



**STUDENT HANDBOOK**  
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## TABLE OF CONTENTS

Introduction	page 3
Mission Statement	page 3
Major Description	page 3
Program Goals	page 3

## INTRODUCTION

Welcome to the Applied Exercise Science (AES) program at the University of New England. This handbook outlines the mission, goals and important academic policies and procedures of the AES program. Please read the handbook thoroughly, as it is your responsibility to be familiar with its contents. **The signed “Statement of Receipt and Understanding” of the AES Student Handbook is required to be handed in to Katie Starr Administrative Coordinator Department of Exercise and Sport Performance in HAF 264 by Friday, September 6, 2024 by 4:00PM.**

All policies herein are in effect from August 1, 2024. Any substantive changes to the contents of this handbook will be

## MISSION STATEMENT

The Applied Exercise Science (AES) program is a student-centered, innovative, comprehensive program designed to develop the knowledge, skills, and abilities required for excellence in the fields of exercise science, sport performance, and health & wellness. The curriculum encourages life-long learning through classroom, laboratory, internship, and research experience. Graduates will become highly effective, compassionate allied health care professionals capable of working with varied populations.

## MAJOR DESCRIPTION

The AES program is designed to provide graduates with the knowledge, skills and abilities necessary to perform pre-participatory screening, fitness testing, exercise prescription, and exercise leadership for healthy, health-compromised populations, and athletic performance enhancement. With a combination of basic science, exercise science and athletic training courses, these students are prepared for career opportunities as an exercise science professional in cardiopulmonary rehabilitation, strength and conditioning, sports medicine, corporate fitness, personal training, and health promotion. Internship settings include: colleges and universities, sport/athletic organizations, hospitals/clinics, private/commercial/community health and fitness facilities, municipalities, corporations, and non-profit organizations. A senior year research option is available on a selected basis. The Applied Exercise Science program also provides a strong foundation for graduate school preparation for allied health programs.

## PROGRAM GOALS

The goals of the AES program are to prepare students to pass accredited national certification examinations, entry-level employment and graduate/professional



AES

Disability	
One Advanced Studies Course	3
AES Elective Course 3 of 3*	3
ATC 306 Psychology of Sport and Exercise	3
EXS 499 - Internship**	6
<b>Minimum Required Credits</b>	<b>120</b>

**\*AES ELECTIVES**

### **PROGRAM FACULTY**

More information about the AES faculty can be found using the following link:

<http://www.une.edu/wchp/aes/faculty.cfm>

### **PROFESSIONALISM**

Professionalism is not a choice; it is an expectation of all AES students in the WCHP. Professionalism is inherent to the practice of an exercise science professional. Professionalism, generally, is defined as exhibiting a courteous, conscientious, and businesslike manner to all clients/patients, peers and faculty. It is important to keep in mind that professionalism is reflected in your behavior, attitude towards others and your appearance. Professionalism is a mandatory skill that is continually evaluated during your time here as a student.

### **ACADEMIC INTEGRITY**

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contribution of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable. Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England.

# APPENDIX





## TECHNICAL STANDARDS

To perform the essential functions of the role of an exercise science professional and be successful in this educational curriculum, an individual must possess specific knowledge, skills and abilities. These can be divided into 4 categories:

1. Observational skills
2. Psychomotor skills
3. Cognitive skills
4. Affective/behavioral skills

These technical skills are outlined below for each of the four categories.

To accomplish the essential function of the role of entry-level exercise science professional the student must be able to:

1. **Observational skills**  
Accurately observe the patient/client activity and behavior during evaluations and treatments.  
Take an appropriate history.  
Observe changes in patient/client status which may require modification of activity or intervention such as: skin color (pallor or flushing), breathing regularity and effort, heart rate, ECG, temperature of skin, muscle tone, gait pattern, facial expressions.  
Read and interpret information from diagnostic tests, equipment, and patient/client charts or files such as ECG, sphygmomanometers, metabolic analyzers.  
Accurately monitor and operate dials, displays, and equipment used in evaluating and treatment of patients/clients including exercise equipment (treadmills, ergometers, cycles, etc), ECG machines, stethoscopes and sphygmomanometers, resistance training machines and free weights, calipers and dynamometers, pulmonary function and body composition equipment.
2. **Psychomotor skills**

- programs.
4. **Affective /behavioral skills**  
Demonstrate professionally appropriate behaviors, emotional status, and attitudes to protect the safety and wellbeing of patients/clients and classmates.  
Display tolerance for individual, social, gender, and cultural differences in fellow students, colleagues, faculty, patients/clients and community members.  
Demonstrate the ability to professionally cope with situations that may be physically, emotionally, and/or intellectually stressful.  
Behave in an ethical and moral manner, upholding professional and community standards.  
Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in an academic or internship environment.  
Accept critical feedback and respond by appropriate modification of behavior.  
Demonstrate the ability to work effectively alone as well as in small and large groups.

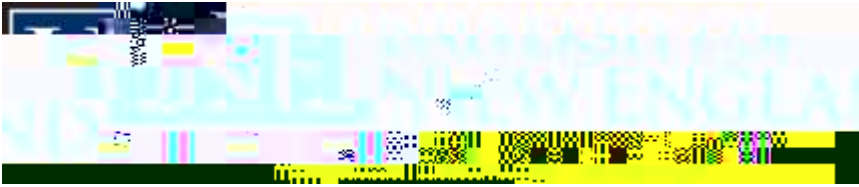
Students will be required to verify they understand and meet these technical standards or that they believe that, with certain reasonable accommodations, they can meet the standards.

No accommodation will be authorized that would jeopardize clinician/patient/athlete safety, cause an undue burden, lower programmatic standards or substantially modify the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

I affirm that I understand and agree to the technical standards outlined above, and that I have had the opportunity to ask questions about these requirements. I affirm that I am capable of performing the technical standards outlined above with or without reasonable accommodations.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Student print \_\_\_\_\_



## APPENDIX B

### Department of Exercise and Sport Performance Applied Exercise Science Program

#### Statement of Receipt and Understanding

I attest that I have read the University of New England's Applied Exercise Science Program Handbook, and that I have had the opportunity to ask questions about these requirements. I affirm that I have read and understand its contents.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Student print \_\_\_\_\_

**Please hand in this  
of the AES Student Handbook to the Katie Starr Administrative  
Coordinator Department of Exercise and Sport Performance in HAF  
264 by Friday, September 6, 2024 by 4:00PM.**