

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, such as ART 1000:** KSS 4340
2. **Title (may not exceed 30 characters, including spaces):** Exercise Physiology
3. **Long title, if any (may not exceed 100 characters, including spaces):** Principles of Exercise Physiology
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:** A study of the acute and chronic effects of exercise and physical activity on the function and structure of the human body.
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.

BIO 2001G, KSS 1500, and KSS 2440.
 - 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: A grade of "C" or better in BIO 2001G, KSS 1500, and KSS 2440.
 - 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): None
 - 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: (aligned the objectives with NSCA and current theories or standards).**
 - a. Explain and describe the structure and function of the neuromuscular system
 - b. Analyze the influence of the neuromuscular system on acute exercise
 - c. Identify the adaptations within the neuromuscular systems with chronic exercise
 - d. Analyze the influence of anaerobic bioenergetics on acute exercise
 - e. Analyze the influence of aerobic bioenergetics on acute exercise
 - f. Identify the adaptations within the bioenergetics systems from chronic exercise
 - g. Explain and describe the structure and function of the cardiopulmonary system
 - h. Analyze the influence the cardiopulmonary system on acute exercise
 - i. Identify the adaptations within the cardiopulmonary system from chronic exercise
 - j. Analyze the various means for assessing body composition
 - k. Analyze how acute and chronic exercise impacts body composition
 - l. Apply the various physiological responses that occur during exercise to effective training programs

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

Objective	Quiz (20%)	Written Assignments (20%)	Exams (60%)
a.	x		x
b.	x		x
c.		x	x
d.	x		x
e.	x		x
f.		x	x
g.	x		x
h.	x		x
i.		x	x
j.	x		x
k.	x		x
l.		x	x

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

Evaluation Criteria:

Exams (60%)
 Quizzes (20%)
 Assignments (20%)

Grading Scale:

90-100% A
 80-89% B
 70-79% C
 60-69% D
 <60% F

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

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.**

N/A

PART III: OUTLINE OF THE COURSE

- | | |
|--|-----------|
| a) Musculoskeletal | |
| a. Neuromuscular physiology and muscle contraction. | 1.0 week |
| b. Muscle fiber recruitment during exercise | 1.0 week |
| c. Resistance training and adaptations | 1.0 week |
| d. Muscle fatigue and soreness | 0.5 week |
| b) Bioenergetics | |
| a. The anaerobic energy systems and related energy sources | 1.0 week |
| b. The aerobic energy systems and related energy sources | 2.0 weeks |
| c. Metabolic adaptations to exercise | 1.0 week |
| c) Cardiopulmonary | |
| a. Cardiovascular function | 1.0 week |
| b. Regulation and control of blood flow and blood pressure during acute exercise | 1.0 weeks |
| c. Pulmonary function and control | 1.0 week |
| d. Chronic adaptations of the cardiopulmonary system to exercise | 0.5 week |
| d) Body Composition | |
| a. Assessment of body composition | 1.0 week |
| b. Optimal body weight for physical performance and health | 1.0 week |
| e) Physical Training and Conditioning | |
| a. Components of fitness | 0.5 weeks |
| b. Training Principles: Specificity, Reversibility, and Overtraining. | 1.5 week |

PART IV: PURPOSE AND NEED

- 1. Explain the department's rationale for developing and proposing the course.**
 - This course provides a foundation of understanding how the body responds and adapts to acute and chronic exercise in preparation for students implementing proper and effective exercise training programs within various settings from schools to hospitals.
 - Justification for these revisions is to update the course objectives with current information and to align the objectives with the National Strength and Conditioning Association's knowledge and skills for possible NSCA endorsement.
- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
 - This course applies anatomical and physiological knowledge gained in 1000 and 2000 level courses.
- 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 majors with concentrations in exercise science or physical education teacher certification and all 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.

2. Additional costs to students:

None

3. Text and supplementary materials to be used (Include publication dates):

Exercise Physiology by Kaemer, Fleck, and Deschenes, (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.

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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