES A151
Credits: 3

Course Materials:
- Handouts in class and materials posted on Carmen: http://carmen.osu.edu

COURSE DESCRIPTION

Course description/rationale: The purpose of this course is to introduce you to aspects of adherence to physical activity across exercise, sport, and leisure settings and to provide you with knowledge and skills necessary to improve the adoptions and maintenance of exercise behavior in individuals and groups.

Relationship to other courses: This course is required for the Health/Exercise Science and combined Exercise Science/Nutrition majors and covers materials related to behavior change that are required for American College of Sports Medicine (ACSM) certifications and for certification as a health education specialist (CHES). Content is also related to Sport and Leisure Studies curriculum in respect to developing skills to help individuals in a variety of settings adopt and maintain regular exercise.

Technology: The use of Carmen (www.carmen.osu.edu) is employed in this course for the dissemination of course materials (e.g., syllabus, readings, handouts, course notes).

General course objectives: Upon the completion of the course, you will be able to:

1. Understand the impact of physical inactivity on mental and physical health.
2. Define and discuss correlates and determinants of exercise behavior in sport, leisure, and exercise settings.
3. Understand the principles of behavior change from various theoretical perspectives and compare and contrast the strengths and weaknesses of different theories.
4. Discuss and demonstrate effective communication skills necessary to facilitate behavior change.
5. Describe and apply behavior change strategies based on the theoretical perspectives discussed.
6. Describe the elements of individual assessment and information necessary to develop effective short and long-term physical activity behavior goals.
7. Select appropriate behavior change strategies based on individual needs, skills, and abilities that are based on sound psychosocial and physiological assessments.

8. Identify and evaluate behavior change strategies based on the level of application (e.g., policy and facility planning at the national and community level; educational-behavioral applications in schools, places of worship, and in health care and recreational settings).

9. Understand the role of psychology principles in influencing physical activity behavior.

10. Describe the psychological/motivational antecedents and consequences of exercise participation.

COURSE REQUIREMENTS AND POLICIES

1. Complete assigned readings from the text and/or additional resources. To be successful in this class, you are expected to read all the pertinent materials before the lecture session that covers those topics. Students are encouraged to reread the materials and to read materials from other sources on similar topics to gain a better understanding of the topic from varied perspectives. Downloading all lectures posted to Carmen prior to attending class and obtaining lecture notes from a classmate for any missed classes are highly encouraged.

2. All written work is expected to be turned in on the assigned day. If you are absent, it is your responsibility to obtain any class material/assignments missed and to get assignments to me by 11:59 pm on the day the assignment is due. You will lose 10% of the grade you earned for each calendar day the assignment is late (10 days late = 0%). Assignments turned in outside of class may be submitted electronically via email or as paper copies placed in my mailbox in A36.

3. You are expected to be a good academic citizen.
   a. Come to class on time and be prepared for class when it begins. If you arrive more than 15 minutes late, you will not earn attendance points for that day.
   b. Courtesy will be maintained in the classroom at all times. Please refrain from texting or using your cell phone during class. Please respect your classmates, the professor, and any guest speakers. Show your respect for each other by waiting until the class is over to have private conversations. Wait to pack up materials or leave the classroom until class is officially dismissed.
   c. If your behavior in the classroom is disruptive, I will give you an opportunity to correct your behavior without penalty. If your behavior continues to be disruptive, you will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

4. You are expected to attend class and to follow the policy for “excused absences.” Because of the nature of this class, involvement in class discussions is essential, and your experiences and ideas are valuable. Be prepared to ask and answer questions regarding the materials assigned. The level of your participation will be part of the class grading criteria. You may accumulate up to 3 unexcused class absences without any final grade penalty. There are four situations that constitute an “excused absence” from class. They are 1) participation in a documented University sanctioned event, 2) documented death in your family, 3) observation of a religious holiday, and 4) inability to attend class because of a documented medical reason. In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the
scheduled events and those classes that will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to me within the first two weeks of the semester. If you will be observing a religious holiday on a class day, you must provide date/event written notification to me within the first two weeks of the semester. I will accept a medical excuse if you have documentation that you could not have been in attendance at class as a result of the medical condition. Documentation only stating that a physician saw you on the date of the class is not sufficient documentation for an excuse absence.

GRADING

The course grade will come from four sources.

1. EXAMS: There will be 2 exams during the term, Exam 1 (25% of final grade; Thursday March 5th) and a comprehensive Final Exam (30% of final grade) on the last day of class (Tuesday April 21st). Exams consist of objective multiple choice and true/false questions addressing information taken from course lectures, readings, and class discussions. All material on the Exams in KNHES 4525 is covered directly in class.

2. QUIZZES: Objective (true/false) quizzes (20% of final grade) which will be based on information from course lectures and readings will be conducted biweekly during the term. Tentative quiz dates are provided in the course schedule. If Quiz dates are subject to change, students will be provided at least 1 week notice of quiz dates.

3. GOAL SETTING PROJECT: Physical activity goal setting activities will be conducted with a class partner. Dr. Focht will randomly assign the partner you will be working with. You will negotiate a behavioral contract with your class partner during of the week of 1/27–1/29 and submit the completed contract to Dr. Focht on Thursday, February 5. For the following 8 weeks of the quarter, you will submit biweekly brief (1 page), structured advising reports (paper copy or electronically) on Thursdays of that week (a total of 4 advising reports are submitted). A final goal setting project summary/reaction paper will be due on Monday, April 27th. Specific guidelines about the goal setting project will be provided (both in class and electronically via Carmen) during the first 2 weeks of the semester. (20% of grade)

4. ATTENDANCE/PARTICIPATION: Attendance and participation are required and essential to successfully completing KNHES 4525. Attendance is recorded on the daily attendance sheet which is circulated at the beginning of class each day. Each student is responsible for signing the attendance sheet in order to get credit for being present in class. Class participation credit is contingent upon: (a) demonstrating familiarity and understanding of assigned readings; (b) active engagement in class activities/discussions; (c) effectively facilitating discussion when periodically called upon by the instructor to do so (5% of total grade)

Absence Policy. You may accumulate up to 3 unexcused class absences without any final grade penalty. If you miss 3 or fewer classes that satisfy the other stated requirements in the attendance policy, you will receive full credit for attendance in your final grade. However, if you are absent for 4 or more class meetings, you will
receive significant reductions in your final course grade. See the criteria outlined below:

\[
\begin{align*}
&\leq 3 \text{ absences} = \text{no } \% \text{ deduction from final grade} \\
&4-5 \text{ absences} = -5\% \text{ from final grade} \\
&> 6 \text{ absences} = -10\% \text{ from final grade}
\end{align*}
\]

Summary of Course Grading/Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Goal Setting Project</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
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</table>

Final Grading Scale: The course is letter graded. The following percentage system will be used to award final grades:

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
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<th>%</th>
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<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
<td>83 - 86</td>
<td>B</td>
<td>73 - 76</td>
<td>C</td>
<td>60 - 66</td>
<td>D</td>
</tr>
<tr>
<td>90 - 92</td>
<td>A-</td>
<td>80 - 82</td>
<td>B-</td>
<td>70 - 72</td>
<td>C-</td>
<td>&lt; 60</td>
<td>E</td>
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<tr>
<td>87 - 89</td>
<td>B+</td>
<td>77 - 79</td>
<td>C+</td>
<td>67 - 69</td>
<td>D+</td>
<td>*</td>
<td>I</td>
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* Grade of Incomplete: If unforeseen serious personal or family events make the completion of course requirements impossible, you and I will negotiate the requirements and deadlines for removing the “I” from your transcript.

Graduating Students: If you are graduating this quarter, you must arrange with me to complete your course work in time for your grade to be determined and submitted on the graduating student grade rosters. This is typically no later than the Wednesday of finals week.

GUIDING PRINCIPLES

Diversity Statement: The Department of Human Sciences is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Department of Human Sciences prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Academic Integrity: You are expected, at all times, to act with academic integrity. The
values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness. According to the OSU Committee on Academic Misconduct, “plagiarism is the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another’s work, and/or the inappropriate unacknowledged use of another person’s ideas…” In this class, written assignments should be in your own words with minimal use of direct quotations. If you do use a direct quotation, you must use proper APA citation format (quotation marks, author, year, and page number). Absence of complete and proper citations can be considered plagiarism. Per University Rule 3335-31-02, “Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct.” I am required to report any incident that I suspect involves academic misconduct, such as plagiarism in any form, cheating on examinations, or submitting work of other students as your own to the Committee on Academic Misconduct. A hearing is held whenever formal allegations are received in that Office, and penalties can range from an "E" on an assignment to expulsion from the University, depending on the seriousness of the offense.

Statement of Student Rights: Students who feel they may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so at: (614) 292-3307 (V) or (614) 292-0901 (TDD).

Academics and Stress: A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

Tentative Course Calendar (may be subject to change)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/13 &amp; 1/15</td>
<td>Course syllabus &amp; requirements; <strong>Lecture:</strong> Foundations of physical activity behavior</td>
<td>Ch. 1</td>
<td>---</td>
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<tr>
<td>1/20 &amp; 1/22</td>
<td><strong>Lecture:</strong> Foundations of physical activity behavior; Epidemiology of physical activity</td>
<td>Ch. 2</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>Dates</td>
<td>Topics</td>
<td>Readings</td>
<td>Assignment</td>
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<tr>
<td>1/27 &amp; 1/29</td>
<td><strong>Lecture</strong>: Measurement of Physical Activity; Correlates of PA</td>
<td>Ch. 7</td>
<td>Quiz #2</td>
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| 2/3 & 2/5     | **Lecture**: Theories of PA Behavior Change; Goal Setting and Self-Monitoring  
**Activity**: Begin Goal-setting Project | Ch. 3 & 4 | Goal Setting Behavioral Contract |
| 2/10 & 2/12   | **Lecture**: Theories of PA Behavior Change; **Activity**: Goal-setting Project | Ch. 3 & 4 | Quiz #3                         |
| 2/17 & 2/19   | **Lecture**: Theories of PA Behavior Change  
**Activity**: Goal-setting Project | Ch. 3 & 4 | Goal Setting Report #1           |
| 2/24 & 2/26   | **Lecture**: Theories of PA Behavior Change  
**Activity**: Goal-setting Project | Ch. 3 & 4 | Quiz #4                         |
| 3/3 & 3/5     | **Activity**: Exam #1 Review; Exam #1                                 | ---      | Exam #1; Goal Setting Report #2  |
| 3/10 & 3/12   | **Lecture**: Foundations of behavior; Behavior change interventions & strategies  
**Activity**: Goal-setting Project | Ch. 6    | ---                            |
| 3/17 & 3/19   | **Spring Break**                                                      | ---      | ---                            |
| 3/24 & 3/26   | **Lecture**: Behavior change interventions & strategies  
**Activity**: Goal-setting Project | Ch. 8 & 9 | Goal Setting Report #3           |
| 3/31 & 4/2    | **Lecture**: Behavior change interventions & strategies  
**Activity**: Goal-setting Project | Ch. 8 & 9 | Quiz #5                         |
| 4/7 & 4/9     | **Lecture**: Exercise and Psychological Well-Being  
**Activity**: Goal-setting Project | ---      | Goal Setting Report #4           |
| 4/14 & 4/16   | **Lecture**: Exercise and Obesity; Class Summary & Review for Final Exam  
**Activity**: Goal-setting Project | ---      | Quiz #6                         |
| 4/21          | Final Exam                                                            | ---      |                                |
| 4/23          | No Class – Dr. Focht Presenting at Society of Behavioral Medicine Conference | ---      |                                |
| Monday 4/27   | ****                                                                  | -----    | Final Goal Setting Summary Paper Due |