

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
 (Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** KSS 2440
2. **Title (*may not exceed 30 characters, including spaces*):** Structural Kinesiology
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:** 2013
7. **Course description:** The study of musculoskeletal anatomy as it relates to human movement.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - 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 once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: KSS Majors
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Non-KSS Majors
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 CR/NC Audit ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

- The grade for this course will not count in a student's grade point average.
- The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).
- Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. Analyze how human movement occurs through the planes of motion and around their respective axis of rotation.
- b. Identify and describe the various types of bones and joints as well the major tendons and ligaments in the human body.
- c. Identify the various muscles and describe their related movements at each of the major joints involved with movement of the human body.
- d. Analyze how muscles with their origins and insertions to the bones dictate the movements at the major joints of the body.
- e. Evaluate human movement in relation to muscle and joint actions.

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

Objective	Exams (60%)	Assignments (40%)
a.	x	x
b.	x	x
c.	x	x
d.	x	x
e.	x	x

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

Evaluation Criteria:	Grading Scale:	
Exams (60%):	90 – 100%	A
Assignments (40%):	80 – 89%	B
	70 – 79%	C
	60 - 69%	D
	<60%	F

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:** The format of the class will be provided online through the current learning managing system such as Desire2Learn for content delivery, student-faculty communication, online discussions and examinations. Written assignments will be submitted via and anti-plagiarism software program.
- b. **Describe how the integrity of student work will be assured:** Integrity of the course will be maintained with timed quizzes with randomized questions given through the learning management system and the use of and EIU-approved anti-plagiarism software program to check for plagiarism. Student-instructor interaction through online discussions will allow the instructor to become familiar with each student’s level of understanding, writing style and phraseology to determine if a similar style exists within the 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 the learning management system 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.** N/A
- 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 *.)** N/A

PART III: OUTLINE OF THE COURSE

Week 1-2.	Foundations of structural kinesiology
Week 3-4.	Shoulder girdle and shoulder joint
Week 5.	The elbow and radioulnar joints
Week 6-7.	The wrist and hand joint
Week 8-9.	The hip joint and pelvic girdle
Week 10.	The knee joint
Week 11-12.	The ankle and foot joints
Week 13-14.	The trunk and spinal column
Week 15.	Movement analysis

PART IV: PURPOSE AND NEED

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

With the expansion of the world wide web, numerous resources have become available that deliver content that supports the content covered in KSS 2440. An online version of KSS 2440 allows for content to be delivered in various forms so that students can learn in a manner that best fits their particular style.

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

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

4. Impact on Program(s): This course is required of all Kinesiology and Sports Studies and Athletic Training majors.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Dr. John Emmett or any qualified faculty within the KSS department. Online sections may be taught by faculty who have met the technology delivered policy of CAA.

2. Additional costs to students: None.

3. **Text and supplementary materials to be used (Include publication dates):** Manual of Structural Kinesiology by Floyd, Eighteenth edition, McGraw-Hill (2012).

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. Community college courses may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: January 18, 2013

Date approved by the college curriculum committee:

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).

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