

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:** HST 3110
2. **Title (may not exceed 30 characters, including spaces):** FA/CPR/AED Hlth & Fitness Prof
3. **Long title, if any (may not exceed 100 characters, including spaces):** First Aid/CPR AED for the Health & Fitness Professional
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (3-ARR-4)
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2014

7. Course description:

This course includes theory and practical application of comprehensive First Aid, CPR, AED and emergency response skills. It helps students recognize and respond appropriately to cardiac, breathing, and first aid emergencies, as well as prepare them for natural and man-made disasters. Upon successful completion of the course, students will receive certification in First Aid/CPR/AED from a nationally recognized agency.

8. Registration restrictions:**a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). There are no similar courses on campus developed specifically for health and exercise science professionals.

- 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. N/A
- 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: Only KSS majors & HST majors and minors are allowed to enroll.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Only KSS majors & HST majors and minors are allowed to enroll. All other majors and minors are excluded.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A

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. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

Student Learning Outcomes: As a result of completing this course, students will be able to:	NCHEC Professional Competencies (descriptions listed below)
To interpret and explain the need and value of First Aid/CPR/AED Training	<u>Responsibility 1:</u> <u>Competency 1.1:</u> <u>Competency 1.2:</u>
To demonstrate the ability to follow a specific plan of action for providing effective emergency care.	<u>Responsibility 2:</u> <u>Competency 2.2:</u> <u>Competency 2.3:</u> <u>Competency 2.4:</u> <u>Competency 2.5:</u>
To demonstrate the proper techniques of artificial respiration and CPR for unconscious and conscious victims.	<u>Responsibility 3:</u> <u>Competency 3.1:</u> <u>Competency 3.2:</u> <u>Competency 3.3:</u>
To demonstrate and explain the procedure for recognizing and minimizing the severity of shock.	<u>Responsibility 3:</u> <u>Competency 3.1:</u> <u>Competency 3.2:</u> <u>Competency 3.3:</u>
To appraise the signs and symptoms for different types of burns and soft tissue wounds and to demonstrate proper bandaging techniques.	<u>Responsibility 3:</u> <u>Competency 3.1:</u> <u>Competency 3.2:</u> <u>Competency 3.3:</u>
To differentiate between various types of musculoskeletal injuries and consequently splint/bandage the victim properly.	<u>Responsibility 3:</u> <u>Competency 3.1:</u> <u>Competency 3.2:</u> <u>Competency 3.3:</u>
To comprehend and explain the signs and symptoms of drug abuse, and demonstrate an understanding of behaviors associated with drug use.	<u>Responsibility 2:</u> <u>Competency 2.2:</u> <u>Competency 2.3:</u> <u>Competency 2.4:</u> <u>Competency 2.5:</u>
To design, implement, and analyze an emergency response plan for emergency situations that affect school, gym, and fitness settings.	<u>Responsibility 5:</u> <u>Competency 5.1:</u> <u>Competency 5.3:</u>
To apply ethical principles as they relate to health professions	<u>Responsibility 1:</u> <u>Competency 3.7:</u> <u>Responsibility 4:</u> <u>Competency 3.6:</u>

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

To achieve the objectives students will:	Evaluation of student learning/percent of grade	Total
Demonstrate both proficiency and accuracy in oral and written presentations.	<ul style="list-style-type: none"> Class participation scenarios and discussion - 5% Reflective writing assignments – 5% 	10%
Recognize the responsibilities and liabilities of rendering aid in an emergency situation.	<ul style="list-style-type: none"> Class participation scenarios and discussion – 2% Problem solving scenarios – 3% 	5%
Demonstrate how to care for life-threatening and non-life-threatening emergencies.	<ul style="list-style-type: none"> Class participation scenarios and discussion – 2% Inspection & Disaster Response Plan – 5% Problem solving scenarios/skill sessions – 3% 	10%
Assess and demonstrate how to care for adult, child, and infant victims for cardiac and breathing emergencies.	<ul style="list-style-type: none"> Class participation Problem solving scenarios/skill sessions – 10% 	10 %
Describe, design, and implement protocols for Cardiopulmonary Resuscitation (CPR) and automated External Defibrillators (AED).	<ul style="list-style-type: none"> Class participation scenarios and discussion – 2% Problem solving scenarios/skill sessions – 3% 	5 %
Demonstrate how to provide appropriate care for various first aid emergencies.	<ul style="list-style-type: none"> Class participation scenarios and discussion – 2% Problem solving scenarios/skill sessions – 13% 	15 %
Recognize the concepts of safety and security in the school, gym, and fitness center settings.	<ul style="list-style-type: none"> Class participation scenarios and discussion – 2% Problem solving scenarios/skill sessions – 3% 	5 %
Integrate self-protective measures.	<ul style="list-style-type: none"> Class participation scenarios and discussion – 2% Classroom& online assignments – 3% 	5%
Evaluate competencies (knowledge, skills, and abilities) found in healthcare practice for professionals who have a primary role in identifying and mitigating hazards, preparing for and responding to hazardous events, and managing the recovery from emergency situations that affect school, gyms, and fitness settings.	<ul style="list-style-type: none"> Class participation scenarios and discussion – 5% Inspection & Disaster Response Plan – 5% Problem solving scenarios/skill sessions – 5% 	15 %
Use analytical and critical thinking skills to make the decisions necessary for a First Aid/CPR/AED professional and to justify those decisions.	<ul style="list-style-type: none"> Class participation scenarios and discussion – 5% Inspection & Disaster Response Plan – 5% Problem solving scenarios/skill sessions – 5% 	15 %
Analyze the health implications of natural and manmade disasters.	<ul style="list-style-type: none"> Class participation scenarios and discussion – 5% 	5%

Scenarios and Practice Sessions: Problem-solving scenarios and practice sessions will be utilized to teach required practical skills and disaster response. Practice sessions and simulations will take place to allow students to master skills before testing.

First Aid & CPR Skills Testing: Practical exams measuring students' mastery of required skills will be administered throughout the semester following practice sessions.

Written Assignments: Students will be assigned tasks such as website reviews, assessing global emergency response agencies, analyzing the creation and evaluation of first aid kits for different health and fitness settings, and creating a safety inspection and disaster response plan.

Quizzes/Tests: Multiple/choice, short answer, and scenario-driven essays covering course material.

Online/Classroom Discussions: Online discussions will be conducted over ethical issues, First Aid & CPR case studies, and textbook chapters.

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

100-90% = A

89-80% = B

79-70% = C

<70% = F

Quizzes/Tests will comprise of no more than 40% of the final grade.

The FA/CPR/AED skills will comprise of at least 30% of the final grade

Group activities will comprise of at least 10% of the grade

The remaining 20% of the final grade will be accomplished through discussion, textbook assignments, and/or the other assessments determined appropriate by the instructor.

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:

All supplemental materials (PowerPoints, textbook ancillaries, etc.) will be provided through a Learning Management System (LMS). Links to current articles and other web resources pertinent to course material will be provided through the LMS. Online discussions will be conducted to explore greater detail and controversial aspects of course content.

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

Written Assignments: Written assignments will be selected and approved by the instructor, which allows the instructor to decrease the potential for intentional plagiarism. Written assignments will be assessed by outside tools to ensure the work is the student's own. Instructors will require a rough draft with subsequent revision, which also reduces the opportunities for academic misconduct.

Quizzes: Quizzes will be delivered within the currently available online LMS. These systems allow instructors to control test availability, question delivery, etc., as well as provide tracking data.

Presentations: Presentation topics are developed by the instructor.

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.):

Communication will be available via email and other messaging or conferencing technologies may be utilized, as necessary and as available with the LMS. Office hours will be held in person and may also use the LMS and other resources.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a.course objectives;**
- b.projects that require application and analysis of the course content; and**
- c. separate methods of evaluation for undergraduate and graduate students.**

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

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.

Topic Covered	F2F time allotment	Hybrid Course
Introduction to the course. Understanding and recognizing the health & safety implications of responding to emergencies.	150 minutes	F2F: 100 minutes Online: Web-based assignments, discussion boards
Assessment of Life-Threatening Emergencies & Current Laws & Regulations.	150 minutes	F2F: 100 minutes Online: discussion board
Health Lifestyles, the Human Body, & Behavior Modification.	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards
Before Giving Care (Types of Agents, Exposure Methods, Public Health Role, & Warning Signs).	200 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards

Checking Conscious & Unconscious Victims.	150 minutes	F2F: 100 minutes Online: Web-based assignments, discussion boards
Cardiac Emergencies & CPR (Adult, Child, & Infant).	600 minutes	F2F: 300 minutes Online: web-based assessments, discussion boards, web resources
Breathing Emergencies (Adult, Child & Infant).	250 minutes	F2F: 200 minutes Online: discussion boards, web-based assignments
First Aid.	300 minutes	F2F: 200 minutes Online: presentations, discussion boards, web-based assessments, web resources
Types of Injuries.	150 minutes	F2F: 75 minutes Online: web-based assessments, discussion boards, web resources
Prevention Disease Transmission, Bloodborne & Airborne Pathogens.	150 minutes	F2F: 50 minutes Online: Web-based assessments, discussion boards, presentations
Sudden Illnesses.	300 minutes	F2F: 150 minutes Online: Web-based assessments, discussion boards, presentations
Special Topics & Circumstances.	150 minutes	F2F: 50 minutes Online: Web-based assignments, discussion boards, presentations
Disaster, Remote, Wilderness Emergencies & Public Health Safety Measures.	300 minutes	F2F: 150 minutes Online: Web-based assignments, discussion boards, presentations
Total Course Minutes:	3000	3000
Total Course Hours:	50	50

PART IV: PURPOSE AND NEED

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

There are no similar courses on campus geared specifically to health and exercise science professionals. This course is a comprehensive, in-depth, and profession-specific course, in which administrative, planning, and programmatic skills are included. In addition, an entire unit covers evaluating competencies (knowledge, skills, and abilities) found in healthcare practice for professionals who have a primary role in identifying and mitigating hazards, preparing for and responding to hazardous events, and managing the recovery from emergency situations that affect school, gyms, and fitness settings. The course was developed in collaboration with faculty in the Department of Kinesiology and Sports Studies.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** NA
- b. **If the course or some sections of the course may be technology delivered, explain why.**
No sections of this course will be a technology only delivered course.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
This course has no course prerequisites or co-requisites. The registration restrictions to KSS and HST majors and minors allow the course materials and scenarios to be profession-specific to meet credentialing and accreditation standards for both fields of study. The course requires upper-level critical thinking and planning skills, which is why the 3000 level was chosen for this course.
3. **If the course is similar to an existing course or courses, justify its development and offering.**

NA

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
Content is specifically designed for health and fitness professionals. Therefore it does not substantially duplicate the content of any existing course.
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**
No courses will be deleted. However, the number of sections of HST 3120 which is currently used by KSS to fulfill degree requirements will be commensurately decreased as those students register for HST 3110.

4. **Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This course will be required for KSS majors in the Exercise Science Option and serve as an approved elective for HST majors and minors.
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** N/A
If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Dr. Richard Cavanaugh, Mrs. Joan McCausland, Ms. Anita Sego or any member of the Health Studies faculty approved for teaching certification courses by the American Red Cross, the American Heart Association, the National Safety Council or a similar accreditation organizations for First Aid/CPR/AED. Hybrid sections will be taught by faculty who have completed the online training for technology delivered courses at EIU.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional Costs

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.) Course fees are required in order for students to receive American Red Cross certification. Currently, this fee is \$37.00.

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

American Red Cross (2012). Responding to Emergencies – Comprehensive First Aid/CPR/AED.

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.

No transfer will be accepted.

PART VII: APPROVALS

Date approved by the department or school: 4/11/2014

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).

**Student
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