Undergraduate Certificate Program Proposal

I. Title: Physical Activity Promotion in Children and Youth

Core Faculty: Betsy Hoza, Ph.D., College of Arts and Sciences
Lori E. Meyer, Ph.D., College of Education and Social Services
Connie Tompkins, Ph.D., College of Nursing and Health Sciences
Erin Shoulberg, Ph.D., College of Arts and Sciences
Yang Bai, Ph.D., College of Nursing and Health Sciences

Description of the academic certificate program: The Physical Activity Promotion in Children and Youth certificate program will provide undergraduate students with a foundation in the approaches, methods, and techniques for successfully engaging children and youth in physical activity across a range of professional settings. The certificate program will provide students with substantive and integrated learning experiences across disciplines, specifically psychological science, education, and exercise and movement science. Students will also gain hands-on research experience while assisting with the implementation of a physical activity curriculum to children in local educational settings.

II. Rationale for the Undergraduate Certificate Program:

A. Philosophic Goals Statement — Drs. Hoza, Meyer, Shoulberg, and Tompkins are currently engaging in interdisciplinary research efforts to investigate the impact of physical activity on the positive development of children and youth. This research was propelled by the delivery of Dr. Hoza’s new, service-learning course, PSYS 268: Fit Kids Applied Research. PSYS 268 offers undergraduate students a unique educational opportunity to become active in research and provides them with valuable, hands-on, experience implementing and investigating the efficacy of a physical activity intervention for preschool and school-age populations in the context of an ongoing research protocol. This course currently enrolls students across numerous disciplines, including psychological science, education, and exercise and movement science. To complement the growing interest in PSYS 268 among students and to bolster their understanding of the impact of physical activity in the positive development of children and youth, a sequence of courses from the fields of psychological science, education, and exercise and movement science have been outlined that could lead to a new, and distinctive, undergraduate certificate program at UVM.

B. General and Specific Objectives — Our general objective is to use an interdisciplinary approach to augment the skills of professionals who already work (or plan to work) with children and youth in multiple contexts to implement physical activity programs, as well as to evaluate the effectiveness of these programs. We allow students to specialize in either implementation (applied track) or evaluation (research track) of physical activity programs as their interests and career objectives dictate. The specific objectives of the Applied Track are to train professionals who can: 1) incorporate developmentally appropriate physical activity into a variety of applied professional settings involving children and youth, and 2) use data at a basic level to evaluate the effectiveness of these programs. The specific
objectives of the Research Track are to train professionals who can: 1) design an evaluation of a developmentally appropriate physical activity program, and 2) utilize appropriate measures of physical activity and health-related outcomes to evaluate program effectiveness. Our focus is on adding physical activity implementation and evaluation to the skill set of professionals from a wide range of disciplines (e.g., psychology, nursing, pediatrics, education, exercise and movement science) who already work with children, to facilitate increased opportunities for physical activity in children’s lives across a range of settings.

Our goal is NOT to train physical education (PE) teachers. Students interested in a career as a PE teacher should pursue that goal through the B.S. in Education (Teaching Endorsement: Physical Education PK – 12). However, students pursuing a career as a PE teacher are welcome in the certificate program should they wish to enroll.

III. Proposed Coursework: Undergraduate students will be expected to complete a minimum of 15 credits, 9 of which are at the 100-level or higher. Students will have the option to follow an applied track or research track within the certificate program. To meet the intended interdisciplinary requirement of the certificate program, students may not meet all 15 credits within their major department.

Students will be required to successfully complete a minimum of two of the following Level I courses:

- RMS 095 3cr Movement Science I
- EDEC 001 3cr Intro to Early Childhood Education
- EDSP 005 3cr Intro to Spec Education
- PSYS 150 3cr Developmental Psych: Childhood
- EDPE 166 Kinesiology

Students will be required to successfully complete a minimum of one of the following Level II courses (For the research track, two are required):

- PSYS 168 3cr Applied Research in the Field* (in process)
- RMS 220 3cr Research I
- RMS 295 3cr Physical Activity Assessment in Children and Youth* or 4cr w/lab

Students will be required to successfully complete a minimum of one of the following Level III courses (For the applied track, two are required):

- PSYS 268 3cr Fit Kids Applied Research
- PSYS 269 3cr Fit Kids Applied Research: Special Populations* (in process)
- PSYS 295 or 296 3 cr Advanced Fit Kids Applied Research

*Indicates new course
IV. Relationship of this undergraduate certificate program to the current mission and long-range plans of:

A. Participating departments, schools and colleges, and co-curricular units

The Department of Psychological Science aims to: “…[conduct] cutting edge, grand-funded research, [while] mentoring students in ... labs and in community-based internships.” (http://www.uvm.edu/psychology/) The Department of Psychological Science is housed within the College of Arts and Sciences, whose broader goals are to “…provide an integrated and engaging multidisciplinary experience that generates creativity, critical thought, effective communication, and a practiced commitment to serve the pressing needs of society and the natural world.” (http://www.uvm.edu/cas/?Page=mission.html&SM=aboutsub.html)

This certificate program is consistent with the mission statements of both the Dept. of Psychological Science and the College of Arts and Sciences. Specifically, this program engages undergraduate students in ongoing, state-of-the-art research in the context of both laboratory and community-based settings. It exposes students to faculty mentors and research methods across disciplines. In addition, the various Fit Kids courses (PSYS 268, 269, 295 and 296) simultaneously provide service to the community, in the context of real-world experiences for UVM students working with underserved populations.

The Department of Education seeks: “To produce and share high quality research and scholarship and to prepare reflective students for the work of transforming educational settings, school systems, and communities. (http://www.uvm.edu/cess/doe) To this end, our teaching, research, and service seek to foster a more just and humane society.” The Department of Education’s mission is aligned with the mission of the College of Education and Social Services that states it will strives to reach three core goals: (1) educate and prepare outstanding professionals in education, social work, and human services; (2) engage in high quality scholarship; and (3) provide exemplary professional service statewide in Vermont, nationally, and globally. (http://www.uvm.edu/cess/about_us)

This certificate program embodies the mission statements of both the Department of Education and the College of Education and Social Services. That is, this program creates opportunities for undergraduate students to deepen their knowledge of and capability for using evidence-based practices in their future work. Additionally, the skills gained by students in this program will prepare them to critically examine educational research aimed at promoting physical activity among children and youth. Armed with this knowledge and skill set, enrolled students will develop first-hand knowledge of implementing recommended educational practices, informed by the best available research, in everyday educational settings to create healthy environments for children and youth to thrive. Taken together, the coursework and experiential learning afforded to students through this certificate will increase their ability to be outstanding professionals with the skills to not only transform future education and community-based settings, but also to actively contribute to high-quality research and community-based service as undergraduate students.
The proposed certificate program aligns with the mission and long-term plans of the College of Nursing and Health Sciences (http://www.uvm.edu/~cnhs/?Page=mission_vision.html&SM=aboutmenu.html) and the Department of Rehabilitation and Movement Science (http://www.uvm.edu/~cnhs/rms/) as both are committed to education, research and scholarship, service to the community, and evidence-based practice to improve health. Specifically, this certificate would contribute to the strategic plan of the College of Nursing & Health Sciences through several, previously identified action steps: 1) increase and maintain opportunities for student research at the undergraduate & graduate level, 2) increase transdisciplinary research and educational collaborations among faculty and students in CNHS with those in other Colleges, and 3) provide students with opportunities for collaborative research mentorship. Most notably, the proposed certificate would significantly strengthen the undergraduate learning experience and enhance outcomes for students in the Department of Exercise and Movement Science.

B. The University

Promoting academic excellence and cultivating talent is an integral piece in the University’s strategic action plan. The proposed certificate would contribute to several initiatives of the University in particular, the advancement of interdisciplinary research and enriching student development and experiences. In addition, the certificate directly advances the stated vision of UVM “to be among the nations’ premier small research universities, preeminent in our comprehensive commitment to liberal education, health, and public service” (http://www.uvm.edu/provost/strategicinitiatives/Our%20Vision,%20Mission,%20and%20Strategy%20Final.pdf). The inclusion of a service-learning course in this certificate enhances the quality and enriches the overall student experience.

V. Relationship to minors and undergraduate certificates offered currently.

The proposed certificate program is not related to any minors or undergraduate certificates currently being offered.

VI. Indicate any other minors and undergraduate certificate programs that are similar in title or content and illustrate how they may overlap or differ.

There are no other minors or undergraduate certificate programs at UVM devoted to physical activity promotion in children and youth (early childhood through adolescence) via a combined research/service-learning curriculum in applied settings.

VII. Evidence of communication with academic units likely to be involved or affected by the undergraduate certificate program. Indicate the effect (costs, enrollments, etc.) the undergraduate certificate will have on other academic units.

This certificate program is jointly proposed by faculty from the College of Arts and Sciences, the College of Nursing and Health Sciences, and the College of Education and Social Services. Deans of all involved academic units have met to discuss the program and are supportive of the endeavor. (See attached letters). This proposed certificate program is the first of its kind at
UVM with the explicit goal of training personnel from a variety of professional disciplines to promote and evaluate effectiveness of physical activity programming across the age span of early childhood (i.e., preschool) through adolescence. Thus, it is not expected to impact other academic units. In terms of impact on the academic units involved in the certificate program, only beneficial impact is expected. Specifically, existing courses that will become part of this certificate program currently either have or will increase the available capacity to accommodate additional students, and hence the beneficial impact of increased enrollments in courses is expected. New courses developed specifically for purposes of meeting the needs of this certificate program can be absorbed within the existing workloads of faculty, with one exception. This exception is “Applied Research in the Field” which will be taught by Research Asst. Professor Erin Shoulberg at the standard per course (12.5% of base plus fringes) fee for non-tenure track faculty. The course revenue is expected to cover the cost of Dr. Shoulberg’s time, requiring no additional financial commitment from the department or college.

VIII. If the proposed undergraduate certificate is to be jointly sponsored by more than one academic unit, indicate how the program responsibilities are to be shared across the units with regard to academic advising, course offerings, administration of course substitutions, integrative project supervision, etc.

Academic advising will take place in the home department of each student’s major for those students with a major in one of the three sponsoring units. If a student enrolls from outside one of these three units, a secondary advisor will be assigned from within the three sponsoring units on a rotating basis per a Memorandum of Understanding (MOU). Course offerings will also be handled per a MOU established among the three units involved. The core faculty for this certificate program will meet at least biweekly, and will address any remaining issues related to integrative project supervision or course substitutions at this time.

IX. Explain the anticipated effect of the undergraduate certificate on enrollments. List required new courses or description of changes to existing courses.

This undergraduate certificate is expected to increase enrollment in existing courses that currently have, or are willing to increase capacity. There are no other required changes to existing courses for this undergraduate certificate. Three new courses are needed: PSYS 168 Applied Research in the Field, PSYS 269 Fit Kids Applied Research: Special Populations, and RMS 295 Physical Activity Assessment in Children and Youth. Research Asst. Professor Erin Shoulberg from PSYS will teach Applied Research in the Field on a per course basis, Dr. Hoza will teach Fit Kids Applied Research: Special Populations as part of her regular work load, and Drs. Tompkins and Bai from RMS will co-teach Physical Activity Assessment in Children and Youth as part of their work load.

X. Resources

A. Faculty- There are no new anticipated appointments identified at this time. We are able to cover the teaching responsibilities through the expertise of faculty already employed at the University of Vermont. We are open to inclusion of additional faculty upon request. However,
the core faculty of this program have expertise in the following areas that is relevant to the proposed curriculum:

Betsy Hoza, Ph.D., College of Arts and Sciences. Dr. Hoza is Professor of Psychological Science and the Bishop Robert F. Joyce Chair in Human Development. Dr. Hoza has 25 years of experience conducting programs and interventions with children and youth. Her work includes both typically developing youth as well as children with a range of psychological and behavioral challenges. She has postdoctoral training in clinical research and has conducted randomized clinical trials of a variety of interventions, including PA interventions which received national and international media attention.

Lori E. Meyer, Ph.D., College of Education and Social Services. Dr. Meyer is Assistant Professor of Early Childhood and Early Childhood Special Education. Dr. Meyer has experience investigating recommended practices, curriculum, and classroom environments to improve the learning outcomes of young children. This work focuses on young children who have or are at-risk for developmental delays or disabilities across developmental domains, including physical development and health. Her doctoral experiences included training in efficacy research to evaluate universally designed curriculum for young children through randomized control trial studies.

Connie Tompkins, Ph.D., College of Nursing and Health Sciences. Dr. Tompkins is Associate Professor of Exercise and Movement Science. Dr. Tompkins has over 15 years of experience conducting multi-disciplinary, weight management programs for children and adolescents. Her research also includes the examination of perceptual and physiological variables associated with physical activity and fitness in youth and the health implications of inactivity. She has conducted a variety of school-based, physical activity interventions for elementary, middle, and high-school students involving objective measures of physical activity.

Erin Shoulberg, Ph.D., College of Arts and Sciences. Dr. Shoulberg is a Research Assistant Professor of Psychological Science. Dr. Shoulberg is a developmental psychologist with postdoctoral training in interdisciplinary intervention research. Her research focuses on identifying factors that have the potential to mitigate maladaptive outcomes during childhood. Dr. Shoulberg has specialized expertise in applied statistical methodology including managing large, multi-site databases and the application of advanced statistical techniques.

Yang Bai, Ph.D., College of Nursing and Health Sciences. Dr. Bai is Assistant Professor of Exercise and Movement Science. Dr. Bai recently earned a doctorate in Kinesiology with a concentration in physical activity and health promotion and statistics minor from Iowa University. Her research involves working with K-12 teachers to improve youth health in school settings. She has also been serving as the primary data analyst in a longitudinal physical activity promotion participatory study funded by the National Football League since 2010.
B. Describe how facility and technology needs will be met - No additional facilities are needed for the implementation of the certificate program. Any technology needs will be covered by research grant funds or from existing sources.

C. Library support:

1. Library resources presently available to support the undergraduate certificate - Students will use available resources and services in the UVM Libraries system and we do not anticipate a significant increase in need for resources or services beyond what is currently provided for undergraduate students at UVM. Both the Bailey-Howe and Dana libraries have an extensive collection of research journals, most of which are available online, an outstanding interlibrary loan service, and a generous number of reference resources.

2. Additional demands with estimate of dollar cost for additions - We do not anticipate any additional demands for library resources or services as a result of this certificate offering.

XI. Cost estimates:

A. First year costs in addition to current budget – the only new cost expected as a result of this certificate is the expense of one course to be taught by Dr. Erin Shoulberg, Research Asst. Professor in the Dept. of Psychological Science. She will teach this course at the standard per course rate of 12.5% of her base plus fringes. We expect that the revenue from this course will serve to cover this added expense to the Dept. of Psychological Science.

B. Total costs for first five years in addition to current budget – The added cost of Dr. Shoulberg’s new course will be handled in each of the first five years of the certificate in the same manner as in the first year. This is the only anticipated additional cost in the first five years.

XII. Schedule: Proposed starting date: Fall 2017

XIII. Endorsements:

A. Departments
Department of Psychological Science – see attached letter
Department of Education - see attached letter
Department of Rehabilitation and Movement Science – see attached letter

B. School or College Curriculum Committees
College of Arts and Sciences (CAS) – review process pending
College of Education and Social Services (CESS) – review process pending
College of Nursing and Health Sciences (CNHS) – see attached letter

C. School or College Deans
William Falls (CAS) – see attached email
Scott Thomas (CESS) – pending
Patricia Prelock (CNHS) – see attached email
September 28, 2016

Betsy Hoza, Ph.D.
Professor of Psychological Science
Bishop Robert F. Joyce Chair in Human Development
2 Colchester Ave.
Burlington, VT 05405

Dear Betsy:

I am extremely pleased to offer my full support of the interdisciplinary certificate program in Physical Activity Promotion in Children and Youth that you are proposing in collaboration with Drs. Meyer, Tompkins, Brock and Shoulberg. This certificate program, which involves three different Colleges at UVM, exemplifies the type of interdisciplinary research, service-learning, and educational experiences we wish to promote for our PSYS undergraduates. I will work with you and the College of Arts and Sciences Dean’s office to enable workload assignments and resources that support the success of this program.

Sincerely,

John T. Green

John T. Green, Ph.D.
Professor and Chair of Psychological Science
September 30, 2016

To Whom It May Concern:

This letter is to fully endorse the proposed undergraduate certificate program titled ‘Physical Activity Promotion in Children and Youth’ at UVM. The certificate program’s inception and development was clearly a collaborative, interdisciplinary effort between faculty colleagues from programs in CESS, CAS, and CNHS. The certificate proposal outlines a sound conceptual and applied foundation to the coursework design and provides a critical need and rationale for establishing a two-track pathway on physical activity with a focus on either an applied or research emphasis. Also, the program intersects well but doesn’t compete with our K-12 Physical Education endorsement program in teacher education. Finally, the certificate proposal has identified strong resource support in both faculty and capacity to deliver a sustainable program for undergraduate students across academic units.

It is with pleasure I recommend acceptance of this undergraduate certificate program. Please feel free to contact me if you need additional information or have questions regarding this proposal.

Sincerely,

[Signature]
George Salembier
Associate Professor
Chair
Department of Education
INTEROFFICE MEMORANDUM

TO: Betsy Hoza, PhD; Lori Meyer, PhD; Connie Tompkins, PhD; Erin Shoulberg, PhD; David Brock, PhD
FROM: Jeremy Sibold, Chair - Rehabilitation & Movement Science
SUBJECT: Certificate in Physical Activity Promotion in Children & Youth
DATE: August 17, 2016
CC: Dean Patricia Prelock, CNHS

Thank you for the opportunity to review the certificate proposal for the interdisciplinary undergraduate certificate in Physical Activity Promotion in Children & Youth. The proposal was clear and compelling, and I am happy to offer my full support. I believe this content area is timely and relevant, while also congruent with the mission of the College of Nursing & Health Sciences at UVM. I am happy to support the courses within my department and look forward to working with you to make the certificate program a success.

Should you require any further information from me regarding this proposal, please do not hesitate in contacting me at your convenience.

Respectfully submitted,

[Signature]

Jeremy Sibold, Ed.D., ATC
Associate Professor and Department Chair
Rehabilitation & Movement Science
8/29/2016

Betsy Hoza, PhD
Bishop Joyce Chair of Human Development
College of Arts & Sciences
University of Vermont

RE: Proposal for Certificate in Physical Activity Promotion in Children and Youth

Dear Dr. Hoza,

As Chair of the College of Nursing & Health Sciences Curriculum Planning Committee, I am writing this letter in support of the proposed certificate in Physical Activity Promotion in Children and Youth. A review of the certificate by our committee resulted in unanimous support from its members. We appreciate this proposal's interdisciplinary focus along with the opportunities for undergraduate students to obtain experiences in service-learning and research via the two tracks offered. This collaboration of CNHS's Rehabilitation & Movement Sciences department with Psychological Sciences and Education directly contributes to the strategic plan of CNHS by supporting student research at the undergraduate level and by increasing opportunities for our undergraduate students to work with and learn from faculty in other Colleges and disciplines.

Our committee is pleased to provide this letter of support. If there are any questions, please feel free to contact me at elizabeth.adams@med.uvm.edu or (802) 656-0205.

Sincerely,

[Signature]

Elizabeth Adams, AuD, CCC-A
Clinical Professor
Chair, CNHS Curriculum Planning Committee
Subject: Re: Draft of Certificate Proposal Attached
From: William Falls <William.Falls@uvm.edu>
Date: 7/15/2016 4:15 PM
To: Betsy Hoza <Betsy.Hoza@uvm.edu>
CC: Connie Tompkins <connie.tompkins@med.uvm.edu>, Lori Meyer <Lori.Meyer@uvm.edu>, Erin Shoulberg <Erin.Shoulberg@uvm.edu>, "Brock, David W." <david.brock@med.uvm.edu>, John Green <John.Green@uvm.edu>, George Salembier <George.Salembier@uvm.edu>, Jeremy Sibold <Jeremy.Sibold@med.uvm.edu>, Patricia Prelock <Patricia.Prelock@uvm.edu>, Cynthia Gerstl-Pepin <cgerstl@uvm.edu>

Betsy,

This is a wonderful proposal and a model for interdisciplinary collaboration. It has my full support.

Thank you,

Bill

________________________________________
William A. Falls, Ph.D.
Dean
Professor of Psychological Science
College of Arts and Sciences
University of Vermont
Lattie F. Coor House,
438 College Street, Burlington, VT 05405

william.falls@uvm.edu
(802) 656-3166 (Tel)
(802) 656-4259 (Fax)

http://www.uvm.edu/cas/

________________________________________

On 7/14/16, 7:32 PM, "Betsy Hoza" <bhoza@uvm.edu> wrote:

John, George, Jeremy, Bill, Patty, & Cynthia,

Attached is a draft of the undergraduate certificate program in Physical Activity Promotion in Children and Youth that we (Betsy Hoza, Connie Tompkins, Lori Meyer, Erin Shoulberg, & David Brock) have been drafting over the past several months. By way of history, this idea was previously discussed in a meeting among the faculty and Deans hosted by Bill Falls on March 2, 2016. At that time, the Deans suggested that we draft a proposal for distribution (attached). We are interested in your feedback, and will also need letters of endorsement from each of you, as well as from the Curriculum Committee for your unit. We hope to submit the final proposal by the end of the summer.

Cynthia, we are sending this to you since you were involved in the original meeting; can you please introduce the proposal to the new Dean and/or advise us on the best way to do that?

One issue we struggled with was whether to require 12 or 15 credits. We include a requirement of 15 in the attached in an effort to promote more cross-disciplinary study. Let us know if you have an opinion on the 12 vs. 15 credit requirement.

We hope you like the proposal!

Betsy, Connie, Lori, Erin, & David
Hi Betsy,

I had a chance to read the proposal and am delighted with the plan you developed here. Your team addresses many of the issues we raised in our earlier discussions. I think the 15 credit decision makes sense for students to really get the applied experiences they need. As I mentioned earlier, I have already forwarded it to our Associate Dean and Curriculum Committee chair. I suspect Connie and David have been in touch with Jeremy, as their chair, but have communicated with him as well since this has workload implications and EXMS is developing a master's program.

Good luck!

Patty

Patricia A. Prelock, Ph.D., CCC-SLP, BCS-CL
Dean, College of Nursing and Health Sciences
University of Vermont
105 Rowell Building, 106 Carrigan Drive
Burlington, VT 05405
(802) 656-2529 (voice/mail)
(802) 656-2191 (Fax)
Patricia.prelock@med.uvm.edu

On 7/14/16, 11:25 PM, "Prelock, Patricia A" <patricia.prelock@med.uvm.edu> wrote:

Thanks Betsy. I am on vacation right now but will get back to you when I return. Our curriculum committee will not be meeting until the semester starts but I have forwarded this to our chair of the committee and our Associate Dean.

Sent from my iPhone

On Jul 14, 2016, at 7:32 PM, Betsy Hoza <betsy.hoza@uvm.edu> wrote:

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Betsy, Connie, Lori, Erin, & David

<Certificate Abstract_7-14-16.docx>
<Certificate Proposal_7-14-16.docx>
**Physical Activity Promotion in Children and Youth Certificate**

Students select either Research Track or Applied Track

### Requirements for Research Track

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Fifteen credits:</td>
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<tr>
<td>Choose two of the following:</td>
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<tr>
<td>RMS 095 Movement Science I</td>
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<tr>
<td>EDEC 001 Intro to Early Childhood Education</td>
<td>3</td>
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<tr>
<td>EDSP 005 Intro to Spec Education</td>
<td>3</td>
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<tr>
<td>PSYS 150 Developmental Psych: Childhood</td>
<td>3</td>
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<tr>
<td>EDPE 166 Kinesiology</td>
<td>3</td>
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Choose two of the following:
- PSYS 168 Applied Research in the Field | 3
- RMS 220 Research I | 3
- RMS 295 Physical Activity Assessment in Children and Youth | 3-4

Choose one of the following:
- PSYS 268 Fit Kids Applied Research | 3
- PSYS 269 Fit Kids Applied Research: Special Populations | 3
- PSYS 295 or 296 Advanced Fit Kids Applied Research | 3

### Requirements for Applied Track

<table>
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Choose one of the following:
- PSYS 168 Applied Research in the Field | 3
- RMS 220 Research I | 3
- RMS 295 Physical Activity Assessment in Children and Youth | 3-4

Choose two of the following:
- PSYS 268 Fit Kids Applied Research | 3
- PSYS 269 Fit Kids Applied Research: Special Populations | 3
- PSYS 295 or 296 Advanced Fit Kids Applied Research | 3

For both tracks, students may not meet all 15 credits within their major department.
Abstract: Certificate in Physical Activity Promotion in Children and Youth

The proposed Certificate in Physical Activity Promotion in Children and Youth is a 5 course (15 credits) undergraduate program providing students with a foundation in the approaches, methods, and techniques for successfully engaging children and youth in physical activity and investigating the efficacy of physical activity interventions.

Background: Supporting the development of healthy children and youth requires engagement from practitioners with expertise across multiple fields of study. Given the collaborative nature of supporting children and youth in schools and communities, this certificate was created to provide students with opportunities to experience interdisciplinary coursework while building their knowledge in the domain of physical health and wellness. This proposed certificate recognizes the important role of high impact practices on undergraduate success and includes both service-learning coursework and opportunities for students to engage in research.

Key Target Audience: This certificate may be of interest to undergraduates from a variety of degree programs as it offers two-tracks for students to choose. That is, students may choose to specialize in either implementation (applied track) or evaluation (research track). Both tracks culminate with a research-based, service learning capstone course (i.e., SL-PSYS 268/269). The two-track option provides students with a specialized curriculum unique to their personal goals and career interests.

Proposed Coursework: Courses for both tracks are organized across three levels. To enhance the interdisciplinary experience, students may not meet all 15 credits within their major department. Specifications for each track are listed below.

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
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</thead>
<tbody>
<tr>
<td>EDEC 001 Intro to Early Childhood Education</td>
<td>RMS 220 Research I</td>
<td>Applied Research</td>
</tr>
<tr>
<td>EDSP 005 Intro to Spec Education</td>
<td>RMS 295 Physical Activity Assessment in Children and Youth*</td>
<td>SL-PSYS 269 Fit Kids</td>
</tr>
<tr>
<td>PSYS 150 Developmental Psych: Childhood</td>
<td>Students will be required to successfully complete a minimum of one of the courses in Level II.</td>
<td>Applied Research: Special Populations* (in process)</td>
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<tr>
<td>EDPE 166 Kinesiology</td>
<td><strong>For the research track, both are required.</strong></td>
<td>PSYS 295 or 296 Advanced Fit Kids Applied Research</td>
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<tr>
<td>Students will be required to successfully complete a minimum of <strong>two</strong> of the courses in Level I.</td>
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</table>

*Indicates new course

Core Faculty involved in this certificate are expert in their fields and support the goal of providing students with high-quality learning experiences that are collaborative, interdisciplinary, and connect research to practice. They represent UVM Departments of Psychological Science, Education, and Rehabilitation and Movement Science.