

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06, Effective Fall 2006)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** KSS 5170
2. **Title (may not exceed 30 characters, including spaces):** Sport Physiology for Coaches
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2011
7. **Course description (not to exceed four lines):** Application of the acute and chronic physiological responses of exercise towards the development of effective training protocols for various sports and types of physical activity.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** None
 - b. **Prerequisite(s)** KSS 4340 not to be taken concurrently with KSS 5170.
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. **Repeat status:** ☒ Course may not be repeated.
 ☐ Course may be repeated to a maximum of hours or times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
 ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. Learning objectives of this course:

- a. Identify publications containing sport physiology and critical evaluation of related research articles. (Critical thinking and problem solving.)
- b. Assess neuromuscular strength, anaerobic power and cardiopulmonary endurance.
- c. Analyze research related to the development of neuromuscular strength. (Depth of content knowledge)
- d. Assess neuromuscular training programs as they apply to strength dominated sports. (Effective oral and written communication)
- e. Analyze research related to the development of anaerobic power. (Depth of content knowledge)
- f. Assess anaerobic training programs as they apply improvements in anaerobic power. (Effective oral and written communication)
- g. Analyze research related to the development of cardiopulmonary endurance. (Depth of content knowledge)
- h. Assess cardiopulmonary training programs as they apply to improvement in endurance. (Effective oral and written communication)
- i. Develop multifaceted training programs. (Advanced scholarship)

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Quiz	Written Assignment	Online Discussion
a. Identify publications containing...		x	x
b, Assess neuromuscular strength...	x		x
c. Analyze research related to...strength	x		x
d, Assess neuromuscular training..		x	
e. Analyze research related to...anaerobic power...	x		x
f. Assess anaerobic training....		x	
g. Analyze research related to...endurance	x		x
h. Assess cardiopulmonary training...		x	
i. Develop multifaceted training programs.		x	x

3. Explain how the instructor will determine students' grades for the course:

Quizzes	20%
Written Assignments	70%
Discussion	10%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

A technology format of the class will be provided through WebCT for student-faculty communication and online discussions and quizzes. Written assignments will be submitted via Turnitin. Delivering the course through WebCT will enable those professionals working in the field to gain access to the course.

b. Describe how the integrity of student work will be assured:

Integrity of the course will be maintained with randomized, timed quizzes given through WebCT and the use of Turnitin to check for plagiarism. Student-instructor interaction through online discussions will allow the instructor to become familiar with each student's writing style, phraseology and conceptual approach to determine similar style within written assignments.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Instructor-student interaction will occur through WebCT chat, discussion and email options. The instructor will also hold regular office hours when he or she is available for conversation via chat or email. Student-student interaction is required through assigned discussion topics.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.** Not applicable
6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

- Week 1 - Scholarly sources of sport physiology information and Training principles
- Week 2 - Assessing neuromuscular strength, anaerobic power and cardiopulmonary endurance.
- Week 3 - Neuromuscular structure and function
- Week 4 - Developing neuromuscular strength and power
- Week 5 - Developing neuromuscular endurance, flexibility, agility and balance
- Week 6 - Anaerobic energy production
- Week 7 - Developing anaerobic power (heart rate, rest periods)
- Week 8 - Developing anaerobic power (lactate levels)
- Week 9 - Cardiopulmonary endurance (lungs to the heart)
- Week 10 - Cardiopulmonary endurance (heart to muscle fibers)
- Week 11 - Developing cardiopulmonary endurance (interval training)
- Week 12 - Developing cardiopulmonary endurance (high intensity, continuous training)
- Week 13 - Developing cardiopulmonary endurance (long slow, distance training)

Week 14 – Developing a multifaceted conditioning program

Week 15 - Developing a multifaceted conditioning program

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course provides coaches and physical education teachers with current training and conditioning philosophies based on scientific studies that can be applied in to individuals, sport teams, and physical education classes. The curriculum is currently void of this knowledge for pedagogy students interested in coaching.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

KSS 5710 requires students to combine knowledge from fundamental exercise sciences courses with research findings advanced exercise science towards the development of effective sport and physical activity training programs.

3. If the course is similar to an existing course or courses, justify its development and offering.

Not applicable

4. Impact on Program(s):

This course will be an elective within the teaching/coaching and exercise science concentrations for KSS graduate students.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Emmett or any qualified faculty member with the Department of Kinesiology and Sports Studies

2. Additional costs to students:

Sharkey, B. and Gaskill, S. (2006). Sport Physiology for Coaches. Human Kinetics:Champaign, IL

3. Text and supplementary materials to be used (Include publication dates): None

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: December 1, 2010

Date approved by the college curriculum committee: February 28, 2011

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).