EXERCISE TESTING AND PRESCRIPTION: 
CHANGING A CLASS, CHANGING A PROFESSOR
D.R. Melrose PhD, CSCS*D
Communities of Practice - Texas A&M University-Corpus Christi

Abstract
The addition of High impact teaching Practices (HIP) to college instruction has become a staple in universities across the nation. One quick search of the Internet makes obvious the now universal status of these techniques. The proposed changes to KINE 4340, Exercise Testing and Prescription represent an ongoing process of change and integration. Selected HIPs must achieve the following criteria:

1) support all learning objectives and SLO's,
2) enhance already existing practices,
3) be more engaging for students,
4) must compliment the instructor’s style, and
5) should not create more work for the professor just because the HIP is an effective technique.

The implementation of these techniques will not only strengthen the capstone elements of the course, but potentially reach out to and engage a greater number of students.

Proposed Student Learning Outcomes
Original SLO's: mostly embedded in lecture-based teaching, minimal hands-on practices.

New SLO's:
1) Students will be able to recognize the basis of core Kinesiology education as it applies to proper exercise testing and prescription for both healthy and clinical populations.
2) Students will gain competency in certification level testing techniques through evaluations modeled after certification tests.
3) Students will learn basic and advanced exercise testing techniques for health-based domains. They will demonstrate observable skills upon completion of the course.
4) Students will learn and apply proper prescription skills in real situations using industry-recognized techniques.
5) Students will gain knowledge of common special populations and recommended exercise testing and prescriptions.
6) Students will perform research on special populations that can be helped with proper exercise prescription. They will present this research in a public forum.

Considerations of HIP Implementation

Must be engaging for students.
Must improve instructor ability to more effectively achieve course objectives and learning outcomes.
Must fit well with instructor skill set.
Must not create more work for the instructor just because it is a great high impact practice.

New HIPs Support Pre-Existing Practices

All course testing done with certification level questioning.
Course final exam is an actual certification exam.
Students receive exposure and training on some of the highest technology available in the field.
Greater one on one contact with the professor.

Personal and Course Objectives

Personal Objectives
1) To become a better educator.
2) To expand my existing, but limited knowledge of high-impact teaching practices.

Course Objectives
1) To convert this course from something other than a standard lecture-based course.
2) To further explore the realm of high-impact teaching practices that work with current teaching style and current class needs.

Selected High-Impact (HIP) Techniques and Implementation

Partial Classroom Flipping

Undergraduate Research Projects
1) Consists of Full Fitness Evaluation Assignment, Hands on Skills Testing, and Clinical Populations Presentation at the "Exercise as Medicine Symposium"
2) Purposes: public demonstration of competence, researching the needs of clinical populations, structured opportunities to discover relevance through real-world applications.

1) More precise PowerPoint lectures were created with for latter portions of the class. Lectures were produced as video with voice-over with Camtasia™ software.
2) Purpose: Creates more time for experiential learning.

Common Intellectual Experiences and Written Product
1) Consists of assigned industry position papers.
2) Purposes: Enables greater speaking roles for all students, exposure to wider range of topics, and thoughtful discussion of topics.

Scenes From the Trenches

Collaborative Learning

1) Consists of small group research on personal and professor chosen topics, shared with the class. Will utilize both Wiki and Journal features of Blackboard™.
2) Purposes: Enables greater speaking roles for all students, exposure to wider range of topics, and thoughtful discussion of topics.