

## HEALTH, PHYSICAL EDUCATION, AND RECREATION

Interim Chair: Bryan Winters

**Faculty:** Lars Andersson, Ashley Ausborn, Brittany Bennett, Michael Blackburn, Jeff Bolles<sup>2</sup>, Rose Bussey, Johnny Cox, Danny Davis<sup>1</sup>, Kapica Davis, Susan Edkins<sup>4</sup>, Leah Fiorentino, Joe Ford, Joseph Hannant, John Haskins, Phil Hindson, Kristen Hobbs, Jeff Jefferson, Othello Johnson, Beverly Justice, Cody Kennedy, Robin Langley, Billy Lindquist, LeDell Love, Ellen McGill, Ben Miller, Paul O'Neil, Peter Ormsby, Pauline Privitera, Drew Richards, Shane Richardson, Denny Scruton<sup>5</sup>, Brad Swensen, David Synan, Joey Tamburo, Marian Wooten<sup>3,6</sup>

<sup>1</sup>Graduate Program Director

<sup>2</sup>Health Promotion Track Coordinator

<sup>3</sup>Recreation Track Coordinator

<sup>4</sup>Athletic Training Coordinator

<sup>5</sup>Teacher Education Coordinator

<sup>6</sup>Assistant Chair

The purposes of the Department of Health, Physical Education and Recreation are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of health and physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; (4) to provide competition for all interested students through a comprehensive program of intramural athletics in both team and individual sports; (5) to provide recreational activities that will enable students and faculty to enjoy their leisure time in a program that will benefit them physically, mentally, and socially; and (6) to educate individuals about risk factors associated with certain lifestyle choices and provide them with the skills to make behavioral changes that will improve their health and the quality of their lives.

The Department of Health, Physical Education, and Recreation offers the Master of Arts (M.A.) and the Master of Arts in Teaching (M.A.T.) graduate programs. For complete information about programs and courses leading to the M.A. and M.A.T., see School of Graduate Studies.

### BACHELOR OF SCIENCE DEGREES OFFERED

Athletic Training\* (CAATE Accredited)

Exercise and Sport Science with tracks in Health Promotion, Recreation, Exercise Physiology, and Sport Management

Health/Physical Education with Licensure by the State of North Carolina for teaching in the public schools (K-12)

\*Details on the Athletic Training Education Program, including admission requirements, technical standards, and program evaluation, are included at the end of this section.

### PROFESSIONAL CONCENTRATION OFFERED

Human Performance

### MINORS OFFERED

Athletic Coaching

Physical Education

Health Promotion

Recreation

**BACHELOR OF SCIENCE IN EXERCISE AND SPORT SCIENCE**

<b>Requirements for a Bachelor of Science Degree in Exercise and Sport Science</b>	<b>Sem. Hrs.</b>
Freshman Seminar	1
General Education Requirements (must include SPE 2000 or 2010)	44
Core Courses: HLTH 1060, 3770; HPER 3270; PED 1340, 2060, 2070, 3480, 3490, 4030, 4150	20
*Track Option (see listings below)	
*Electives	

**Total: 120****\*B.S. in Exercise and Sport Science Track Option Course Requirements**

<b>Track</b>	<b>Sem. Hrs.</b>
<b>Health Promotion Track</b>	
HLTH 2000, 3060, 3070, 3080, 3300, 3650, 4100, 4700	27
HPER 4999	3
PED 4240	3
Minor or Concentration chosen from the following list: African American Indian Studies, Gender Studies, Human Performance, Information Technology, International Sociology, Marketing, Medical Sociology, Psychology, Social Welfare, Sociology, Spanish, Substance Abuse	18-21
Electives	4-7
<b>Recreation Track</b>	
PED 1380, 2040, 4750	
HPER 4999	
MAT 2100	
REC 2300, 3000, 3320, 4000, 4160, 4250, 4400	
Track Total	33
Electives	22
<b>Exercise Physiology Track</b>	
ATH 1040	
HLTH 3300, 4100	
PED 3400, 4020, 4110, 4120, 4240, and six Coaching courses or HPER 4990	
REC 4000	33
Track Total	22
Electives	
<b>Sport Management Track</b>	
ATH 4050	
HLTH 2000, 4100, 4700	
HPER 4999	
PED 3120, 3400, 4750	
REC 3320, 4400	
Track Total	33
Electives	22

## BACHELOR OF SCIENCE IN HEALTH/PHYSICAL EDUCATION (K-12)

Coordinator: Denny Scruton

Upon successful completion of the program of study in Health/Physical Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
<b>Freshman Seminar and General Education</b> (should take PED 1380 for Gen. Ed.)	45(44)*
<b>Content Courses</b>	40
PED 1010, 1380 (also meets Gen Ed. Req.)*, 2000, 2040, 2060, 2070, 3120, 3480, 3490, 4120, 4150, 4240; 2 1-hour coaching course(s)	
HLTH 1060, 3300, 3650, 3770, 4100, 4700	
<b>Professional Studies Core</b>	12
EDN 2100, 3130, 3150, SED 3310	
<b>Content Pedagogy</b>	20
PED 3000, 3170, 3175, 3020, 4040, 4060	
EDN 4490	
<b>General Electives</b>	3
	<b>Total: 120</b>

NOTE: Students who desire teacher licensure in Health/Physical Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

## BACHELOR OF SCIENCE IN ATHLETIC TRAINING

Requirements for a Bachelor of Science Degree in Athletic Training	Sem. Hrs.
Freshman Seminar	1
General Education Requirements ( <i>see specific Gen. Ed. Requirements</i> )	44
Specific General Education Requirements:	
<b>BIO 1000 or 1030; ENG 1050 and 1060; MAT 1070 and 2100</b>	
Department Required Courses:	
ATH <b>1040</b> , 2000, 2010, 2040, 2050, 2900, 3000, 3010, 3040, 3050, 3200, 3300, 4000, 4050, 4100, 4200, 4970, 4980	
ATHL 2040, 2050, 3040, 3050	
HLTH 1060	
PED 2060, <b>3480, 3490</b> , 4110, <b>4120</b>	70
Electives	6
	<b>Total: 120</b>

**Bold** courses are pre-requisites that must be completed or in progress with a C or higher prior to the student applying for admission to the AT Program.

Details on the Athletic Training Program, including admission requirements, technical standards, and program evaluation, are included at the end of this section.

## PROFESSIONAL CONCENTRATION IN HUMAN PEERFORMANCE

Required: At least 18 hours of any combination of ATH, HLTH, and/or REC prefixed courses that does not duplicate any present Physical Education (K-12) Licensure requirement.

**Total: 18**

**MINORS****Requirements for a Minor in Physical Education**

ATH 1040,1090; HLTH 1060; PED 1340; 2070; 2300; 3120;  
3190; 3320; 4150; two (2) 1-hr. coaching courses

**Total: 20****Requirements for a Minor in Recreation**

REC 3000, 3320, 4000, 4160, 4250, and 4400

**Total: 18****Requirements for a Minor in Health Promotion**

HLTH 2000, 3300, 3650, 4100, and 4700; and either HLTH  
3060, 3070, or 3770

**Total: 18****Requirements for a Minor in Athletic Coaching**

ATH 1040; HLTH 1060; REC 2300; PED 3260; 3400; 3480 or  
3490; 4120; 4150; and four (4) 1-hr. coaching courses

**Total: 22****COURSES****ATHLETIC TRAINING (ATH, ATHL)****ATH 1040. Introduction to Athletic Training (3 credits)**

An introductory course to the field of athletic training for potential athletic trainers and HPER students; topics include professional development, risk management, pathology of sports injuries, management of athletic injuries, etc. Required for admission to the AT Program.

**ATH 2000. Clinical Education I (2 credits)**

This course is the first in the Clinical Education sequence of courses. It is the cornerstone of the clinical skill acquisition in athletic training. The clinical focus of this course is wound care, vital signs, environmental monitoring, and taping, bracing, and padding. PREREQ: Admission to the AT Program.

**ATH 2010. Clinical Education II (3 credits)**

This course is the second in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is clinical examination and diagnosis of the lower extremity using evidence-based practice, taping, bracing, and padding. PREREQ: C or better in ATH 2000.

**ATH 2040. Lower Extremities Assessment (3 credits)**

A course in athletic injury evaluation of the major joints of the lower body, and the spine, ~~the abdomen~~ including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. PREREQ: Admission to the AT Program.

**ATHL 2040. Lower Extremity Assessment Lab (2 credits)**

This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for lower extremity assessment. PREREQ: Enrollment in or credit for ATH 2040.

**ATH 2050. Upper Extremities Assessment (3 credits)**

A course in athletic injury evaluation of the major joints of the upper body, head, neck, thorax, and abdomen, including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. PREREQ: C or higher in ATH 2040.

**ATHL 2050. Upper Extremity Assessment Lab (2 credits)**

This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for upper extremity assessment. PREREQ: Enrollment in or credit for ATH 2050.

**ATH 2900. Evidence-Based Practice (3 credits)**

This course introduces students to the concepts of evidence-based practice, as well as the role of research in the field of athletic training. Acquisition of knowledge and skills in these areas will provide the building blocks necessary for becoming an evidence-based practitioner. PREREQ: Admission to the AT Program.

**ATH 3000. Clinical Education III (3 credits)**

This course is the third in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is acute care of injury and illness, clinical examination and diagnosis of the upper extremity injuries, and therapeutic exercise using evidence-based practice. PREREQ: C or better in ATH 2010.

**ATH 3010. Clinical Education IV (3 credits)**

This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic modalities and prevention and health promotion using evidence-based practice. PREREQ: C or better in ATH 3000.

**ATH 3040. Therapeutic Modalities (3 credits)**

An advanced course designed to cover the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be placed on establishing a foundation for selecting a treatment protocol for an injury. PREREQ: Enrollment in or credit for ATHL 3040 and junior standing in the AT Program.

**ATHL 3040. Therapeutic Modalities Lab (1 credit)**

This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic modalities. PREREQ: Enrollment in or credit for ATH 3040.

**ATH 3050. Therapeutic Exercise (3 credits)**

An advanced course covering the principles of the rehabilitation of athletic injuries from the time of injury until the athlete returns to competition. PREREQ: Enrollment in or credit for ATHL 3050 and junior standing in the AT Program.

**ATHL 3050. Therapeutic Exercise Lab (1 credit)**

This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic exercise. PREREQ: Enrollment in or credit for ATH 3050.

**ATH 3200. Emergency Procedures (3 credits)**

Students will learn to recognize and assess the acute injuries and illnesses of the physically active, prevent disease transmission, employ critical thinking skills when dealing with an emergency situation, and implement the appropriate acute care techniques required of the situation. PREREQ: Junior standing in the AT Program.

**ATH 3300. Exercise and Nutrition Prescription (3 credits)**

Study of body mass regulation including the understanding of food, digestion, metabolism, and different intervention strategies such as diet and exercise. Students learn assessment and prescription principles and techniques. PREREQ: Junior standing in the AT Program.

**ATH 4000. Clinical Education V (4 credits)**

This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate mastery of the clinical integration proficiencies in the five domains of athletic training. The learning focus of this course is psychosocial intervention skills. PREREQ: C or better in ATH 3010.

**ATH 4050. Organization & Administration of Athletic Training (3 credits)**

Designed to provide the advanced athletic training student with organizational skills and an under-

standing of the management and administrative responsibilities of the certified athletic trainer; also to include resource management, facility design and legal considerations. PREREQ: Senior standing in the AT Program.

#### **ATH 4100. General Medical Conditions and Pharmacology I (2 credits)**

This course provides the senior athletic training student with a background of the general medical evaluation and an introduction to pharmacokinetics and pharmacodynamics. In addition, students will learn to recognize the common medical conditions of the respiratory system, cardiovascular system, gastrointestinal system, and genitourinary and gynecological systems along with the common medications used to treat those conditions. PREREQ: Senior standing in the AT Program.

#### **ATH 4200. General Medical Conditions and Pharmacology II (2 credits)**

This course is a continuation of General Medical Conditions and Pharmacology I. Students will learn to recognize the common medical conditions of the eye, ear, nose, throat, and mouth, neurological system, systemic disorders, infectious diseases, dermatological conditions, musculoskeletal disorders, psychological and substance abuse disorders, and the common medications used to treat those conditions. In addition, working with special populations will be addressed. PREREQ: C or better in ATH 4100.

#### **ATH 4970. BOC Preparation I (2 credits)**

A seminar designed to prepare senior athletic training majors for the entry-level Board of Certification examination. PREREQ: Senior standing in the AT Program.

#### **ATH 4980. BOC Preparation II (1 credit)**

A continuation of ATH 4970 designed to prepare the senior athletic training majors for the entry-level Board of Certification examination. PREREQ: C or better in ATH 4970.

### **HEALTH PROMOTION (HLTH)**

#### **HLTH 1060. Safety and First Aid (1 credit)**

A certified-based American Red Cross study of safety, first aid, CPR, and emergency procedures. Eight-week course.

#### **HLTH 2000. Principles of Health and Fitness Promotion (3 credits)**

A generic introduction for students pursuing professional preparation in health promotion. It will discuss the historical and philosophical perspectives of the development of health promotion and examine the delivery of health promotion in a variety of settings.

#### **HLTH 2060. Nutrition (PED 2060) (1 credit)**

Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Half-semester course.

#### **HLTH 3060. Human Sexuality (3 credits)**

This course will provide the student with an examination of the physiological, psychological and sociological factors of human sexuality. Topics include social and biological foundations of human sexuality, human reproduction and contraception, cross-cultural perspectives on sexual behavior and society, gender roles, sexual stereotyping, issues in sex education, and the effects of various climates (economics, policy, politics, etc) on the expression of human sexuality.

#### **HLTH 3070. Women's Health Issues (3 credits)**

Course will provide the student with an examination of the various health issues that are specific to women. Topics will include, but are not limited to, the menstrual cycle, reproductive health and menopause, osteopenia and osteoporosis, the female athlete triad, female-specific illnesses including cancers, etc.

#### **HLTH 3080. Ethnic and Cultural Implications in Health Promotion (3 credits)**

This course will provide in-depth study of the importance of cultural competence and cultural sensi-

tivity in the practice of health promotion and education. Students in this course will develop a better understanding of those cultural behaviors, often considered by Westerners as exotic, that will need to be embraced when employing health promotion programming.

**HLTH 3300. Health Promotion and Fitness Skills (3 credits)**

This course will acquaint students with various learning theories and teaching methods. The focus will be upon selecting methods, media and techniques best suited for teaching health promotion and fitness content to specific learners.

**HLTH 3650. Epidemiology of Human Diseases (3 credits)**

Study of the disease process including causes, effects, and control of selected diseases with emphasis on disease prevention and health promotion.

**HLTH 3770. Drugs, Society, and Behavior (3 credits)**

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. PREREQ: SOC 1020 or permission of instructor.

**HLTH 4100. Health and Fitness Behavior Changes (3 credits)**

This course provides students with the foundations necessary to develop a theoretical basis for the analysis and interpretation of specific health and fitness behaviors. This foundation will assist them in planning, implementing and evaluating behavioral change program for individuals or groups.

**HLTH 4250. Leisure and Wellness for Older Adults (REC 4250) (3 credits)**

The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adults related to fitness and leisure activities utilizing a theoretical and practical approach.

**HLTH 4700. Planning, Administration, and Evaluation of Programs (3 credits)**

This course will provide an in-depth examination of program-planning and evaluation in areas of health, fitness, leisure activity, etc. Emphasis will be placed on the overall planning processes for developing a variety of wellness settings.

**HLTH 4910, 4920. Three-Credit Internship (3 credits)**

A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a UNCP faculty member. Majors must have at least a 2.0 QPA within the major to be eligible for the internship.

**HEALTH, PHYSICAL EDUCATION, AND RECREATION (HPER)**

**HPER 3270. Funding and Grant Writing (1 credit)**

Practical experience in researching and writing grant proposals, fund-raising, etc., as it applies to possible avenues for funding from a variety of potential sources to support a variety of exercise, fitness, recreational, sport, and other human movement activities.

**HPER 4999. Internship (6 credits)**

Intern will be assigned practical, related field/work experience and be supervised by an on-site supervisor. The intern must get all arrangements satisfied with the program coordinator early in the semester before the internship begins. PREREQ: Approval of program director.

**PHYSICAL EDUCATION (PED)**

**PED 1010. Wellness and Fitness (1 credit)**

Basic, practical concepts concerning health, disease, fitness, exercise, obesity, etc., will be covered as related to personal wellness and fitness.

**PED 1300. Fitness Walking (1 credit)**

**PED 1310. Archery (1 credit)**

**PED 1320. Badminton (1 credit)**

**PED 1330. Golf (1 credit)**

**PED 1340. Swimming (1 credit)****PED 1350. Tennis (1 credit)****PED 1360. Soccer (1 credit)****PED 1370. Bowling (1 credit)**

\$20 fee.

**PED 1380. Rhythms and Dance (1 credit)**

Aimed at teachers.

**PED 1390. Racquetball (1 credit)****PED 1410. Physical Conditioning (1 credit)****PED 1450. Volleyball (1 credit)****PED 1460. Weight Training (1 credit)****PED 1640. Fall Sport Varsity Athlete (1 credit)**

Course open only to varsity athletes; grading is P/F. Can take only one time.

**PED 1650. Spring Sport Varsity Athlete (1 credit)**

Course open only to varsity athletes; grading is P/F. Can take only one time.

**PED 1770. Advanced Physical Conditioning (1 credit)**

Aimed at varsity athletes and/or extremely well-conditioned students; very intense training/conditioning; must have special permission to take.

**PED 1790. Aerobic Dance (1 credit)****PED 1800. Military Physical Training (MSC 1800) (1 credit)**

Must be approved to register for this course.

**PED 1810. Stage Dance I (THE 1810) (1 credit)**

Basic dance technique for the stage. PREREQ: Permission of instructor.

**PED 1820. Stage Dance II (THE 1820) (1 credit)**

Basic dance technique for the stage. PREREQ: Permission of instructor.

**PED 1900. Outdoor Fitness (1 credit)**

A course designed to initiate students to outdoor fitness elements such as hiking, orienteering, climbing, etc. An outside nominal fee may be necessary.

**PED 1910. Indoor Cycling (1 credit)****PED 1950. Water Aerobics (1 credit)****PED 2000. Motor Learning and Development (1 credit)**

Designed to evaluate the execution and competency of a variety of fundamental movements, skills, etc. related to the teaching of physical education, sports, etc.

**PED 2040. Adaptive Physical Education (1 credit)**

Designed especially for teachers of exceptional children as well as for those who work with the handicapped; practical application of physical education activities, equipment, and modification of facilities for adaptive children and adults with adaptive needs; age, grade, and handicap levels will be considered.

**PED 2060. Nutrition (HLTH 2060) (1 credit)**

Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control.



**PED 2070. Technology Applications in HPER (1 credit)**

Basic and thorough on-task development of computer hardware, terminals, operations, software, peripheral systems, recorders, printers, etc. Instruction methods as well as computer-assisted instruction will be discussed and developed in a variety of disciplines.

**PED 2300. Officiating Sports (REC 2300) (1 credit)**

An overview of the rules and mechanics of officiating sports; practical experience via intramural officiating.

**PED 3000. Health/PE Activities for Grades K-3 (2 credits)**

A study of the appropriate teaching methodologies of health and movement materials/activities in grades K-3 as it relates to health, wellness, and fitness that's appropriate for this age level.

**PED 3020. Health/PE Activities in Grades 10-12 (2 credits)**

A study of the appropriate teaching methodologies of health and movement materials/activities in grades 10-12 as it relates to health, wellness, and fitness that's appropriate for this age level. PRE-REQ: Must be admitted into Teacher Education in order to take this course.

**PED 3120. PE and Sport in Contemporary Society (SOC 3120) (3 credits)**

A study of the historical and philosophical aspects of PE and sport from sociocultural, psychological, and political perspectives, including the relationship of sport and PE to other social institutions and schools as well as the changing concepts and evolution of leisure, PE and sports. Literature on past events, current issues, and the sociological foundation of modern PE will be examined.

**PED 3170. Health/PE Activities for Grades 4-6 (2 credits)**

A study of the appropriate teaching methodologies of health and movement materials/activities in grades 4-6 as it relates to health, wellness, and fitness that's appropriate for this age level.

**PED 3175. Health/PE Activities in Grades 7-9 (2 credits)**

A study of the appropriate teaching methodologies of health and movement materials/activities in grades 7-9 as it relates to health, wellness, and fitness that's appropriate for this age level.

**PED 3260. Practicum in Athletic Coaching (1 credit)**

Practical field experience in coaching athletic teams. Student can be assigned to either a member of the University coaching staff, a junior or senior high school coaching staff as an assistant, a recreation team, etc.

**PED 3320. Teaching Swimming (1 credit)**

Methods, materials, techniques, and skills of teaching swimming.

**PED 3330. Lifeguard Training (2 credits)**

Will include first aid, CPR for professional rescuer, AED, and disease-transmission certification.

**PED 3340. Lifeguard Instructor (1 credit)**

Instructor's course leading to Red Cross certification. PREREQ: Must be Red Cross certified lifeguard training course (PED 3330).

**PED 3350. Water Safety Instructor (WSI) (1 credit)**

Instructor's course in teaching swimming and lifesaving techniques leading to Red Cross certification. PREREQ: PED 3330 Lifeguard Training and current First Aid/CPR certification card(s).

**PED 3400. Sport and Exercise Psychology (REC 3400) (3 credits)**

A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport.

**PED 3480. Kinesiology (3 credits)**

A structural study of the muscular system of the human body with emphasis on, and biomechanical analysis of, kinetic applications/movements relative to physical education, sport, and human movement.

**PED 3490. Anatomy and Physiology (3 credits)**

A study of the anatomical and physiological functions, parts, and processes of the various systems of the human body to include cell, tissue, and organ, and structural study.

**PED 3500. Coaching Football (1 credit)**

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

**PED 3510. Coaching Basketball (Men or Women) (1 credit)**

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

**PED 3520. Coaching Track and Field (1 credit)**

A study of fundamentals, individual techniques, conditioning, maintaining facilities, and staging events.

**PED 3530. Coaching Baseball (1 credit)**

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

**PED 3540. Coaching Wrestling (1 credit)**

A study of fundamentals, moves, strategies, and conditioning.

**PED 3550. Coaching Soccer (1 credit)**

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

**PED 3560. Coaching Softball (1 credit)**

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

**PED 3640. Coaching Volleyball (1 credit)**

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

**PED 3660. Coaching Tennis (1 credit)**

A study of fundamentals, individual techniques, conditioning, drills, and conducting matches.

**PED 4020. Applied Exercise and Sport Science (3 credits)**

Provides students with a comprehensive knowledge of exercise and sport science laboratory techniques, safety concerns, treatment of subjects, modalities, and use and maintenance of lab equipment. The class focuses on research techniques, applied statistical methodology, and the development, practice, and evaluation of laboratory testing of exercise/athletic populations.

**PED 4030. Facilities Design in HPER (3 credits)**

Course will provide an introduction to planning, designing, architecture, budgeting, and construction of both indoor and outdoor facilities for PE, recreation, health, athletic training, gymnasiums, playing fields, etc. Design and construction areas such as aquatics, dance, ball fields, playgrounds, handicap accessibility, etc., will be addressed.

**PED 4040. Classroom Discipline (1 credit)**

This course will explore and examine various methods of school classroom control, management, discipline, and punitive actions if needed based on appropriate grade level(s). Liability issues will be examined as it relates to school discipline policy(ies). PREREQ: May only be taken by physical education majors during the student teaching semester.

**PED 4060. Health/PE Teaching Seminar (2 credits)**

A seminar that will explore and examine health/PE teaching methods, materials, techniques, and evaluation procedures as it relates to the teaching of both health and physical education. PREREQ: May only be taken by physical education majors during the student teaching semester.

**PED 4110. Biomechanics (3 credits)**

A qualitative and quantitative study of the mechanical factors related to human movement. The study of biomechanical principles that govern effectiveness of human kinetic movement and skills. Human movement as related to the laws of physics and biomechanics. Human biomechanical movement analysis will be explored as well as kinematic concepts.

**PED 4120. Exercise Physiology (3 credits)**

An analytical, practical study of how exercise affects the various physiological systems of the human body both positively and negatively. Sport and athletic physiology will be addressed as well.

**PED 4150. Organization & Administration of Physical Education and Athletics (3 credits)**

A study of the organization and administration of physical education and athletics with particular reference to management, logistics, legal issues, budgeting, facilities, etc.

**PED 4240. Tests and Measurement in Physical Education (3 credits)**

An analysis of the methods of testing and evaluating in physical education; also an overview of statistics and data interpretation.

**PED 4750. Sport Business and Management (3 credits)**

Course covers the sports administration and management industry to include economics, finance, budgeting, marketing, promotion, public relations, business administration, athletic enterprise, business ethics, situational analysis, decision-making, sponsorship, licensing, etc.

**PEDS 4xxx. Special Topics in HPER (RECS 4xxx) (1-3 credits)**

Investigations into special topics in health, physical education, or recreation.

**RECREATION (REC)****REC 2300. Officiating Sports (PED 2300) (1 credit)**

An overview of the rules and mechanics of officiating various sports; practical experience via intramural officiating.

**REC 3000. Introduction to Community Recreation (3 credits)**

An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership.

**REC 3320. Recreation Programming (3 credits)**

Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translates program plans into practical situations.

**REC 3400. Exercise and Sport Psychology (PED 3400) (3 credits)**

A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport.

**REC 4000. Introduction to Therapeutic Recreation (3 credits)**

Course is a survey of the history, philosophy, concepts and trends in therapeutic recreation services; types of individuals served, settings and services provided, and the role of the therapeutic recreation specialist. The course is designed to provide an overview of therapeutic recreation services as a leisure service delivery system and the impact of a disability on the individual as well as personal and societal responses to people with disabilities.

**REC 4160. Outdoor Recreation Service (3 credits)**

Provides basis for understanding the administrative process related to the delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, political systems, and evaluation.

**REC 4250. Leisure and Wellness for Older Adults (HLTH 4250) (3 credits)**

The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach.

**REC 4400. Tourism and Commercial Recreation (3 credits)**

Examines the principles, practices, and philosophy of the travel industry. Explores the diversity of commercial recreation enterprises, general trends, and personal attributes associated with a career in these fields.

**RECS 4xxx. Special Topics in Recreation (PEDS 4xxx) (1-3 credits)**

Investigations into special topics in health, physical education, or recreation.

## ATHLETIC TRAINING PROGRAM DETAILS

### Program Overview

The Athletic Training Program (ATP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In order to sit for the Board of Certification (BOC) exam, students must graduate from a CAATE-accredited Athletic Training Program. Once a student passes the BOC exam and graduates from the CAATE-accredited ATP, he/she will hold the credential of certified athletic trainer (AT). The ATP provides the educational and clinical foundation to prepare students to successfully challenge the BOC exam; however, successful completion of the program does not guarantee that a student will pass the BOC exam. The program provides students with the knowledge and skills necessary to work with all aspects of injury, illness, and performance associated with physically active populations.

Students apply for acceptance into the ATP during the fall of their sophomore year. Once accepted into the program, students begin the professional phase of the program. Students are required to be in the professional phase of the program for a minimum of five semesters. Because the program is structured with required courses only offered in certain semesters and each semester's content builds on the previous semester(s), students must progress through the program following the designated sequence.

Each semester students take a clinical education course which includes clinical rotations either on- or off-campus. During the first semester in the program students will complete three five-week rotations. In the remaining four semesters, students are assigned to rotations for a sport season in addition to completing rotations in a physical therapy clinic and physician office. Rotations are assigned to ensure that each student is exposed to a variety of pathologies and populations (i.e., upper extremity injuries, lower extremity injuries, equipment intensive sports, contact, non-contact sports, adolescents, general population, etc.).

Many students elect to pursue graduate studies after graduation from the program. It is recommended that students wishing to pursue graduate studies maintain a 3.5 QPA or higher. Students are responsible for determining what pre-requisites are needed for a given graduate program and should understand that those courses would be considered university-wide electives. Furthermore, elective courses/labs cannot conflict with required clinical rotations or courses. As a result, an additional semester(s) and/or summer school may be needed to complete electives after completion of the ATP.

### ATP Mission Statement

It is the mission of the Athletic Training Program (ATP) at The University of North Carolina at Pembroke to develop competent entry-level athletic trainers capable of addressing the health-care needs of the physically active in a global society. Our distinctly diverse student body and multi-ethnic region prepare our graduates to provide quality healthcare to diverse populations in many different healthcare settings.

The UNCP ATP faculty strives to integrate technology in the classroom to encourage active student learning, critical and creative thinking, and public service. The faculty is committed to personalized teaching in order to promote the intellectual and personal growth of each student. Our small class size allows for individualized learning where the incorporation of evidence-based medicine creates a foundation for clinical practice. Spacious modern facilities, unlike any other in the region, provide the clinical setting for student skill development and patient interaction.

This exposure to evidence-based medicine concepts will provide students with the tools needed to become evidence-based practitioners who value research and possess the ability to think critically. The foundational behaviors of the athletic trainer create a framework for the comprehensive competency-based didactic and clinical education components of the program. The mission of the ATP is aligned with the overall mission of The University of North Carolina at Pembroke.

### Student Learning Outcomes and Objectives

1. Students will model ethical and professional behavior in the delivery of health care services.
  - 1.1 Abide by the Standards of Practice established by the Board of Certification.

- 1.2 Abide by all State laws governing the practice of athletic training.
- 1.3 Abide by the NATA Code of Ethics.
- 1.4 Provide culturally competent athletic training care
- 1.5 Understand how athletic training principles are applied in a variety of clinical environments with diverse patient populations.
2. Students will demonstrate the ability to communicate effectively with patients, peers, athletic staff, and other health care providers.
  - 2.1 Demonstrate effective and professional oral communication.
  - 2.2 Demonstrate effective and professional written communication.
  - 2.3 Incorporate the correct use of medical terminology in all forms of communication.
3. Students will demonstrate active professional development and involvement through membership in professional organizations and foster an appreciation for life-long learning.
  - 3.1 Actively participate in the UNCP ATSA.
  - 3.2 Maintain membership to the NATA, MAATA and NCATA.
  - 3.3 Attend professional development opportunities.
4. Students will provide patient-centered care that is rooted in ethical behavior and evidence-based decision making.
  - 4.1 Develop relevant clinical questions using accepted methods (ie PICO). (Classroom)
  - 4.2 Understand levels of evidence with regard to study types, clinical practice guidelines and critically appraised topics. (Classroom)
  - 4.3 Successfully locate and critically appraise a variety of healthcare related literature from appropriate electronic databases and online libraries. (Classroom)
  - 4.4 Understand methods of assessing patient status and progress with clinical outcomes assessments. (Classroom)
  - 4.5 Utilize current evidence based concepts in all aspects of patient care. (Clinical Education)
  - 4.6 Incorporate patient-centered outcome measures to evaluate the quality of care provided. (Clinical Education)
5. Students will demonstrate problem-solving and critical thinking skills in providing the best possible care.
  - 5.1 Integrate knowledge, skills and decision making with regard to prevention and health promotion (CIP 1-3).
  - 5.2 Integrate knowledge, skills and decision making with regard to clinical assessment and diagnosis/acute care/therapeutic intervention (CIP 4-6).
  - 5.3 Integrate knowledge, skills and decision making with regard to psychosocial interventions and referrals (CIP 7-8).
6. Students will demonstrate competence in the athletic training skills and knowledge required to manage the health care needs of the physically active population.
  - 6.1 Demonstrate proficiency in wound care, vital signs assessment, environmental monitoring, and taping/bracing/wrapping techniques through the completion of established clinical proficiencies.
  - 6.2 Demonstrate proficiency in the clinical examination and diagnosis of lower extremity injuries through the completion of established clinical proficiencies.
  - 6.3 Demonstrate proficiency in the clinical examination and diagnosis of upper extremity injuries and therapeutic exercise through the completion of established clinical proficiencies.
  - 6.4 Demonstrate proficiency in prevention and health promotion and the application of therapeutic modalities through the completion of established clinical proficiencies.
  - 6.5 Demonstrate knowledge and skills necessary for acute care of injuries and illnesses.
  - 6.6 Demonstrate knowledge of the signs and symptoms and appropriate management of general medical conditions.
  - 6.7 Demonstrate knowledge of all aspects of the management of athletic training.

## Admission Requirements

Admission to the ATP is competitive and the number of applicants accepted and enrolled into the Athletic Training Program is limited and is based on the applicants predicted ability to succeed in the strenuous professional program. The admission process is non-discriminatory with respect to race, color, creed, gender, sexual orientation, age, disabling conditions (handicaps), and national origin. Depending on the number of applicants, it is possible that not all applicants who meet the minimum requirements will be admitted. Consistent with university policy, the ATP offers admission to applicants whose credentials present the best qualifications among those who meet the minimum requirements.

Students who meet the minimum requirements may apply for acceptance to the ATP in the fall of their sophomore year. Transfer students should contact the Program Director as soon as possible prior to transferring for information on the application process. Applicants must meet the following minimum academic requirements as well as submit a completed Athletic Training Program application packet:

1. Cumulative QPA of 2.8 or higher in all college course work;
2. Successful completion (C or better) of the following pre-requisite courses:
  - BIO 1000 OR 1030
  - ENG 1050
  - ENG 1060
  - PED 3490 Anatomy and Physiology
  - MAT 1070 College Algebra
  - MAT 2100 Introduction to Statistics
  - ATH 1040 Introduction to Athletic Training
  - HLTH 1060 Safety and First Aid
  - PED 2060 Nutrition
  - PED 3480 Kinesiology
  - PED 4120 Exercise Physiology
3. Completion of a formal letter of application addressed to Mrs. Susan Edkins, Program Director. Applicants should indicate their reasons for applying to the ATP and include a statement of their career goals upon completion of the B.S. in Athletic Training degree;
4. Completion of the ATP Application available from the Program Director;
5. Signed copy of the Technical Standards (available on the website at [www.uncp.edu/hper/training](http://www.uncp.edu/hper/training));
6. Physical examination to be completed at Student Health Services (form available from the Program Director);
7. Verification of Immunizations to be completed by Student Health Services;
8. Completed Academic and Clinical Compliance forms;
9. A formal interview with the Athletic Training Admissions Committee;
10. Completion of a minimum of 50 hours of clinical observation and the Pre-Professional Observation assignments with a certified athletic trainer on campus.

## Satisfactory Progression Policy

The following requirements must be met in order to progress in the Athletic Training (AT) Program:

1. Achieve a grade of C or higher in each required course (ATH, ATHL, PED) in order to proceed to the next semester of required courses.
  - a. Failure to earn a C or higher in a required course will result in suspension from the AT Program until the course is repeated.
  - b. Failure to earn a C or higher in more than one required course (ATH, ATHL, PED) in a given semester will result in automatic dismissal from the AT Program.
  - c. Only one required course (ATH, ATHL, PED) may be repeated one time during progression in the AT Program.
  - d. Failure to earn a C or higher when repeating a required course (ATH, ATHL, PED) will result in dismissal from the AT Program.

2. Maintain current CPR for the Professional Rescuer, NATA membership, and professional liability insurance while enrolled in the AT Program.
3. Adhere to all policies of the University, the Athletic Training Program and the CAATE.

### **Transfer Students**

Transfer students will be allowed to formally apply to the program the semester before entering the University. It is the student's responsibility to contact the ATP Program Director and obtain the necessary forms/documents to complete the application process. Each student will be expected to complete the same requirements as the prospective UNC Pembroke ATP students. After formal acceptance into the program, the transfer student will be allowed to enroll immediately in clinical and professional courses and to begin supervised clinical assignments. Any clinical work completed by the transfer student before acceptance into UNCP's ATP will not be accepted towards course substitution in regards to clinical rotations. Students are not permitted to receive transfer credit for ATH courses other than ATH 1040.

### **Associated Program Fees**

The student is responsible for the following additional costs associated with the Athletic Training Program: professional liability insurance; transportation to off-campus rotation sites; uniform items; NATA Membership; UNC Pembroke Athletic Training Student Association dues; costs associated with taking the Board of Certification exam; and any additional costs associated with moving into campus housing early during pre-season clinical rotations. The ATP provides students with the other necessary supplies.

### **Technical Standards for the Athletic Training Education Program**

The Athletic Training Program at the University of North Carolina at Pembroke is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer as well as CAATE standards. All students admitted to the ATP must meet the abilities and expectations outlined below. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection must demonstrate:

1. The ability to assimilate, analyze, synthesize, integrate concepts and problem-solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical exams using accepted techniques, and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. The ability to record physical exam results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well, during periods of high stress;
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;

8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection into the program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The University of North Carolina at Pembroke is committed to providing an accessible and supportive environment for students with disabilities. The Accessibility Resource Center will evaluate a student who states he/she could meet the program's technical standards with accommodations and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all coursework, clinical education, and clinical experiences deemed essential to graduation.