WELLNESS AND EXERCISE
SCIENCE DEPARTMENT
PROGRAM REVIEW

A PROCESS FOR
SELF-EVALUATION
AND
CONTINUOUS IMPROVEMENT
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Bergen Community College

PROGRAM: Exercise Science and Sports Management

PROGRAM REVIEW TEAM: Danielle Coppola-Oliveri, Bernard Fuersich, Compton Jenkins, Elaine Mostow, Julie Seda, Paul Wolfe

DATE OF THIS REPORT: May 2015

PERIOD OF YEARS BEING REVIEWED: 2010-2015

OVERVIEW

State the mission of the program, describe program goals and objectives, describe the relationship to overall college mission and goals,...

The Wellness and Exercise Science department offers a wide variety of activity, theory and web based college credit courses. The goal is to enhance students’ knowledge of lifestyle issues affecting their social, mental and physical well-being. Also, the opportunity to earn degrees and/or certificates in the professional fields of Exercise Science and Sports Management. The Wellness and Exercise Science department meets the mission of the college by providing lifelong learning opportunities to all students and in the career fields of Exercise Science and Sports Management as well as a wide variety of degree and non-degree credit courses.

The Exercise Science Program; Associate in Science, Professional Studies in Exercise (AS. PS. EXER,) provides a comprehensive exposure to those courses which are basic to understanding and applying the science of exercise and its effect on the human condition. The program provides the opportunity for transfer to baccalaureate degree program (BS Degree), or for employment in the exercise industry. Additionally, the program provides preparation for national certification examinations such as those offered by the American Council on Exercise, as well as others.

The Certificate program in Exercise Science provides students with the knowledge and expertise to develop and manage fitness programs, as personal trainers, and work in fitness related businesses. Students will demonstrate effective techniques in assessing clients’ fitness levels, design and instruct fitness programs and evaluate progress and goal achievement. Preparation for certification is included.

The program goals and objectives for the Exercise Science Certificate and Degree Programs are as follows:

- Improve Graduate rate for the Exercise Science Degree Program.
- Improve teaching stations and laboratories.
- Improve exposure of the Exercise Science Degree and Certificate Programs at the High School level.
- To use an appropriate theoretical framework for determining exercise needs and goals for individuals.
- Use appropriate methodology in health/fitness appraisal of specified parameters in lifestyle behavior modification.
• Create an appropriate exercise program design with the aid of software relative to the needs and desires of individuals.
• Implement, when necessary, appropriate knowledge and skill in the treatment of exercise related injury/emergency and nutritional suggestion to individuals.
• Demonstrate command of the knowledge base and skills necessary to seek a variety of employment situations, agency certifications and/or transfer to a four-year institution.

The program goals and objectives for the Sports Management Certificate Program are as follows:
• To offer Sports Management as a 2 year Degree Program.
• Expand the present Certificate of Achievement in Sports Management.
• Expand the WEX Department Program offerings.
• To establish articulation with four (4) year local Colleges and Universities (FDU, Drexel, Seton Hall, Temple).
• Have students improve their employment opportunities with an undergraduate degree in Sports Management.

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

Provide a brief summary of significant developments since the last program review, with particular emphasis on challenges identified by the previous team, accomplishments relating to the action plans, any work yet to be done, …

The accomplishments since the last program review consist of the following:
• Development of a new Certificate of Achievement in Sports Management.
• Development of new courses for degree and non-degree students, including online Sports Administration and Exercise Science courses.
• Developed an exercise facility at the Lyndhurst campus.
• Created a cross listing course of WEX and DAN titled Yoga Dance which is offered through the WEX and Performing Arts Departments.
• Increased department visibility and relevance through an interactive web page.
• Updated and purchased fitness center equipment for facilities.
• Purchase of new equipment for use in the Exercise Science Program

Challenges include funding for new fitness facilities on the Paramus and Hackensack campuses as part of the Health Professions Division. Hiring of Full Time Faculty and Reinstating a Department Secretary.

The WEX department plans to:
• Reinstall a Full Time Department Secretary.
• Hire Full Time Faculty for Exercise Science and Sports Management.
• Establish a new fitness center for the Paramus and Hackensack campuses.
• Develop a Sports Management 2 year degree program.
• Introduce 3 new courses as part of the Sport Management Degree Program.
• Propose more interdisciplinary course work.
• Enroll Bergen County/NJ employees in our health and fitness course offerings and increase opportunity for community use of facilities that generates income for the college.
• Teach WEX courses in High Schools, YMCA's Community Health Centers.
• Reduce absenteeism of employees by implementing more staff/faculty fitness programs.
• Increase social media presence through facebook and twitter.
• Consolidate and revise WEX course offerings to reflect demand of students.
• As per ADA requirement, establish an elevator to access Gymnasium and WEX areas.
• Develop a strategy to incorporate WEX as a curriculum requirement.
• Develop a college wide speaking series related to the Importance of Fitness & Health in Society.
FOCUS ON STUDENTS

Reflect on the degree to which the program is meeting student needs. Comment on each of the following categories. Some considerations are given after each category—please comment on only those which are applicable to this program.

Demographics
[Analysis or examination of the demographics of the students enrolled, special populations being served or not being served, trends and patterns of enrollment, comparisons to other colleges in New Jersey and national trends, …]

Students enrolled in the Exercise Science department have a strong desire to be an exercise physiologist, personal trainer, exercise instructor, educator, athletic trainer, physical therapist, nutritionist and nurse-cardiac rehabilitation.

Enrollment in the Exercise Science Degree Program is based on the most current review from 2010-2013, refer to Table A.

<table>
<thead>
<tr>
<th>Enrollment by Attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>105</td>
<td>118</td>
<td>125</td>
<td>118</td>
</tr>
<tr>
<td>Part-Time</td>
<td>44</td>
<td>67</td>
<td>61</td>
<td>59</td>
</tr>
<tr>
<td>TOTAL</td>
<td>149</td>
<td>185</td>
<td>186</td>
<td>177</td>
</tr>
</tbody>
</table>

Table A: Enrollment by Attendance in the Exercise Science Degree Program.

The enrollment trend displayed in Table A shows an increase from 149 students to 177 students in the Exercise Science Degree Program. The graduation rate from the Exercise Science Degree Program shows an average of 20 students per year since 2010-2013. Results show that 83.1% of the students are male and 16.9% are female. The total known race of the students’ amounts to 72.9% White, 21.5% Hispanic, 5.1% Asian, 5.6% Black, 0.6% Hawaiian and 1.7% noted as 2 or more races. There are 24.3% Unknown and 2.8% Non-Resident Alien. The following results show the male enrollment by race; 43.7% White, 21.2% Hispanic, 5.3% Asian, 4.6% Black, 23.2% Unknown and 2.0% other. The majority 71.8% of the Exercise Science students fall between the ages of 18-21 years old with 21.8% falling between the ages of 22-35. The remaining 1.1% are under the age of 18.

The Certificate of Achievement (COA) in Exercise Science shows a total enrollment of 10 students in 2013. Table B displays the enrollment of the COA in Exercise Science from the years 2011-2013.

<table>
<thead>
<tr>
<th>Enrollment by Attendance</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Part-Time</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Table B: Enrollment by Attendance in the Certificate of Achievement in Exercise Science

BCC Academic Program Review, 2013-14 -6-
Students enrolled in the Sports Management program have a strong desire to work as a coach or scout, a sports agent, a sports marketer, recreation workers, fitness trainers and instructors and as an athletic director. Students work with amateur athletics, professional teams and leagues, sports merchandising and leisure and fitness.

The Sports Management Certificate of Achievement program started in 2011 with a total of 9 students and has remained consistent through 2013. 3 of the 9 students were full-time. Latest statistics as of 2013 show a total of 5 Full-Time students and 4 Part-Time. Results show 100% of the female students and 75% of the male students are white. 12.5% are black male students with the remaining 12.5% unknown. All students fall between the ages of 18-34.

Target occupations in the fields of Exercise Science and Sports Management show an average of 37.6% require a Bachelor’s Degree for employment. This supports the need for the 2 year degree programs in Exercise Science and Sports Management.

**Student Satisfaction**

[Student surveys of enrollees, transfer students and/or graduates (program-specific or institution-level), qualitative measures for example focus groups or interviews, ...]

There are a total of 7 students that completed the graduate follow-up survey from the years 2008-2012. Based on responses, there is a 100% transfer rate for all 7 students in the program. 6 students work part-time and 1 full-time. 3 of the students are working directly related to the field of Exercise Science. The survey is designed to evaluate transfer to 4 year institutes to pursue bachelor degrees.

**Learning Outcomes Assessments**

[Documented outcomes, degree of faculty participation in regular assessment activities, results of assessments, what has been learned from assessments, what has changed as a result of assessments, what plans are there for changes in the future, are there appropriate feedback loops to improve student learning, ...] Attach copies of recent assessment reports.

Student skills in the Exercise Science and Sports Management Program are assessed through traditional examination and practical evaluation. Practical evaluation includes assessment methods such as caliper measurements, goniometer measurement, taping and wrapping, first aid and CPR, event planning and Fitness testing and measurement. Students’ learning outcomes assessments are also evaluated through written and oral examination; course rubrics are designed to assess student learning objectives. The Wellness and Exercise Science department is currently assessing students in Sports Medicine (WEX-184) and Fitness Measurement (WEX-182).

**Student Success**

[Retention and completion rates, placement data, comparison to other colleges in New Jersey and national trends, transfer rates and/or transfer success, graduates’ perspectives, employers’ perspectives, degree to which students succeed at next educational level, degree to which diverse populations succeed, ...]
Latest statistics for the Exercise Science Program shows a 64.5% retention rate for first-time, full-time degree seeking students and 55.6% retention rate for students who were enrolled in a major. Graduation rates that were tracked from 3 years from the first semester enrolled showed a 17% graduation rate. Placement for first time students over the course of 5 years show 92.1% in remediation, 6.4% college ready, 1.5% unknown of the total 202 students.

Sports Management students showed a 64.5% retention rate from the Fall 2012 – Fall 2013 year.

**Data Needs**

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Data should be collected to determine the following:

- Transfer rates for Exercise Science students with and without a degree/certificate.
- Transfer rate from the COA in Exercise Science to the degree program.
- GPA’s of students in the Exercise Science Certificate and Degree Program and Sports Management Certificate of Achievement Program.
- Graduate follow up surveys for the Sports Management Certificate of Achievement Program.
FOCUS ON FACULTY AND STAFF

Reflect on the faculty and staff in the program and the degree to which their needs are met, in order for them to in turn be successful with students. Comment on each of the following categories. Some considerations are given after each category—please comment on only those which are applicable to this program.

Demographics
[Demographics of faculty and staff, full-time and part-time, faculty, technical/professional assistants, support positions, ...]

Currently the Exercise Science and Sports Management programs consist of 8 full-time Faculty. Data reflects information from 7 of the 8 full-time faculty in the WEX Department. Total Years Teaching for full-time faculty equals 277 years teaching college with an average of 39.5 years. Full-time faculty range from 12-47 Earned Degrees: 3 Masters of Education, 3 Masters of Art, 3 Masters of Science, 1 Masters of Consulting and 1 ABD. There is 1 Doctorate Degree currently being pursued by full-time Faculty.

There are 11 part-time faculty members. Data reflects 5 of the part-time faculty. The Total years teaching for part-time faculty equals 38 years teaching college with an average of 7.6 years. Part-time faculty range from 2-17 Degrees Earned: 1 Masters of Science, 3 Masters of Art, 2 Bachelors of Art, 2 Bachelors of Science and 1 Bachelors of Social Science. Total Degrees pursued by part-time faculty are 1 Masters and 2 Technical/Professional Assistants

Professional Activities
[Special projects, reassigned time, professional organizations, grants (e.g. Perkins), partnerships, publications, presentations, other contributions, ...]

Professional Affiliations:
The following are the professional affiliations of the full-time faculty: NAUI, PADI, Kokushi Dojo, National Athletic Training Association, Board of Medical License for NJ, Athletic Training Association, Standard First Aid, American Red Cross, National Safety Council/basic life support CPR and AED, NEA, NEA, NJ State Board of Medical Examiners, Associated Body Massage Professionals, New Jersey Association Of Health, Physical Education, Recreation, American College of Sports Medicine, National Strength & Conditioning Association, College Commission on Exercise Science, Gatorade Sport Science Exchange, Center for Science in the Public Interest, NSCA, AAHPE&R, IDEA and BCCFA.

Part-time faculty professional affiliations: American Institute of Preventive Medicine – Behavior Weight Management, Yoga Fit Training Systems, ACE, American Red Cross CPR and AED, American College of Sports Medicine, USA Weightlifting, USA Swimming, SAG/AFTRA, Aerobics and Fitness Association of American, World Instructor Training Schools, SPINNING, Yoga Alliance Certification, Bergen Dance Makers Choreographers Alliance, American College of Sports Medicine, Yoga Alliance Certification an Bergen Dance Makers Choreographers Alliance.

Awards:

BCC Academic Program Review, 2013-14
Full-time faculty: NISOD Award, Governors Ambassadors Award for Education, Alumni Award, Care Plus Courage Award, Humanitarian Award, Poor Richard Award, Faculty Award – BCC, selected by New Jersey Association of HPER as Outstanding Teacher, member of Task Force for Physical Education Curriculum grades K-12 under Gov. Whitman, three times nominated for inclusion in Who’s Who of College/University Professors, International Scuba Instructor Trainer and 5th Degree Black Belt.


Current Projects:
Full-time faculty are developing a 2 year degree program – “Sport Management”. Additional projects consist of the Exercise Science Program Review and Course Assessment for WEX 182-Fitness Measurement and Interpretation and WEX 184-Sportsmedicae.

Part time Faculty are currently developing Two Sports Management courses; Issues and Trends in Sport, Sports Ethics. In addition, Collaborative Dance Performance at the Center for Modern Dance Education in Hackensack, NJ and Development for a college level Yoga Certification Program.

Grants:
Full-time Faculty: GLS Suicide Prevention, Perkins Grants Successes for Exercise Science Certificate program equipment

Publications:
The following are publications by the Full Time Faculty:

- Bockstein (Mostow), Elaine Keep Young Fit and Alive. Alpha Editions a Division of Burgess Publishing Company, 1980
- Mostow, Elaine with Barbara LaPointe Contemporary Health Issues for College Students. Clarity Publishing Company, 2004

Presentations and Attendance at Conferences:
Full-time Faculty presented at the following

- NAUI at DEMA
- Conference on Higher Education,
- Orthopedic Massage Conference.

Part-time Faculty have presented “Coaching Boy” – American Swimming Coaches Association (2010), USA Swimming Safe Sport Committee – Acting Member, High Performance Living Symposium presented by Equinox, ACSM: Wellness and Sports Medicine, NYC, 2013, Vishwa
Community Involvement/ Activities:

Full-time Faculty are involved in Art Exhibits, as a volunteer to Ridgewood HS sports conditioning, the American Heart Association, the American Cancer Association and the March of Dimes. In addition, involvement at St Paul’s Church as a lector/usher, served on the Social Concerns Committee, served on several condominium committees (Board Member, etc) and Paramus Health Division – Lectures

Part-time Faculty pursue the following activities: Teaching Yoga at Glen Rock Community School, Teaching at Ridgewood YMCA, March of Dimes Walk, AVON Walk for the cure, NJ Sharing Network 5k walk volunteer, HOBY, Ongoing free meditation classes offered in public schools, Head Start Programs, Universities and community centers throughout the tri-state area. Participation in youth organizations, spiritual and local community centers to promote dance and wellness.

Adjunct Faculty

[Hiring, coordination, support, communication, …]

Adjunct hiring process starts with a need for a new Adjunct. Once the Chair has established a need with the Dean an add is placed on Bergen’s website. When an applicant response to the add, they must fill out an application and send their resume to the Chair of the department. The Chair will then interview the applicant. If the applicant passes the interview process, the Chair will ask that two recommendation letters be sent. Once the interview process is complete and the recommendation letters have been sent, the applicant will be sent to human resources for final paperwork.

WEX Credentials for adjuncts are as follows: For teaching any activity or lecture class the instructor must have a Master’s Degree or above in Physical Education, or related field. Alternative Credentials are a College degree or certification credentials by a recognized agency.

Staff

[Secretarial/clerical support, other staff support, …]

Chris Cioppa - Equipment Manager

Elaine Korinko - Athletic Secretary

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?
FOCUS ON CURRICULUM

Reflect on the curriculum for the program—the courses, the scope and sequence, articulation with other institutions, teaching innovations, and other relevant issues—please comment on only those which are applicable to this program.

Summary of Program Curriculum

[Degrees, certificates, sequences of courses] Attach copies of Program Learning Outcomes, Curriculum Maps and Master Course Syllabi, Program Degree Course Requirements, where applicable.

A summary of the AS degree in Exercise Science (AS. PS. EXER) and Exercise Science Certificate (Cert. Ex. Sci) can be viewed on the attached Appendices:

- AS.PS.EXER curriculum map, Appendix 1.
- AS.PS.EXER course sequence, Appendix 2
- CERT.EXER.SCI course sequence, Appendix 3
- AS.PS.EXER Program Alignment Matrix between courses and programs goals, Appendix 4
- Exercise Science Course Alignment Matrix between Student Learning Objective and program goals with their Course Syllabi can be found on the attached:
  - WEX-183 Sports Programs and Principles of Conditioning, Appendix 5
  - WEX-184 Sports Medicine, Appendix 6
  - WEX-106 Nutrition for Exercise and Fitness, Appendix 7
  - WEX-159 CPR/First Aid, Appendix 8
  - WEX-164 Exercise Science, Appendix 9
  - WEX-182 Fitness Measurement and Interpretation, Appendix 10

A summary of the Certificate of Achievement in Sports Management (COA) can be found on the attached Appendices:

- COA.SPORTS.MGMT course sequence, Appendix 11
- COA.SPORTS.MGMT course syllabi can be found on the attached:
  - WEX-126 Sports Administration, Appendix 12
  - WEX-127 Sports Events & Facilities Management, Appendix 13

Curricular Issues

[Articulation, program development, course development, changes to curriculum since last approval]

The Exercise Science program, as it exists, has withstand the test of time reflecting courses, course content, objectives, assessment and resulting implementation. Course development has been an on-going process due to new research in exercise and resulting content, modifications in procedures and application to student experiences in courses.

The Sports Management Certificate Program has 3 new course offerings that have been approved by the Senate:

- WEX-123 Sports Ethics
- WEX-124 Issues and Trends in Sport
• WEX-125 Recreational Sport and Fitness Administration

The syllabus for WEX-128 Sport Fundamentals has been revised to more current trends such as; How to Conduct an Interview, Officiating and Coaching Trends and Issues, How to Write a Resume and Job Searching.

Lead-in Courses
[Developmental preparation, prior courses and their impact, dual enrollment or articulation agreements with high schools, …]

Dynamics of Fitness & Health (a concepts course) and the activity course in WEX serve to create an interest in Exercise Science as a career opportunity. The enrollment in the Exercise Science continues to grow and is currently strong.

Sports Administration (WEX-126) is the lead-in course which secures as the foundation and platform for other courses in the COA.

Follow-up Courses
[Sequential courses, connecting activities, …]

A co-op in Sports Management (WEX-473) which includes an internship experience, is included in the COA offering.

Scheduling
[Enrollment patterns and trends; time and date issues such as day, afternoon, evening, or weekend, format issues such as self-paced, online, hybrid, or short-term; …]

Enrollment patterns and trends have been, and continue to be strong. The scheduling pattern of courses has fulfilled student needs and desires. In the future consideration should be given to hybrid and online courses, such as WEX 106 and 164.

Assessment
[Ways in which the program addresses the college’s commitment to assessment and assesses its program learning outcomes, …]

Assessment is ongoing and a continual process to update syllabi and materials to make sure Student Learning Outcomes are met. Current assessments are being conducted in WEX 182-Fitness Measurement and Interpretation and WEX 184-Sports Medicine. The results have and will affect course content, practice, evaluation and competency of students.

Innovations or Changes in Last Five Years
[New issues, significant changes, improved methodologies, …]

An on-line version of Sports Administration (WEX-126) has been developed and has been successfully offered the past 2 years. Students are required to plan and execute “a sports event”, as part of their coursework in Sports Events and Facilities (WEX-127).
Data Needs
What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?
FOCUS ON SUPPORT

Reflect on the support issues related to this program — please comment on only those which are applicable to this program. To what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, ...?

Technology
[Hardware and software, technical issues and/or support, instructional issues and/or support, training for faculty, ...]

Need to purchase software which would support content areas of WEX courses in degree/certificate.

Facilities and Equipment
[Cycles for replacement or refurbishment of equipment, classroom spaces, labs, furniture, concerns, needs, ...]

The Facilities currently in functional use are the Soccer Field, Track, Baseball Field, Softball Field, Swimming Pool with men’s and women’s locker rooms, Gymnasium with men’s and women’s locker rooms. Two equipped Fitness Centers: S128 and G032. Lab use of N-009

Equipment used in S128 and G032 consists of the following:

- Free Weights: set of dumbbells, regular and Olympic plates, regular and Olympic bars, EZ Curl bar, dumbbell storage rack, Maxicam barbell storage rack, one television and one radio.
- Six treadmills, eight LifeCycles (bikes), eight Life fitness (Ellipticals), Three televisions, one white board, 25 chairs, one overhead projector, Three flat benches, two Olympic bars and an assortment of Olympic plates, a set of EZ curl bars with weights and storage rack, lat pull down station, sit-up bench, two sets of dumbbells with storage racks, assorted barbells and plates, 25 individual 8 medicine balls, 8 stability balls mats.
- Need to provide replacement of aging equipment.

Equipment used in the Exercise Science courses include:

- Heart rate monitors; Blood pressure units; Calipers for skinfold measurement; Bicycle ergometers; a Dynamometer; Hydrostatic weighing equipment using a volumetric protocol, infrared light and bioelectrical equipment
• Room N009 (the old training room) is where classes typically conduct workshops relative to the First Aid and CPR class. Equipment used: CPR Mannequins (adult, child and infant), Triangular Bandages for bleeding control and injury support, splinting material, blankets and pillows for emergency first aid and shock situations.
• Room N009 is also where the Treatment/Massage Tables for workshops relative to the Sports Medicine class and the Massage for Sport and Leisure class. Also in the Sports Medicine class Elastic Bandages for muscle and joint support as well as Athletic Tape and Prewrap.
• Room N009 serves as a laboratory apace for WEX 182 Fitness Measurement.

Learning Resources
[Collection of books, databases, journals, videos, ...; learning assistance or tutoring, ...]

Marketing and Public Relations
[Brochures, print materials, website, special events, recruitment efforts, ...]

• Developed brochures and handouts for distribution, see attached, Appendix 14 and Appendix 15, size and color compromised to fit Program Review.
• Designed flyers for bulletin boards, re: course offerings and programs, see attached Appendix 16, size and color compromised to fit Program Review.
• Initiated a WEX website describing our department.
• Participated in “open house” events in Paramus and Lyndhurst.
• Produced a “WEX-CD” which explained courses available and programs with B.C.C. media.
• Purchased an electronic information board to advertise our classes.
• Purchased T.V. screens to promote our classes and update our fitness centers.
• Have partnered with local communities in their fitness initiatives.
• Individual faculty have developed their own “PODS”.
• Need more college support for our programs in their advertising venues (no mention of Exercise Science, Sport Management).

Support Services
[Advisement, assessment, testing, job placement, ...]

WEX faculty participate in 14 hours of advisement per semester and supervisory roles for fitness center and pool lifeguards. Other services include:
• An implemented “co-op” in Sport Management
• Invitation for counseling services to address classes as to job opportunities and job placement
• Development of internship opportunities with local fitness centers
• An assessment report with outcomes for Exercise Science was developed
Resources, Budget  
[Staffing, operating and capital budgets, grants, including Perkins funding, ...]

- The department has 8 full time and 11 part time faculty
- A new full time faculty line is needed to assist in teaching Sport Management and Exercise Science courses and activity courses
- Operating and capital budgets need to be increased by 25% to replace and repair old equipment, increase staff and advertise our programs
- A Perkins Grant was acquired this past year for a new fitness facility (Lyndhurst)
- More grant monies need to be allocated to Wellness and Exercise Science
- The college relocated our department secretary to “Veterans Affairs”, leaving us with no secretarial support
- A full time administrative assistant is needed to support and service the needs of the department and our students

Data Needs
What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

- What is the future outlook of the college regarding our department and our contribution to the students health and wellness?
- Where does the college see our department five years from now?
- How does the college envision our contribution to the health and wellness of the college faculty and staff?
FOCUS ON COMMUNITY

Reflect on the degree to which you seek regular input from outside of the college—the community—for this program—please comment on only those which are applicable to this program.

Community Groups
[High school connections, community agency connections, other forms of community involvement, …]

Community Issues Related to Program
[Trends, employment trends or projections, transportation, funding]

The latest Employment Trends consist of Health clubs, YMCA’s, Country Clubs (e.g. are employers, as are corporations). A graduate of the program is ACSM, an organization Prof. Compton Jenkins is a member of, surveys employment trends in the fitness industry, employed at Volt fitness, where students serve as interns. Students can go beyond the certificate; e.g. Purdue has a four year degree in Personal Training.

External Requirements or Considerations
[Certifications, accreditations, licensures, professional organization status or involvement, …]

Certifications: Graduates of the Exercise Science program receive a certificate. Prof. Compton Jenkins is a member of the ACSM, American College of Sports Medicine, NSCA-National Strength and Conditioning Association.

Advisory Boards
[Advisory Boards’ composition and input, number of Advisory Board meetings during the last two years, degree to which the Advisory Council reviews the competencies of the degree or certificates and program courses, timeframes for last reviews, other functions or activities of the Advisory Board, …]

The following are members of the Exercise Science Advisory Committee:
1. Dr. Kevin J. Emery
2. Prof. Henry Skinner
3. Dr. Marc F. Jenkins
4. Dr. Andrea Sciarello
5. Peter Kofitsas, P.T.

Sports Management Certificate of Achievement has no Advisory Board, etc. at this time.

Data Needs
What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?
SUMMARY

Program Achievements, Progress Made Since Last Review
[Major achievements, changes, implementations, progress made since the time of the last review]

- Development of new courses for degree and non-degree students, including online Sports Administration and Exercise Science courses.
- Development of an exercise facility at the Lyndhurst campus.
- Created a cross listing course of WEX and DAN titled Yoga Dance which is offered through the WEX and Performing Arts Departments.
- Increased department visibility and relevance through an interactive web page.
- Updated and purchased fitness center equipment for facilities.

Mission/Goals/Objectives
[To what degree does the program meet its mission, goals and objectives?]

The Exercise Science Certificate and Degree Programs meet the mission, goals and objective by showing the increased support of enrollment of students.

Strengths
[Unique characteristics, special capacities, …]

The unique characteristics of the Exercise Science Program and Sports Management Programs are:
- Increased career opportunity from exposure through internships and co-ops.
- Highly qualified and experienced faculty.
- Increased student enrollment.
- Continuous quality improvement.
- Innovative programs and courses.
- Facility use for educational experiences.

Challenges
[Concerns, difficulties, areas for improvement, …]

Concerns and challenges faced by the Exercise Science and Sports Management Programs are as follows:
- Facility and classroom improvements, such as, increase smart rooms for teaching stations, updated equipment.
- More teaching stations for the WEX Department.
- Accessibility for facility and classrooms to comply with ADA requirements.
- Reinstating a full-time Department Secretary
• Increase full-time faculty to meet the demands of increased enrollment and course offerings in the Exercise Science Certificate and Degree Programs and the Sports Management Certificate Program.

Celebration and Recognition
[Awards, honors, special recognitions, ...]

Full-time Faculty: NISOD Award, Governors Ambassadors Award for Education, Alumni Award, Care Plus Courage Award, Humanitarian Award, Poor Richard Award, Faculty Award - BCC, selected by New Jersey Association of HPER as Outstanding Teacher, member of Task Force for Physical Education Curriculum grades K-12 under Gov. Whitman, three times nominated for inclusion in who's Who of College/University Professors, International Scuba Instructor Trainer and 5th Degree Black Belt.

Part Time Faculty: Recognition for Volunteer Services Teaneck, NJ Public Schools, Head Start Program, Hackensack, NJ, Black Belt, Outstanding Women Award - McDaniel College.

Recommendations for Change
[Internal to program, external to program, new opportunities, is additional data needed to effectively evaluate this program?, ...]

The Exercise Science and Sports Management Programs plan to improve data collection for graduate follow-up surveys. Syllabi for courses will be under continuous review. The Sports Management Program plans to establish a 2 year Degree Program.
ACTION PLAN

Program review is a means to an end, not an end in itself. Your final task is to develop a plan to improve the program.

[Identify 2-3 program goals and objectives for the future, improvements planned, changes taking place, responsible parties, timeframes, resource implications, etc....]

The Exercise Science Action Plan:

1) Goal: Improve Graduation Rate
   a) Objective: To increase the rate of graduation for Exercise Science students from the Degree Program.
      ii) Responsible Party(ies): Full-Time and Part-Time Faculty of the WEX Department, Faculty Advisors, Department Chair, Divisional Dean and Students.
      iii) Resource Implications: Constant supervision and student contact.

2) Goal: Improved teaching stations and laboratories
   a) Objective: To increase the amount of teaching stations and laboratories for use in the Exercise Science Department to accommodate increased program enrollment.
      i) Timeframe: Fall 2015.
      ii) Responsible Party(ies): Divisional Dean, Department Chair, AVP, President, Board of Trustees, County Executive, Freeholders.
      iii) Resource Implications: Improve “Smart Room” use and increase amount of teaching stations.

3) Goal: Hiring of Full Time Faculty for the Exercise Science Program and Department Secretary
   a) Objective: To increase faculty to accommodate the increased enrollment in the Exercise Science Degree and Certificate Programs. Therefore, allow for more course offerings.
      i) Timeframe: Fall 2015.
      ii) Responsible Parties: Divisional Dean, Department Chair, AVP, President, Board of Trustees, County Executive, Freeholders.
      iii) Resource Implications: New faculty members and secretarial support.

The Sports Management Action Plan:

1) Goal: To offer Sport Management as a 2 year Degree Program
   a) Objective: Expand our present Certificate of Achievement in Sports Management expand on the WEX Department Program offerings.
      i) Timeframe: Fall 2015.
      ii) Responsible Parties: Department Chair Prof. Bernard Fuersich, Division Dean Susan Barnard, A.V.P William Mullaney, Curriculum Committee, Senate.
      iii) Resource implications: New faculty member, Secretarial support, Use of “Smart Rooms”, Library Support materials for course work.

2) Goal: To Establish Articulation with Four local Colleges and Universities (FDU, Drexel,
Seton Hall, Temple).
a) Objective: Have student improve their employment opportunities with an undergraduate
degree in Sports Management.
   ii) Responsible Parties: Department Chair Prof. Bernard Fuersich, Curriculum Committee,
       Bergen Community College and participating 4-year institutions.
   iii) Resource implications: Secretarial Support, Travel to Institutions, Completed contracts
       and legal support.
**Bergen Community College**

**Curriculum Map**: Exercise Science

Courses to Program/Discipline Level Student Learning Outcomes

Completion Date: November 5, 2013

The Exercise Science curriculum prepares students to achieve the expected student learning outcomes identified by the program or discipline. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

**KEY:**

1 - Introduced  
R - Reinforced and opportunity to practice  
M - Mastery at exit level (indicate how assessment evidence is collected)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Program/Discipline Student Learning Outcomes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEX 106 Nutrition for Exercise</td>
<td>Use an appropriate theoretical framework for determining exercise needs and goals for individuals.</td>
</tr>
<tr>
<td>WEX 159 CPR/First Aid</td>
<td>Utilize appropriate methodology in health/fitness appraisal of specified parameters.</td>
</tr>
<tr>
<td>WEX 164 Exercise Science</td>
<td>Create an appropriate exercise program design relative to the needs and desires of individuals including nutritional recommendations.</td>
</tr>
<tr>
<td>WEX 182 Fitness Measurement</td>
<td>Implement appropriate knowledge and skill in the treatment of exercise related injury/emergency.</td>
</tr>
<tr>
<td>WEX 183 Programs &amp; Principles of Exercise</td>
<td>Demonstrate proficiency in the knowledge base and skill necessary for employment, agency certification and transfer to a four year institution.</td>
</tr>
</tbody>
</table>

R - Reinforced and opportunity to practice

I, R

I, R

I, R

I, R

R

R

R

M - Mastery at exit level (indicate how assessment evidence is collected)
| WEX 184 Sportsmedicine | I,R | I,R | I,R | M-written exams and demonstration of technique for specified skills using a rubric |

*Adapted from Community College of Philadelphia’s Curriculum Map template*
### Program: Professional Studies – Exercise Science Option
Degree: Associate in Science
Code: AS.PS.EXER

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
<th>RECOMMENDED SEMESTER SEQUENCE</th>
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<tbody>
<tr>
<td><strong>Communication</strong> 9</td>
<td><strong>First Semester</strong></td>
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<tr>
<td>COM100 Speech Communication or</td>
<td>WEX159 Cardiopulmonary</td>
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<tr>
<td>COM102 Public Speaking</td>
<td>Resuscitation &amp; Emergency</td>
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<td>(3)</td>
<td>First Aid</td>
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<tr>
<td>WRT101 English Composition I</td>
<td>WEX164 Exercise Science</td>
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<td>WRT201 English Composition II</td>
<td>WRT101 English Composition I</td>
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<tr>
<td>Humanities Electives* (6)</td>
<td>MAT... Mathematics Elective*</td>
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<td>Social Science Elective* (3)</td>
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<td>Additional General Education</td>
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<td>Elective* (0-3)</td>
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<td>Foundation minimum of 30-32</td>
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<td>credits, take one course from</td>
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<td>course list. If an additional</td>
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<td>course is not needed for that</td>
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<td>purpose, then the student must</td>
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<td>take a 3-credit free elective.</td>
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</table>

| Mathematics and Natural Sciences 11-12 | **Second Semester** |
| Mathematics* 3-4 | WEX182 Fitness Measurement (3) |
| Natural Science Electives* 8 | WEX184 Sports Medicine I - Theory and Practice (3) |

| Additional General Education Elective* (0-3) | **Third Semester** |
| If needed to reach the Foundation minimum of 30-32 credits, take one course from the BCC General Education course list. If an additional course is not needed for that purpose, then the student must take a 3-credit free elective. |

| PROGRAM SUPPORT REQUIREMENTS 12 | **Fourth Semester** |
| Three general education courses (9 cr.) selected from the following fields, with no more than two courses in any one field: Arts (Art [ART], Music [MUS], Theatre Arts [THR], Cinema Studies [CIN]); History (HIS); Literature (LIT); Philosophy and Religion (PHR); World Languages and Cultures (LAN). |

| One general education course (3 cr.) to be selected from the following fields: Economics (ECO); Geography (GEO); Political Science (POL); Psychology (PSY); Sociology (SOC) and Anthropology (ANT). |

| PROGRAM REQUIREMENTS 18 | **Program & Principles of Conditioning** (3) |
| WEX159 Cardiopulmonary Resuscitation & Emergency First Aid (3) | **Natural Science Elective** (4) |
| WEX164 Exercise Science (3) | **Humanities Elective** (4) |
| WEX182 Fitness Measurement (3) | **Social Science Elective** (3) |
| WEX106 Nutrition for Exercise & Fitness (3) | **Free Elective** (3) |

| WEX183 Programs & Principles of Conditioning (3) | **Free Elective** (3) |

| TOTAL CREDITS 66 | **Free Elective** (3) |

**Specific Program Notes**
- General Education Elective(s) – see page 1.
- Recommended: IST123 Success 101 or another course recommended by the program concentration (may include WEX101 and other WEX 100-level courses).
Program: Certificate in Exercise Science  
Code: CERT.EXER.SCI

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
<th>7</th>
<th>RECOMMENDED SEMESTER SEQUENCE</th>
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<td>SIO103 The Human Body</td>
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<td>Restricted Program Requirements</td>
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<td>BUS101 Introduction to Business</td>
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<tr>
<td>PSY101 General Psychology</td>
<td>3</td>
<td>WEX159 CPR and Emergency First Aid</td>
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<tr>
<td>WEX159 CPR and Emergency First Aid</td>
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<td>WEX164 Exercise Science</td>
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<tr>
<td>WEX184 Sports Medicine I – Theory &amp; Practice</td>
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<tr>
<td>TOTAL CREDITS</td>
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</table>

Specific Program Notes

Students enrolled in this program ARE NOT REQUIRED to successfully complete a course in basic algebra if indicated by Placement Testing.
# Program Alignment Matrix

Please use an 'X' to indicate alignment between courses and program goals, and add rows and columns as needed.

<table>
<thead>
<tr>
<th>Program: AS, BS, EYER</th>
<th>NJCC Gen Ed Goals</th>
<th>Program Learning Goals</th>
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Please add Program Learning Goals below.

**Program Learning Goals:**

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Course Alignment Matrix

Please use an 'X' to indicate alignment between Student Learning Objectives and program goals, and add rows and columns as needed.

<table>
<thead>
<tr>
<th>Course: XXX-XXX</th>
<th>NJCC Gen Ed Goals</th>
<th>Program Learning Goals</th>
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<td>Student Learning Objective</td>
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Please add Student Learning Objectives below.

**Student Learning Objectives:**

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Appendix 5

BERGEN COMMUNITY COLLEGE
Wellness & Exercise Science Department
Division of Health Professions
Departmental Policy Syllabus

COURSE TITLE: Programs and Principles of Conditioning (WEX-183)
COURSE CREDITS/HOURS: 3 lectures, 3 credits
PREREQUISITE: NONE
SEMESTER & YEAR: All
COURSE NUMBER: WEX-183
MEETING TIMES & LOCATIONS: To be announced
INSTRUCTOR: All
OFFICE LOCATION: G-204
PHONE: 
DEPARTMENTAL SECRETARY: 
OFFICE HOURS: Vary
EMAIL ADDRESS: 

COURSE DESCRIPTION:
Programs and Principles of Conditioning is an application of theories explored in Exercise Science. This course is designed to provide the student with opportunities to apply conditioning concepts, teaching methodology, and presentation experience.

OUTCOMES STATEMENT:
The student will demonstrate computer proficiency as well as organizational and presentational skills as they relate to aerobic and anaerobic programs.

COURSE OBJECTIVES:
A. To analyze various aerobic and anaerobic conditioning programs.
B. To utilize and apply contemporary training and conditioning principles related to the fitness profile or concepts.
C. To develop the ability to analyze activities according to their fitness outcomes.
D. To organize exercise programs that are appropriate to group and individual situations based on existing health and limitations.
E. To develop the ability to competently use computer software to analyze, organize and formulate fitness programs.

STUDENT LEARNING OBJECTIVES:
A. To demonstrate, in writing, an application of aerobic and anaerobic principles related to the SOAP training.
B. To demonstrate the ability to formulate, monitor and adjust various aerobic/anaerobic programs according to established norms via computer software.
Appendix 5 (Cont.)

C. To present and/or demonstrate three or more aerobic/strength training routines relative to fitness profile parameters.
D. To successfully complete two or more computer based client workout programs.

MEANS OF ASSESSMENT:
A. Students will demonstrate the ability to use a selected computer program to analyze exercise.
B. Tests will be given to determine comprehension.
C. Students will demonstrate personal training techniques using a partner.
D. Students will prepare and deliver a presentation on a selected exercise to lead group exercise.
E. Students will formulate in writing a strength program and an aerobic program lasting 6 weeks.

COURSE CONTENT:
A. INTRODUCTION AND REVIEW OF CLASS FORMAT
   1. Computer assignments
   2. Presentations
   3. Class evaluations/grading
B. REVIEW OF FITNESS EQUIPMENT
   1. Aerobic - treadmill, bike, and elliptical
   2. Body Master Resistance Machines
   3. Free weights – dumbbells, barbells
   4. Other – elastic tubing, stability ball
C. ARTICLE/BOOK TOPICS
   1. Why have a trainer?
   2. How to make more money
   3. Liability concerns
   4. Internet/Software
   5. Certifications, Qualifications, and working at a fitness center.
   6. Program design and implementation
D. REVIEW OF SOFTWARE
   1. Interviews
   2. Screening and assessments
   3. Input of client information
   4. Analysis and program design and revisions
E. PRESENTATIONS
   1. Selected strength training routines
   2. Selected aerobic programs
   3. Stability ball routine
   4. Elastic tubing routine
D. SKILL TESTS – Demonstration of techniques
   1. Power lifts
   2. Olympic lifts
   3. Upper body exercises
   4. Lower body exercises

PROCEDURE, TECHNIQUES AND METHODS
A. Use of BSD1 Physical Fitness software
B. Demonstration and presentation of various aerobic/anaerobic programs
C. Stability ball, bands and fitness video
D. Media Utilization – AV AIDS, resource center
Appendix 5 (Cont.)

E. Use of resistance equipment and machines

F. Resources
   1. Fitness Center
   2. Sidney Silverman library
   3. Gymnasium

WRITING REQUIREMENTS:
Students will be assigned out-of-class writing projects during the course of the semester (journals, self-assessments, research papers, book reviews, etc.). The number of assignments and their content will be exclusive of writing essay required on examinations.

GRADING POLICY:
A final grade for the course is based on the student’s performance on the required work for the course (writing assignments, examinations, quizzes, class presentations, attendance, computer projects, etc.) and on his mastery of the material covered in the course. A student’s participation may also be evaluated and used in the determination of a final grade.

ATTENDANCE POLICY:
Students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of the course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

RULES AND REGULATIONS:
At the beginning of the academic year, each student is expected to obtain a copy of the College Catalog, Student Handbook, and the Academic Calendar. The catalog contains information about the regulations and procedures essential to student life on campus. Every student is responsible for knowing the information included in the catalog and academic calendar.

ACADEMIC AND STUDENT FACILITIES:
Students are referred to the College Catalog which contains a complete listing of available facilities and services including but not limited to: the Sidney Silverman Library, Office of Specialized Services, Bookstore, Graphics lab, Tutoring Center, Athletic and Exercise facilities, etc.


PROPOSED COURSE CALENDAR:

Week 1  Review class format, grading, computer software and presentation assignments.

Week 2  Review anaerobic equipment, review assessment portion of fitness software and assign client interviews, assign topics for class presentations and book readings.

Week 3  Review and practice measurement portion of fitness software, review aerobic equipment, assign presentation dates.

Week 4  Collect interviews and review, discus beginner/advanced workout programs, presentations.

Week 5  Meet in computer room S-345 and input client information, input Exercise Science student information, presentation(s).

Week 6  Collect interviews, presentations, QUIZ #1
Appendix 5 (Cont.)

Week 7  Instructional video, review Power lifts and Olympic lifts.

Week 8  Meet in S-345 and input computer information, presentation(s)

Week 9  Do IRM determinations and review training loads for strength, hypertrophy, muscle tone, presentation(s).

Week 10  Review upper and lower body exercises.

Week 11  Meet in S-345 and input information, QUIZ

Week 12  Presentations, practice lifts.

Week 13  Presentations, practice lifts

Week 14  Meet in computer room S-345 and interview each other as clients and input information into the computer.

Week 15  Skill tests

Course sequence and content are subject to change without notice as emphasis on course content may vary.
Course Alignment Matrix

Please use an 'X' to indicate alignment between Student Learning Objectives and program goals, and add rows and columns as needed.

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>1</th>
<th>2</th>
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</table>

Please add Student Learning Objectives below.

**Student Learning Objectives:**

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Sports Medicine: Theory and Practice (WEX-184)
2 lectures, 1 lab; 3 credits
None
All
WEX-184
To be announced
All
G-204
Vary

Sports Medicine is designed to provide the student with concepts, knowledge and practical skills in the areas of prevention, evaluation, management, and rehabilitation of exercise induced trauma.

The student will demonstrate knowledge and skills in a variety of related responsibilities relative to the field of Sports Medicine.

A. To analyze the development of Sports Medicine and explore the variety of professional opportunities within the field.
B. To investigate the various assessment criterion dealing with acute and chronic injury.
C. To analyze the circulatory response in a variety of treatment protocols to apply that knowledge towards selecting the appropriate therapeutic modality.
D. To develop skills necessary to provide support for a variety of musculoskeletal dysfunctions.

A. Students will identify verbally and/or in writing the related professions within Sports Medicine and describe their responsibilities.
B. Students will demonstrate the ability to apply the appropriate procedures during an assessment process both physically and in writing.
C. Students will discuss in writing and/or practice why specific therapeutic modalities should be
used relative to acute and chronic injury and then describe how to use each.

D. Students will demonstrate how to support selected muscle and joint weaknesses using elastic bandages and athletic tape.

**COURSE CONTENT:**

A. Introduction/orientation.
   1. Overview of course and requirements.
   2. Procedures, responsibilities and expectations.

B. The Sports Medicine profession.
   1. Related fields and philosophies.
   2. Areas of responsibility as an athletic trainer.

C. Musculo-skeletal trauma.
   1. Acute vs. chronic with pain, spasm, pain, significance.
   2. Strains vs. sprains - anatomic and physiologic differences.

D. Injury Assessment
   1. Subjective application - communicating with the athlete/client.
   2. Selected objective exams to assess severity.

E. Injury Management
   1. Cryotherapy choices, application and circulatory response.
   2. Contrast therapy - when to use, procedure to follow, and circulatory response.
   3. Heat therapy methods and application

F. Rehabilitation considerations:
   1. Determining exercise programs based on injury progress.
   2. Therapeutic techniques including massage therapies.

G. Supporting musculoskeletal trauma
   1. Elastic bandaging techniques for joints and muscles.
   2. Athletic taping procedures for joint support

**GRADING POLICY**

A final grade for the course is based on the student’s performance on the required work for the course (writing assignments, examinations, quizzes, class presentations, attendance, etc.) and on his mastery of the material covered in the course. A student’s participation may also be evaluated and used in the determination of a final grade.

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Appendix 6 (Cont.)

STUDENT FACILITIES:
Students are referred to the College Catalog which contains a complete listing and description of available facilities and services including but not limited to: the Silverman Library, Office of Specialized Services, Bookstore, Graphics lab, Tutoring Center, Athletic and Exercise facilities, etc.

PROCEDURES AND METHODS
A. Presentations and discussion
B. Demonstration and participation.
C. Practice of supportive taping and wrapping technique.
D. Student participation and interaction.

TEXTBOOK:

POLICIES SUBJECT TO CHANGE WITHOUT NOTICE.
Course Alignment Matrix

Please use an 'X' to indicate alignment between Student Learning Objectives and program goals, and add rows and columns as needed.

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<thead>
<tr>
<th>Course: XXX-XXX</th>
<th>NWX 106 - NUT: EX</th>
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Please add Student Learning Objectives below.

**Student Learning Objectives:**

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Appendix 7

BERGEN COMMUNITY COLLEGE
Wellness & Exercise Science Department
Division of Health Professions
Departmental Policy Syllabus

COURSE TITLE: Nutrition for Exercise and Fitness
COURSE CREDITS/HOURS: 3 lectures, 3 credits
PREREQUISITE: None
SEMESTER & YEAR: Fall & Spring
COURSE NUMBER: WEX-106
MEETING TIMES & LOCATIONS: To be announced
INSTRUCTOR: All
OFFICE LOCATION: G-204
PHONE:
DEPARTMENTAL SECRETARY:
OFFICE HOURS: Vary
EMAIL ADDRESS:

COURSE DESCRIPTION:
Nutrition for Exercise & Fitness is a course that explores concepts of nutrition as they apply to exercise and performance. Topics include bioenergetics, thermodynamics and the energy equation, ergogenic aids, supplements and computerized diet analysis. Required for Exercise Science Certificate and Degree.

OUTCOMES STATEMENT:
To analyze the intricate relationship between nutrition knowledge and practice and its effects on exercise performance.

COURSE OBJECTIVES:
A. To explore the elements pertaining to basic principles of nutrition, nutrition standards and guidelines.
B. To analyze the processes involved in metabolism and energy production for muscular work.
C. To investigate the factors that influence how the fuel for muscular work will be used.
D. To investigate the role of macronutrients and micronutrients in the exercise setting based on current scientific evidence.
E. To explore the timing of food consumption affects exercise performance.
F. To analyze the role of supplements and the placebo effect on exercise performance.
Appendix 7 (Cont.)

MEANS OF ASSESSMENT
A. Test will be administered to determine level of comprehension.
B. Students will develop written scenarios which illustrate the bioenergetics of energy creation in various exercise settings.
C. Students will design a diet program for an exercise using the elements of the energy equation.
D. Students will analyze case studies in exercise nutrition relative to caloric density and nutrition density.

STUDENT LEARNING OBJECTIVES
A. Students shall categorize nutrient groups as to macronutrients and micronutrients, their respective food sources and caloric value.
B. Students shall describe in writing, the three energy systems and their substitutes used for high intensity, moderate intensity and low intensity exercise.
C. Students shall demonstrate in writing the use of isocaloric, negative caloric, and positive caloric balances relative to the energy equation.
D. Students shall list and briefly explain selected popular supplements, i.e. caffeine, creatine, ephedra and their affect as an ergogenic aid.
E. Based on established equations, student will calculate their caloric needs for resting metabolism and exercise requirements.

III. COURSE CONTENT:
A. Nutrition - Basic Concepts
   1. Macronutrients
   2. Micronutrients
   3. Calories in food - calorimetry
   4. Vitamins & minerals
B. Energy Production via Metabolism
   1. The physiology of digestion
   2. From food to energy – metabolism
   3. Factors determining fuel utilization - bioenergetics
C. The Basic Diet and Modifications for Exercise
   1. Nutritional requirements
   2. Food groups
   3. Dietary guidelines
   4. Modifications – carbohydrate loading, nitrogen balancing, etc.
D. Ergogenic Aids
   1. Nutritional aids – caffeine, etc.
   2. Supplements
   3. Anabolic steroids
   4. Pharmacological, physiological
   5. Placebo effect
E. Weight Control – the energy equation
   1. Losing weight
   2. Gaining weight
   3. Exercise -diet connection
F. Fluid Requirement s in Exercise
Appendix 7 (Cont.)

1. Hydration - Dehydration
2. Electrolyte replacement
3. When and what to drink
4. Environmental factors

G. Nutrition Planning
1. Aerobic
2. Anaerobic
3. Sport specific
4. Timing of meals

METHODS OF INSTRUCTION:

A. Lecture/discussion
B. Audio-visual aids
C. Computer analysis of individual diet – IBM computer software.
D. Assignments – written and reading scheduled through the duration of course.

TEXTBOOK:


SUGGESTED READINGS:

2. Marilyn & Keith Peterson, Eat to compete.

LEARNING RESOURCES/FACILITIES:

A. Library – texts, audio-visual, computer Internet
B. Fitness Center
C. Computer resource rooms
D. Track, Gymnasium, Pool

SPECIAL FEATURES OF THE COURSE:

Students will be assigned well-designed out of class writing/reading projects during the semester involving journals, research papers, articles, etc. The number and content of assignments are exclusive of writing (essay) required on exams.

The use of the Internet to locate, review and evaluate selected websites appropriate to class content.

GRADING POLICY

A final grade for the course is based on the student’s performance on the required work for the course (writing assignments, examinations, quizzes, class presentations, attendance, etc.) and on his mastery of the material covered in the course. A student’s participation may also be evaluated and used in the determination of a final grade.
ATTENDANCE POLICY
Students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of the course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

RULES & REGULATIONS:
At the beginning of the academic year, each student is expected to obtain a copy of the College Catalog, Student Handbook, and the Academic Calendar. The catalog contains information about the regulations and procedures essential to student life on campus. Every student is responsible for knowing the information included in the catalog and academic calendar.

STUDENT FACILITIES:
Students are referred to the College Catalog which contains a complete listing and description of available facilities and services including but not limited to: the Silverman Library, Office of Specialized Services, Bookstore, Graphics lab, Tutoring Center, Athletic and Exercise facilities, etc.

PROPOSED COURSE SEQUENCE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview of training for fitness and Sport and connection to nutrition.</td>
<td>Appropriate chapters in text</td>
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<tr>
<td>2</td>
<td>Overview of nutrients; caloric content; direct conformity; application to exercise.</td>
<td>Appropriate chapters in text</td>
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<td>3</td>
<td>Bioenergetics – energy transfer in the body; energy expenditures during rest and exercise; energy systems.</td>
<td>Appropriate chapters in text</td>
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<td>4</td>
<td>Carbohydrate metabolism, RQ, pre-exercise, during exercise, post-exercise requirements.</td>
<td>Appropriate chapters in text</td>
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<td>5</td>
<td>Protein metabolism, RQ, tissue synthesis; protein amounts in diet.</td>
<td>Appropriate chapters in text</td>
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<td>6</td>
<td>Fat metabolism; RQ; functions in body; Lypolysis; amounts in diet; use during exercise.</td>
<td>Appropriate chapters in text</td>
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<td>7</td>
<td>Vitamins – functions; sources; antioxidants; effects on exercise; ergogenic aids.</td>
<td>Appropriate chapters in text</td>
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<td>8</td>
<td>Minerals – Functions; sources; antioxidants, effects on exercise as ergogenic aids.</td>
<td>Appropriate chapters in text</td>
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<td>9</td>
<td>Water – most essential nutrient; hydration, dehydration, mechanisms; need before, during and after exercise.</td>
<td>Appropriate chapters in text</td>
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<tr>
<td>Appendix 7</td>
<td>Exercise and weight management</td>
<td>Appropriate chapters in text</td>
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<td>Overweight, overfat, diet classifications; energy equations.</td>
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<td>10</td>
<td>Body composition; Somatotype; effects of exercise for change and maintenance.</td>
<td>Appropriate chapters in text</td>
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<td>11</td>
<td>Exercise and body composition; gaining lean body weight; controlling/losing body fat.</td>
<td>Appropriate chapters in text</td>
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<tr>
<td>12</td>
<td>Ergogenic aids classifications, supplements; placebo effect.</td>
<td>Appropriate chapters in text</td>
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<tr>
<td>13</td>
<td>Research in nutrition and exercise – types, quality.</td>
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<td>14</td>
<td>Designing a nutrition plan to support exercise and health at different ages.</td>
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</tbody>
</table>
Course Alignment Matrix

Please use an 'X' to indicate alignment between Student Learning Objectives and program goals, and add rows and columns as needed.

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
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</table>

Please add Student Learning Objectives below.

**Student Learning Objectives:**

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COURSE TITLE: CPR/First Aid (WEX-159)
COURSE CREDITS/HOURS: 3 credits; 3 hours
PREREQUISITE: None
SEMESTER & YEAR: All
COURSE NUMBER: WEX-159
MEETING TIMES & LOCATIONS: To be announced
INSTRUCTOR: All
OFFICE LOCATION: G-204
PHONE:
DEPARTMENTAL SECRETARY:
OFFICE HOURS: Vary
EMAIL ADDRESS:

COURSE DESCRIPTION:
CPR & Emergency First Aid provides the student with the knowledge and practical skills needed to respond to emergency situations including burns, wounds, respiratory and cardiac problems, broken bones, poisoning, etc. Students will receive certification in CPR and First Aid upon successful completion of the course.

OUTCOMES STATEMENT:
The student will demonstrate knowledge of practical skills needed to earn certification in First Aid and CPR through the National Safety Council.

COURSE OBJECTIVES:
A. To investigate the rescuer’s role and responsibilities in dealing with emergencies.
B. To analyze the essential components of the emergency assessment process i.e. primary responsibilities, secondary responsibilities with the use of the AED.
C. To acquire skills necessary for cardiac and respiratory related emergency performance.
D. To explore responses to situations including but not limited to seizures, wounds, poisoning, exposure to heat/cold, injuries to the musculoskeletal system and diabetic reactions.
E. To acquire skills necessary to recognize situations including but not limited to shock, fractures, frostbite, hypothermia, heat stroke and heat exhaustion and closed wounds.

STUDENT LEARNING OBJECTIVES:
A. Students will describe verbally and in writing liability concerns relative to CPR and first aid.
B. Students will create in writing and through demonstration, an assessment procedure containing primary concerns and secondary concerns.
Appendix 8 (Cont.)

C. Students will demonstrate in writing and through demonstration a ten phase skill process associated with cardiac and respiratory emergencies.
D/E. Students will demonstrate physically and/or in writing proper assessment and/or skill performance including but not limited to diabetic reactions, shock, open and closed wounds, musculoskeletal injuries and problems associated with exposure to heat and cold.

MEANS OF ASSESSMENT:
A. Tests will be administered to reflect degree of comprehension.
B. Students will physically demonstrate emergency assessment procedures to a variety of situations.
C. Students will physically demonstrate the skills of CPR.
D. Students will work in partners to write and physically demonstrate emergency procedures and skills.

COURSE CONTENT:
A. Course Orientation
   1. Procedures and requirements
   2. Structure of the course: presentation/skill performance components
   3. Evaluation criteria: exams, quizzes, writing assignments, reading requirements
B. The Liability concerns
   1. Good Samaritan Laws
   2. Negligence.
   3. Reasonable Person standard
   4. Malfeasance
C. Assessment Process
   1. Primary exam
   2. Secondary exam
   3. Conscious and unconscious applications
D. Shock
   1. Types and recognition
   2. Shock progression and the cycle of shock
   3. Responses to various shock situations
E. Closed Wounds
   1. Musculoskeletal related
   2. Visceral related with assessment and management
F. Open Wounds
   1. Identification of the 5 classifications of open wounds
   2. Dealing with consequences of open wounds: bleeding control and infection
G. Respiratory Emergencies
   1. Rescue breathing for infants, children and adults
   2. Choking: conscious and unconscious infant, child, and adult
   3. Seizures
H. Cardiac Emergencies
   1. Heart attack in a conscious victim; assessment and response sequence
   2. CPR – infant, child and adult procedures
I. Burns
   1. Recognition of severity: assessment of burn degree
   2. Specific responses to each burn degree
Appendix 8(Cont.)

J. Poisoning
   1. Poisoning etiologies: by mouth, injection, contact, and inhalation
   2. Responding to specific poisoning etiology

K. Cold exposure
   1. Hypothermia: sequence of progression, appropriate responses
   2. Frostbite: assessment and treatment

L. Heat exposure
   1. Heat exhaustion: recognition and treatment concerns
   2. Heat stroke: assessment, response choices and procedures

M. Fractures
   1. Assessment process for broken bones
   2. Immobilization techniques

N. Diabetic Reactions
   1. Hypoglycemia: assessment and response considerations
   2. Hyperglycemia: assessment and response considerations

O. Emergency Transport

PROCEDURE, TECHNIQUES AND METHODS:
A. Presentation, discussion, demonstration
B. Practice application component: use of CPR and first aid equipment for class use.
C. Media utilization - AV aids, learning resources center
D. Assignments - written, reading, research, skills session practice
E. Resources
   1. Sidney Silverman Library
   2. Computer availability
   3. Tutorial help

SPECIAL FEATURES OF COURSE:
The use of learning technologies in this course (Internet, Power Point, etc.): the inclusion of technological literacy and/or information literacy learning in the course

Students will be assigned well designed out-of-class writing projects during the course of the semester (journals, research papers, book reviews, etc.) The number of assignments and their content will be exclusive of writing (essay) required on examinations.

GRADING POLICY
A final grade for the course is based on the student’s performance on the required work for the course (writing assignments, examinations, quizzes, class presentations, attendance, computer projects, etc.) and on his mastery of the material covered in the course. A student’s participation may also be evaluated and used in the determination of a final grade.

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Appendix 8 (Cont.)

RULES AND REGULATIONS
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TEXTBOOK

PROPOSED COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Focus</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation to course; liability concerns</td>
<td>Handout material; text and handouts</td>
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<tr>
<td>2</td>
<td>Assessment procedures</td>
<td>Assessment workshop</td>
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<td>3</td>
<td>Shock considerations</td>
<td>Shock workshop</td>
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<td>4</td>
<td>Closed wounds</td>
<td>Discussion and demonstration</td>
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<td>5</td>
<td>Open wounds</td>
<td>Bleeding workshop</td>
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<td>6</td>
<td>Review of CPR related emergencies; rescue breathing for adults, infants and children</td>
<td>Practice of rescue breathing techniques</td>
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<td>7</td>
<td>CPR for adults, infants and children</td>
<td>Practice of chest compressions and respiration techniques; testing of skill performance</td>
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<td>8</td>
<td>Choking for unconscious and conscious adults, children and infants</td>
<td>Practice of choking emergencies; continued testing of skills</td>
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<td>9</td>
<td>Seizures; discussion and demonstration. Continued work with CPR skills.</td>
<td>Continued practice and testing; leadership and peer testing.</td>
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<td>10</td>
<td>Last week of CPR skills; written CPR exam.</td>
<td>Final week of skills testing.</td>
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<tr>
<td>11</td>
<td>Burns: assessment and treatment; poisoning; etiology and treatment.</td>
<td>Text and handouts; discussion.</td>
</tr>
</tbody>
</table>
Appendix 8

13 Cold exposure: frostbite and hypothermia. Handouts and discussion.

14 Diabetic reactions: hypo/hyperglycemia. Text, handouts and discussion.

15 Fractures: assessment and immobilization techniques; summation comments. Broken bone workshop.

Course sequence and content are subject to change without notice as emphasis on course content may vary.
Course Alignment Matrix

Please use an 'X' to indicate alignment between Student Learning Objectives and program goals, and add rows and columns as needed.

<table>
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<tr>
<th>Course: XXX-XXX</th>
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Please add Student Learning Objectives below.

**Student Learning Objectives:**

1. 
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6.
Exercise Science (WEX-164)

3 lectures, 1 lab; 3 credits

None

Fall & Spring

WEX-164

To be announced

All

G-204

Vary

Exercise Science is a theory based investigation of the effects of exercise on human health, fitness and sport performance. Emphasis on basic principles of exercise physiology, exercise prescription, bioenergetics, body composition, training programs, and practical applications to the exercise setting. Recommended as a prerequisite to WEX-106, WEX-182, WEX-183 and WEX-184.

To investigate exercise and its physiologic effects to fitness and health in contemporary society.

A. To identify the anatomy and physiology of selected body systems as they are affected by exercise, i.e. musculoskeletal, cardiovascular, body composition, etc.
B. To analyze the bioenergetics of exercise relative to the intensity and duration of exercise performance.
C. To investigate the use of exercise variables (intensity, frequency, duration) in the development of exercise prescriptions.
D. To examine the characteristics of selected exercise program designs.
E. To explore the elements of body composition relative to the energy question.
   To determine the exercise needs and appropriate adjustments for selected special populations.
Appendix 9 (Cont.)

STUDENT LEARNING OBJECTIVES:
A. Students shall, in writing or orally, identify selected anatomical structures and how they are affected by exercise.
B. Students shall compare the energy systems used during exercise relative to time and intensity.
C. Students shall formulate in writing specific exercise prescriptions that address aerobic and anaerobic programming.
D. Students shall contrast three corollaries of the energy equation relative to the effect on body composition.
E. Students shall distinguish appropriate adjustments in exercise programs for selected special population.

MEANS OF ASSESSMENT
A. Shall prepare a visual presentation indicating how exercise (RT) involves Wolf's law.
B. Select three exercise activities which involve the energy system and develop a scenario reflecting how that system is involved.
C. Case study – develop Exercise Rx.
D. Case study – energy equation.
E. Journal – work period expectations of progress from a special population group.

COURSE CONTENT:
A. Exercise Perspectives
   1. Activity, exercise, conditioning
   2. Fitness and Health
   3. Health-related
   4. Exercise as medicine, business, personal endeavor
B. Musculoskeletal considerations – relative to exercise
   1. Skeletal system – anatomy, physiology
C. Cardiovascular consideration – relative to exercise
   1. Heart, blood vessels – circulation
   2. Lungs, respiration
   3. Health variables – CHD, Diabetes, Obesity
   4. Exercise considerations – HR, recovery, effects
D. Body composition
   1. Determining: body weight, lean weight, fat weight
   2. Energy equation – caloric expenditure and intake
   3. Weight management and exercise
E. Exercise programs and considerations
   1. Exercise variables - frequency, intensity, duration
   2. Exercise prescription – aerobic, anaerobic
   3. Fitness measures – VO2, strength, flexibility, composition
   4. Exercise precautions, injuries, contraindication
F. Exercise special considerations
   1. Symptomatic groups – elderly, diabetic, CHD, etc.
   2. Exercise modifications and prescription
PROCEDURE, TECHNIQUES AND METHODS
A. Lecture/discussion
B. Group problem solving
C. Audio-visual aids
D. Reading/writing assignments
E. Case studies
F. Resources

GRADING:
A. Subjective and objective testing (quizzes/exams)
B. Written assignments
C. Audio-visual aids
D. Group projects

TEXTBOOK:

SUGGESTED READING:

LEARNING RESOURCES/FACILITIES:
A. Library – texts, periodicals, computer
B. Computer learning lab
C. Fitness Center
D. Track, Gymnasium, Pool

SPECIAL FEATURES OF THE COURSE:
Students will be assigned well-designed out of class writing/reading projects during the semester involving journals, research papers, articles, etc. The number and content of assignments are exclusive of writing (essay) required on exam.
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PROPOSED COLLEGE CALENDAR

Week 1 Overview of exercise: activity, exercise, conditioning; fitness & health – relationships, fitness parameters, exercise as medicine.

Week 2 Terminology related to the human body and movement, i.e. anterior, posterior, etc. Skeletal anatomy/physiology, names and location of bones, relationship to muscle.

Week 3 Muscular system; anatomy & physiology; improvement i.e. anterior, posterior, etc. Skeletal anatomy/physiology, names and location of bones; relationship to muscle.

Week 4 Major muscle group/muscle as agonist, antagonist, synergist, application to human movement and specific exercise movements.

Week 5 Muscle physiology. Anatomy of muscle; sliding filament theory; fiber types, Innervation, and motor limits.

Week 6 Bioenergetics – energy systems; aerobic alactate; anaerobic glycolysis; aerobic glycolysis; beta oxidation.

Week 7 Energy systems dated to exercise prescriptions and time of energy production relationships.

Week 8 Exercise Rx for aerobic exercise; heart rate reserves calculations, RPE scale; Health, Fitness, Fat loss.

Week 9 CV function, EKG and effects of exercise on aerobic capacity.

Week 10 Exercise Rx for aerobic exercise; strength, creating lean body mass; variables, hydrotrophy, Wolfe’s law.

Week 11 Training effects and health benefits of exercise.

Week 12 Special populations and exercise; PCHD; Obese; Hypertension; Diabetes; Osteoarthritis; Pregnancy; Deodorants, children.

Week 13 Body composition, Somatotype.
Appendix 9 (Cont.)

Week 14  Body composition, weight management, energy equation, metabolism.

Week 15  Summary of exercise in health, fitness, performance. Exam.

Course sequence and content are subject to change without notice as emphasis on course content may vary.
Course Alignment Matrix

Please use an 'X' to indicate alignment between Student Learning Objectives and program goals, and add rows and columns as needed.

<table>
<thead>
<tr>
<th>Course: XXX-XXX</th>
<th>NJCC Gen Ed Goals</th>
<th>Program Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Objective</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>6</td>
<td></td>
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</tbody>
</table>

Please add Student Learning Objectives below.

**Student Learning Objectives:**

1. 
2. 
3. 
4. 
5. 
6.
Appendix 10

BERGEN COMMUNITY COLLEGE
Wellness & Exercise Science Department
Division of Health Professions
Departmental Policy syllabus

COURSE TITLE: Fitness Measurement and Interpretation (wex-182)
COURSE CREDITS/HOURS 3 lectures; 3 credits
PREREQUISITE: None
SEMESTER & YEAR: All
COURSE NUMBER: WEX-182
MEETING TIMES & LOCATIONS: To be announced
INSTRUCTOR: All
OFFICE LOCATION: G-2014
PHONE:
DEPARTMENTAL SECRETARY:
OFFICE HOURS: Vary
EMAIL ADDRESS:

COURSE DESCRIPTION:
Fitness Measurement & Interpretation is as course involving analysis of the parameters of fitness, sport performance, and their assessment. Topics include measurement protocols and the quantitative expression of body composition, aerobic capacity and energy expenditure, strength, endurance, flexibility and sport specific elements relative to exercise application. Requirement for Exercise Science Certificate and Degree.

GENERAL OBJECTIVE:
The investigation of the many parameters of fitness; their identity, measurement through selected evaluatory procedures, and the interpretation of the measurement toward a meaningful and applicable involvement with an exercise program.

COURSE OBJECTIVES:
A. To identify the parameters which describe fitness, i.e. VO₂ max, Anaerobic power, muscular strength, body composition, muscular endurance and flexibility.
B. To develop proficiency in the use of equipment pertinent to evaluative protocols for selected parameters of fitness.
C. To utilize the results of testing in developing an appropriate exercise protocol for an individual.
D. To create the mathematical calculations apply appropriate mathematical calculations that facilitate interpretation of testing results.
E. To create a physiological profile of an individual using selected fitness parameters.
Appendix 10 (Cont.)

STUDENT LEARNING OBJECTIVES:
A. Students shall summarize in writing, or orally, the appropriate testing protocol for selected parameters of fitness.
B. Students shall execute the skills necessary to use appropriate equipment in testing selected parameters of fitness.
C. Students shall formulate an exercise prescription that will change or maintain a selected fitness parameter based on the results of testing.
D. Students shall distinguish in writing, or orally those mathematical calculations necessary for creating a physiological profile for an individual based on testing selected fitness parameters.

MEANS OF ASSESSMENT:
A. Students will physically demonstrate the skills/procedure for the following: body composition analysis, measurement of aerobic capacity (Max VO₂); Strength Management.
B. Tests will be used to determine comprehension and the ability to do calculations based on stress measurement, i.e. percent body fat, fat weight; ideal body weight; met level; calorie expenditure per minute, max VO₂, strength index, and 1RM prediction.
C. Students will create a fitness profile based on parameter measures and protocols used in class.

COURSE OUTLINE:
A. Fitness Components
   1. Exercise in present society.
   2. Health related fitness
   3. Performance fitness
   4. Parameters

B. Aerobic Function
   1. Oxygen uptake
   2. Health related fitness
   3. Cardiorespiratory function, EKG
   4. Equipment and protocols, calculations

C. Anaerobic function
   1. Phosphagen system
   2. Measurement of power output
   3. Muscle bioenergetics
   4. Equipment, protocols, calculations

D. Body Composition
   1. Energy equation
   2. Caloric cost of exercise
   3. Total weight, protocols, and calculations

E. Cardiovascular dynamics
   1. Heart function & values – stroke volume, etc.
   2. Blood pressure – systolic, diastolic
   3. Resting and active responses.
   4. Equipment, protocols, calculations

F. Musculoskeletal system
   1. Strength – muscle function
   2. Endurance – muscle function
   3. Flexibility – associated structure
   4. Equipment, protocols, calculations
G. Strategies, Precautions
   1. Liability
   2. Classification of subjects – ACSM guidelines
   3. Documentation – informed consents
   4. Contraindications to exercise testing

TEXTBOOK:

SUGGESTED READING:

METHODS OF INSTRUCTION:
A. Lecture/discussion
B. Group & individual problem solving.
C. Group investigation – informed consents.
D. Audio-visual aids
E. Reading/writing assignments

GRADING:
A. Subjective & objective testing (quizzes/exams)
B. Written projects/outside reading
C. Completion of classwork
D. Term projects

LEARNING FACILITIES & RESOURCES:
A. Library – books, audio-visual, computers
B. Fitness Center
C. Dynamometers, Calipers, Sphygmomanometers
D. Treadmills, Ergometers
E. Gymnasium, Pool

SPECIAL FEATURES OF THE COURSE:
Students will be assigned well-designed out of class writing/reading projects during the semester involving journals, research papers, articles, etc. The number and content of assignments are exclusive of writing (essay) required on exams.

The use of the Internet to locate, review and evaluate selected websites appropriate to class content.

GRADING POLICY:
A final grade for the course is based on the student’s performance on the required work for the course (writing assignments, examinations, quizzes, class presentations, attendance, etc.) and on his mastery of the material covered in the course. A student’s participation may also be evaluated and used in the determination of a final grade.
ATTENDANCE POLICY:
Students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of the course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The need for measurement in exercise; Parameters of fitness, nomenclature; Variables, liability, testing; American College of Sports Medicine standards.</td>
</tr>
<tr>
<td>2</td>
<td>Body composition; body weight, Somatotypes; protocol methodology; BMI, Ponderal Index;</td>
</tr>
<tr>
<td>3</td>
<td>Use of calipers; Bioelectric impedance analysis; Infrared interactance, hydrostatic weighing</td>
</tr>
<tr>
<td>4</td>
<td>Cardiovascular function; aerobic capacity measures/protocols; standards and introduction to metabolic calculations.</td>
</tr>
<tr>
<td>5</td>
<td>Field measures of aerobic capacity. Walk test; step test. Introduction to ergometry for aerobic testing.</td>
</tr>
<tr>
<td>6</td>
<td>Resting assessments of HR, BP. Responses of HR and BP to exercise; arm work vs. leg work. Practice assessments with sphygmomanometer and cardiographometer.</td>
</tr>
<tr>
<td>7</td>
<td>Graphing HR responses to work loads for determining VO₂ max. Use of metabolic calculations. Intro EKG.</td>
</tr>
<tr>
<td>8</td>
<td>Electrocardiography testing and exercise. Basic EKG and interpretation.</td>
</tr>
<tr>
<td>9</td>
<td>Bicycle ergometry testing; determination of VO₂ max; metabolic calculations.</td>
</tr>
<tr>
<td>10</td>
<td>Exercise prescription development; body composition change; control.</td>
</tr>
<tr>
<td>11</td>
<td>Protocols for submaximal and maximal protocols; use of treadmill.</td>
</tr>
</tbody>
</table>
Appendix 10 (Cont.)

12  Introduction to musculoskeletal assessment. Review skeletal muscle structure and function.

13  Protocols and calculations for assessing strength, endurance, power, flexibility.

14  Determining strength, endurance values, 1 RM flexibility-range of motion, field tests.

15  Exercise prescription for strength, endurance change/maintenance; flexibility change/maintenance; implications of body composition; cardiovascular and muscular values for health.

Course sequence and content are subject to change without notice as emphasis on course content may vary.
| Program: Sports Management                  | Program: Special Imaging for Radiologic Technologists |
| Certificate of Achievement                  | Certificate of Achievement                          |
| Code: COA.SPORTS.MGMT                       | Code: COA.IMAG.RAD                                   |
| **First Semester**                          | This program is for practicing professionals whose  |
| BUS101 Introduction to Business             | experience in the field has gained them the equal    |
| WEX101 Dynamics of Health and Fitness       |   equivalent of one year of study in a two-year      |
| WEX126 Sports Administration                |   program. All students must be registered/licensed |
|                                             |   radiographers [RT(R)/LXT] in good standing to      |
|                                             |   enroll in this program.                            |
| **Second Semester**                         | **First Semester**                                   |
| BUS203 Sports Marketing                     | RAD250 Cross-Sectional Anatomy for Specialty Imaging|
| WEX127 Sports Events and Facilities Management | 4                                                   |
| WEX473 Co-Op Work Experience/Sports Mgmt, or| RAD251 Computer Tomography                         |
| or WEX128 Sport Fundamentals                | 3                                                   |
| **TOTAL CREDITS**                           | RAD252 Magnetic Resonance Imaging                   |
| **Specific Program Notes**                  | 3                                                   |
| Students enrolled in this program ARE NOT   | **Second Semester**                                  |
| REQUIRED to successfully complete a course in| RAD253 Magnetic Resonance Imaging Clinical Practicum|
| basic algebra if indicated by Placement     | 1                                                   |
| Testing.                                    | RAD254 Computerized Tomography Clinical Practicum    |
|                                             | 1                                                   |
|                                             | **TOTAL CREDITS**                                   |
|                                             | 12                                                  |
| **Program: Sports Merchandising**           | **Specific Program Notes**                          |
| Certificate of Achievement                  | Students enrolled in this program ARE REQUIRED to   |
| Code: COA.SPORT.MERCH                       | successfully complete a course in basic algebra if   |
| **First Semester**                          |   indicated by Placement Testing.                   |
| BUS101 Introduction to Business             | **Program: Welding Technology**                     |
| BNF103 Sports Finance                       | Certificate of Achievement                          |
| BUS150 Sport and Team Branding              | Code: COA.WELD                                      |
| **Second Semester**                         | **First Semester**                                  |
| BUS203 Sports Marketing                     | DFT107 Drafting I                                   |
| BUS251 Sports Merchandising & Promotion     | 2                                                   |
| or Restricted Elective*                     | MFG130 Welding Technology I*                         |
| **TOTAL CREDITS**                           | 3                                                   |
| **Specific Program Notes**                  | MFG230 Welding Technology II**                       |
| *Restricted Elective: select one of the     | 3                                                   |
| following:                                 | MFG229 Materials Processing & Fabrication           |
| - BUS463 Co-Op Work Experience [Business    | 4                                                   |
|   Admin]                                    | **Second Semester**                                  |
| - PSY111 Sport Psychology                  | MFG230 Welding Technology II**                       |
| - WEX127 Intro to Facility and Events       | 3                                                   |
| Students enrolled in this program ARE NOT   | **TOTAL CREDITS**                                   |
| REQUIRED to successfully complete a course in| 12                                                  |
| basic algebra if indicated by Placement     | Students enrolled in this program ARE NOT REQUIRED  |
| Testing.                                   | to successfully complete a course in basic algebra  |
|                                             | if indicated by Placement Testing.                  |
BERGEN COMMUNITY COLLEGE
Arts, Humanities & Wellness Division
Wellness & Exercise Science Department
Departmental Policy Syllabus

COURSE TITLE: WEX-126 - Sports Administration
COURSE CREDITS/HOURS: 3 lectures; 3 credits
PREREQUISITE: None
SEMESTER & YEAR: Fall 2009
COURSE NUMBER: TBA
MEETING TIMES & LOCATIONS: TBA
INSTRUCTOR: TBA
DEPARTMENT OFFICE LOCATION: G-207
DEPARTMENT PHONE: 201-447-7899
OFFICE HOURS: TBA
EMAIL ADDRESS: TBA

COURSE DESCRIPTION:
Sports Administration provides an overview of the general principles of management and applies them to the sports industry and sports organizations in particular. The course includes basic organizational business structures, trends and observations. Students will also consider the ethical and moral dilemmas facing sports managers as well as the role of sports in society, and explore career opportunities.

OUTCOMES STATEMENT:
The student will develop an understanding of management principles and apply them to current situations. Students will investigate the job market for career opportunities and will find current situations which have moral and ethical implications.

STUDENT LEARNING OBJECTIVES:
As a result of meeting the requirements in this course, the students will be able to:
A. Define the basic management principles as they relate to sport management.
B. Justify and explain the global sport industry.
C. Define the managerial roles and responsibilities of sport managers.
D. Recognize the required competencies and skills needed by sport managers.
E. Practice written communication skills and think critically regarding sport management issues.
F. Analyze and compare the career opportunities in sport management.
ASSESSMENT CRITERIA:
A. Students will be able to define in writing sport management principles.
B. Students will interact with sports organizations by visitations verbally and in writing identify various aspects of the sport industry.
C. Students will define in writing the effects of technology in sport management.
D. Students will define in writing and verbally sponsorships in sport management.
E. Students will be able to demonstrate in writing a knowledge of eligibility in high school and collegiate sports.

CONTENT OUTLINE
A. History of sport management
B. Management principles as they apply to sports management.
C. Sponsorships and licensing.
D. Scholastic eligibility.
E. Facilities management.
F. Morality, ethics and professionalism in sport management.
G. Legal issues of sport management.
H. Business structures of amateur, intercollegiate and professional sports.
I. Risk management.
J. Power, politics and decision making.
K. Career opportunities.

PROCEDURES, TECHNIQUES, METHODS
A. Lecture, discussion, demonstration
B. Written examinations
C. Media utilization
D. Assignments – written, reading, verbal
E. Guest speakers
   1. Facility visitation

WRITING REQUIREMENTS
Students will be assigned well-designed out-of-class writing projects during the course of the semester (journals, research papers, book reviews, etc.) The number of assignments and their content will be exclusive of writing (essay) required on examinations.

GRADING POLICY
The final grade for the course is based on the student's performance on the required work for the course (writing assignments, quizzes, class presentations, etc.) and on his or her mastery of the material covered in the course. A student's participation may also be evaluated in the final grade.

ATTENDANCE POLICY
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SUGGESTED READING:
Parks, Janet B. “Contemporary Sport Management.”
Parkhouse, Bonnie L. “The Management of Sport”
Masteralexis, Lisa & Barr, Carol. “Principles of Sport Management.”
The Wall Street Journal
The Sporting News
Sports Illustrated
The Bergen Record/ Star Ledger
www.sportbusiness.com
Street & Smith’s Sports Business Journal.

Course sequence and content are subject to change without notice as emphasis on course content may vary.

February 2009
BERGEN COMMUNITY COLLEGE  
Division of Arts, Humanities & Wellness  
Wellness Exercise Science Department  
Departmental Policy Syllabus

COURSE TITLE: Sports Events & Facilities Management  
COURSE CREDITS/HOURS: 2 labs; 1 credit  
PREREQUISITE: None  
SEMESTER & YEAR: All  
COURSE NUMBER: WEX-127  
MEETING TIMES & LOCATIONS: To be announced  
INSTRUCTOR: All  
OFFICE LOCATION: G-207  
PHONE: 201-447-7899  
DEPARTMENTAL SECRETARY: Betsy Highkal  
OFFICE HOURS: Vary  
DEPARTMENT EMAIL ADDRESS: bhighkal@bergen.edu

COURSE DESCRIPTION:  
Sports Events and Facilities Management provides the student with an overview and examination of the facility master planning process, including legal requirements and economic considerations. This course includes planning, supervising, maintaining and evaluating sports events and facilities. Financial considerations for both the private and public sector will be emphasized. Everyday supervision of maintenance, inventory, potential vandalism and comprehensive event planning management is included.

OUTCOMES STATEMENT:  
The student will develop an appreciation for the diversity of needs and skills necessary to manage sports facilities including physical education, recreation, amateur and professional sports complexes. The student will also develop the skills necessary to plan and run sports events, as well as how to attract events to the facility. The student will also understand the need for security in facility event management.

STUDENT LEARNING OBJECTIVES:  
As a result of meeting the requirements in this course, the students will be able to:  
A. Explain the use of needs assessment, feasibility, resources and economic impact studies in facility planning process.  
B. Develop a checklist for planning indoor and outdoor facilities including the design and construction.  
C. Describe the concept of risk management and the significance of legal issues in the area of athletic facility management.  
D. Identify and analyze conventional methods used to finance sport facilities.
E. Define the basic principles associated with managing a sports event and facility.
F. Demonstrate knowledge of how to schedule, promote, and maintain facilities and events.
G. Explain recruitment, selection, compensation, and employee diversity of staff including volunteers.

ASSESSMENT CRITERIA:
A. Students will demonstrate in writing, knowledge of the history of sports and public assembly facilities.
B. Students will develop in writing a checklist for planning indoor and outdoor facilities.
C. Students will attend a sports event and report in writing the event and critically evaluate its management.
D. Students will develop a budget proposal for a fictional sports event.
E. Students will verbally discuss the legal aspects of Title IX and other relevant legal issues.
F. Students will demonstrate in writing, knowledge regarding recruiting and managing event and facility personnel.

CONTENT OUTLINE
A. History of public assembly facilities.
B. The importance and significance of sports.
C. Economics of sports facilities.
D. Budgetary considerations in events management.
E. Legal aspects of facility management.
F. Staffing of facilities.
G. Staffing of events.
H. Design considerations in the construction of facilities.
I. Evaluation of the success of an event.

COURSE CALENDAR:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity/Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Orientation and Requirements</td>
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<tr>
<td>2</td>
<td>Facilities in Ancient, Middle and Modern Times</td>
</tr>
<tr>
<td>3</td>
<td>Facility Management – Managerial Functions</td>
</tr>
<tr>
<td>4</td>
<td>Management Theory and Human Resources,</td>
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<tr>
<td>5</td>
<td>Facility Planning &amp; Construction Systems</td>
</tr>
<tr>
<td>6</td>
<td>Mid-term Exam</td>
</tr>
<tr>
<td>7</td>
<td>Offsite Experience (MetLife Stadium)</td>
</tr>
<tr>
<td>8</td>
<td>Finance &amp; Budgeting – Legal Aspects</td>
</tr>
<tr>
<td>9</td>
<td>Implementing a Security Plan</td>
</tr>
<tr>
<td>10</td>
<td>Group #1 – Event</td>
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<tr>
<td>11</td>
<td>Group #2 - Event</td>
</tr>
<tr>
<td>12</td>
<td>Group #3 - Event</td>
</tr>
<tr>
<td>13</td>
<td>Final Exam</td>
</tr>
<tr>
<td>14</td>
<td>Course Review</td>
</tr>
<tr>
<td>15</td>
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</tbody>
</table>
PROCEDURES, TECHNIQUES, METHODS
A. Lecture, discussion, demonstration
B. Written examinations
C. Critical evaluation of running a sports event
D. Critical evaluation of design or maintenance of a facility.
E. Assignments – written, reading, verbal
F. Guest speakers
G. Visitation of events and facilities.

WRITING REQUIREMENTS
Students will be assigned well-designed out-of-class writing projects during the course of the semester (journals, research papers, book reviews, etc.) The number of assignments and their content will be exclusive of writing (essay) required on examinations.

GRADING POLICY
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SUGGESTED READING:
Recreation Management, 847-963-8740.
Athletic Management, 607-257-6970.
Straub, Mark S. Major League Users: The Real Cost of Sports and Who’s Paying For It; Basic Books.

Course sequence and content are subject to change without notice as emphasis on course content may vary.

January 2013
Get in Shape & Earn College Credit!

Additional Courses

- Keep Young Fraid Alive
- Weight Training
- Swimming for Conditioning
- Fitness Plus
- Squash
- Senior Fitness Training
- Yoga Dance
- (Third-Credit)
- Massage for Sport and Leisure
- Kinesiology for Personal Training and Exercise

Fitness Centers

- Main Campus
  - Dining/Faculty/Weight Room Facility, G-032
  - Student Weights Room Facility, S-128
- Pool
- Meadowlands
  - Student Weights Room Facility
  - For hours please call 201-447-7609

Faculty

- Danielle Cappala-Oliveri
  - Assistant Dean, Club Advisor
  - Office Location: G-211
  - Phone: 201-447-8031
  - Email: dcap@bergen.edu

- Doug Davis
  - Physical Education
  - Office Location: G-215
  - Phone: 201-447-8031
  - Email: davisd@bergen.edu

- Bernard Finan
  - Physical Education
  - Office Location: G-215
  - Phone: 201-447-8031
  - Email: finanb@bergen.edu

- Compton Jenkins
  - Physical Education
  - Office Location: G-215
  - Phone: 201-447-7642
  - Email: jenkinsc@bergen.edu

- Peter Marin
  - Physical Education
  - Office Location: G-215
  - Phone: 201-447-8031
  - Email: marinp@bergen.edu

- Elaine Nastowiak
  - Physical Education
  - Office Location: G-215
  - Phone: 201-447-8031
  - Email: nastowiakel@bergen.edu

- Kathy Pignataro
  - Physical Education
  - Office Location: G-215
  - Phone: 201-447-8031
  - Email: pignatarok@bergen.edu

- Paul Weile
  - Physical Education
  - Office Location: G-215
  - Phone: 201-447-7642
  - Email: weilep@bergen.edu
Bergen Community College
Wellness and Exercise Science Department

Can help you achieve a
Healthy Mind and Healthy Body
Earn College Credit

So cut the weight and get in \textit{Shape} by signing up for any of our trendy classes in fitness today!

- Aerobic Conditioning
- Body Conditioning
- Core Stability Ball Training
- Aquacise
- Swimming
- Golf
- Self Defense
- Volley Ball
- Tennis
- Weight Training
- Keep Young Fit and Alive
- Fitness Center Plus
- 40 + Fitness
- Scuba Diving
- Yoga
- Yoga Dance

Ask about our programs in “Exercise Science” and “Sports Management”

Wellness and Exercise Science Department:
Department Chair: Bernard Fuersich
Department Secretary: Betty Higklal, Bhigklal@bergen.edu
Phone: 201-447-7899 Office: G-207
www.bergen.edu/pages/f63.asp
Wellness and Exercise Science Department (WEX)

Associates in Exercise Science
Professional Studies, Exercise Science Option

First Semester
WEX-159 Cardiopulmonary Resuscitation and Emergency First Aid
WEX-164 Exercise Science
WRT-101 English Composition I
MAT... Mathematics Elective * 3-4
HUM... Humanities Elective * 3

Total: 15-16

Second Semester
COM-100 Speech Communication
WEX-187 Fitness Measurement
WEX-184 Sports Medicine I - Theory and Practice
WRT-201 English Composition I
SOC... Social Science Elective * 3
GEO... General Education Elective * 3

Total: 18

Third Semester
... Humanities Electives * 6
... Natural Science Elective * 4
... Social Science Elective * 3
WEX-106 Nutrition for Exercise and Fitness

Total: 16

Fourth Semester
... Humanities Electives * 6
... Natural Science Elective * 4
... Free Elective ** 3
WEX-183 Programs and Principles of Conditioning

Total: 16

Degree Total Credits: 65-66

* General Education Elective
** Recommended: 151-122 Success 101 or one recommended by the program coordinator (may include WEX-101 and WEX-200 level courses)

Certificate in Exercise Science

First Semester
BIO-103 The Human Body
BUS-101 Introduction to Business
WEX-159 CPR and Emergency First Aid
WEX-164 Exercise Science
WRT-101 English Composition I

Total: 16

Second Semester
PSY-101 General Psychology
WEX-106 Nutrition for Exercise and Fitness
WEX-182 Fitness Measurement
WEX-183 Programs and Principles of Conditioning
WEX-184 Sports Medicine II - Theory and Practice

Total: 15

Degree Total Credits: 31

Note: Students enrolled in this program ARE NOT REQUIRED to successfully complete a course in basic algebra if indicated by Placement Testing.

Certificate of Achievement in Sports Management

First Semester
BUS-101 Introduction to Business
WEX-101 Dynamics of Health and Fitness
WEX-126 Sports Administration

Total: 8

Second Semester
BUS-203 Sports Marketing
WEX-127 Intro to Facility and Events Coordination
WEX-473 Co-Op Work Experience/Sports Management

Total: 9

Degree Total Credits: 17

Additional Courses
Aquatics
Fitness Center Plus
Massage for Sport and Leisure
Kinesiology for Personal Training and Exercise
Self Defense
Golf
Yoga
Core Stability Ball Training
Tennis
Volleyball
Swimming
Aerobic Conditioning
Body Conditioning
Keep Young and Fit
Weight Training
Swimming for Conditioning
40+ Fitness
Scuba Diving
Senior Fitness Training
Yoga Dance
Evaluation Report
Wellness and Exercise Science Department
Bergen Community College
Program Review
May 4, 2015

Conducted by
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Chairperson and Professor
Department of Health, Physical Education and Wellness
Bronx Community College/City University of New York
Introduction

This report shares findings from a campus visit on Monday, May 4, 2015. I visited four different classes that included: WEX 164 – Exercise Science, WEX 128 Sports Fundamentals, WEX 182 – Fitness Measurement and Interpretation, and WEX 126 Sports Administration. I was able to spend time with students in each of the classes to ask them a series of prepared questions, as well as elicit any concerns or suggestions for improvement. My visit also included a tour of the facilities, a meeting with Dean Susan Barnard, lunch with Prof. Bernie Fuersich and Prof. Danielle Coppola, and an exit meeting with VP Mullaney.

Student Feedback

The students that I met were all very positive about the faculty and teaching, the curriculum and the WEX Department as a whole. The following were planned questions that I asked each group of students:

1. What program are you enrolled in?
2. What do you like about the program?
3. What is most challenging?
4. What courses do you find the most difficult? What assistance/services are available if you are having difficulties?
5. Did you select this program upon entering the college or did you transfer from another curriculum?
6. Who helps you with registration and advisement?
7. Do you have difficulty scheduling courses?
8. How have you found the faculty in the Wellness and Exercise Science Program? What has been your experience in the program, both positive and areas that need improvement?
9. Are you planning on transferring to a B.S. program? Where do you plan to go?
10. Are you planning on working after the A.S.? If so, what sort of job are you looking for? Is there anyone in Wellness and Exercise Science that help with job placement?

Below are summarized responses from the student interviews.
• Faculty
Students had nothing but positive remarks regarding the entire faculty in WEX. Some of the comments included that faculty have “intense passion,” they are “good teachers,” “you can see their love for the subject,” “cool faculty,” “never had a teacher I didn’t like.” When prompted about faculty access, all the students felt that the faculty were very welcoming. Students felt that they were able to call, email, or visit their instructors and ask for any assistance they may require.

• Curriculum
Students seemed to be able to handle the course content and requirements. They felt that if you kept up with the work and put in effort, you learned a great deal in each class. Comments included: teachers are “clear with lecture,” “hands on,” and “material is easily accessible.” Some of the students in WEX 164 -- Exercise Science class were already personal trainers and they found they could apply what they learned directly to their clients. Students also were able to apply what they learned to their own fitness routines. When prompted about personal training certification, students said that course content was directly related to the information needed to obtain a personal training certification. Students in the Sport Management Class expressed the desire to see the Certificate of Achievement expanded to an Associate Degree in Sports Management.

• Options after the A.S. Degree – Bachelor Degree Programs
The majority of students who were interested in transferring to a Bachelor Degree stated Montclair State University as their goal. Some of the students who were enrolled in the Exercise Science A.S. were planning to enter related fields and felt that the course content of the Exercise Science program was a good fit. These degrees included: medicine, physical therapy, nutrition, and education. Students continuing on in exercise science felt prepared to transfer to a Bachelor Degree program based on their academic work that they had already completed.

• Options after the A.S. Degree – Job Opportunities
Students who were interested in working after their degree completion or on-route to their Bachelor’s most often mentioned the fitness industry, specifically personal trainers, for job placement. Several students stated that they felt the job market was confusing and would like to have more direct assistance with understanding the types of jobs available and help with job placement. One student stated that there was a job fair on campus but it was only from 9-1pm and he could not attend because he had classes during that time.
• Advisement
When students were asked who assisted them with advisement and registration, the majority of students stated "no one" and that they did it themselves. Students said that the campus advisement center was not helpful. Advisors generally just gave the students a piece of paper and said to just follow the pattern sheet. Students did not seem to have any problems with actually registering for classes.

• Suggestions for Improvement
The major suggestions for improvement were related to facilities and financial aid. Students wanted a larger room, air-conditioning, larger desks, and a smart classroom in the classroom located on the floor of WEX main office. One student stated that she would not take another class in WEX because of the classroom. The other complaints centered on the confusing financial aid process.

Overall Assessment
The most important part of the functioning of any Department is the faculty. The Wellness and Exercise Program exudes dedicated and caring faculty members. Students are attracted to this Department for the course content, but I think they end of staying because of the passion each instructor shows for his/her area of expertise. All of the student comments regarding instruction were positive. The students appreciated the instructor's ability to convey relevant information in a meaningful way. Classes never seem to be boring and students believe that they are learning practical skills directly related to career goals and/or continuing their education. This was quite evident in the WEX 126 – Sports Administration class where students just received instruction on resume writing, interview skills and job search strategies.

The faculty also strive to keep the curriculum current. Syllabi and student learning outcomes are regularly evaluated to include advances in the growing field of exercise science and sports management. The Department also ensures that assessment of student learning outcomes is an integral part of all courses. I was very pleased that students who are not enrolled in the Exercise Science or Sports Management Programs take courses in this department as electives for their own personal health knowledge or because it relates to their intended field of study (i.e., school physical education teacher). The programs also attract students who are interested in careers where anatomy and physiology and nutrition are relevant, such as medicine, physical therapy, and dietetics and nutrition.

The Curriculum Pattern Sheets for the Exercise Science A.S., Exercise Certificate, and the Sports Management Certificate of Achievement are well developed and include appropriate course
sequencing. The one thing that surprised me was that students are not required to take a physical activity course within these programs. While it is likely that students enrolled in these programs are physically fit, they should be exposed to all areas of fitness and be required to take an activity course that is unfamiliar to them.

I think the department is moving in the right direction by considering expanding the Sports Management Achievement Certificate to an A.A.S. Degree program (see additional comments below under recommendations). I believe that with administrative support in terms of program development, marketing of the programs, and staffing, the Department can continue to support its current students as well as grow by attracting new students to Bergen Community College.

Recommendations

- **Development of Sports Management A.A.S. Degree**
  Based on my discussions with students, there is interest in a Sports Management Associate Degree Program. This is a new and growing industry and it would be an excellent addition to the Department. It would be worthwhile to explore expanding the Sports Management Program to include the area of Recreation. The field of Recreation includes careers related to parks departments, playgrounds, aquatic centers, senior centers, police athletic leagues, camps, schools and colleges. This would give students greater flexibility in entering the job market or moving on to a Bachelor's Degree.

- **Articulation Agreements**
  The Department should explore articulation agreements with related Bachelor Degree Programs at local colleges and universities. William Paterson University offers the following degrees where students can continue their education: B.S. in Athletic Training, B.S. in Exercise Science, B.S. in Physical Education, B.A. in Sport Management. Montclair State University offers: BS in Athletic Training, BS in Exercise Science, and BS in Physical Education.

- **Secretarial Support**
  It is very important for any Departmental functioning to have regular and full-time secretarial support. This is particularly true for the WEX Department, which services a growing A.S. Degree program, two certificate programs, and activity courses that are available to all students and the surrounding community. A point person needs to be present to answer student and community questions and concerns. Students get frustrated quite easily and poor service at the "front door" reflects poorly on the Department, Programs, and the College as a whole.
• **Advisement**

Students should be advised by Department Faculty so they get accurate information as well as career counseling. An advisement “calendar” can be developed during the advisement/registration period and students can be notified as to faculty schedules. Another option could be training a dedicated counselor over in the advisement center to see all of the WEX Department students. The goals would be:

1. Provide accurate information
2. Provide career counseling, including information on continuing their education with a Bachelor’s degree and/or finding employment
3. Encourage students to graduate with an Associate Degree rather than students transferring before completion of their degree
4. Encourage students enrolled in certificate programs to continue their education in an Associate Degree program.