PART I: CATALOG DESCRIPTION

1. Course prefix and number: KSS 1150
2. Title: Lifetime Fitness
3. Long title, if any: none
4. Class hours per week, lab hours per week, and credit: 2-0-2
5. Terms to be offered: On Demand
6. Initial term offering: Summer 2007
7. Course description: Lifetime Fitness will cover principles related to physical activity. Students will be expected to complete a variety of physical activity self assessments.
8. Registration Restrictions:
   a. Identify any equivalent courses: Credit will not be given for both KSS 1150 AND KSS 2850.
   b. Prerequisites: No prerequisites will be required.
   c. The Department Chair can waive the pre-requisites
   d. Co-requisites: none
   e. Repeat status: Course may not be repeated.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: none
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: Physical Education majors or minors.
9. Special course attributes: writing active
10. Grading methods: Standard letter ABCDF
11. Instructional delivery method: internet via WEBCT; lectures will consist of a combination of power point and video presentations.

PART TWO: ASSURANCE OF STUDENT LEARNING

1. Objectives, students will:
   - Learn and demonstrate critical thinking skills linking the role of a physically active lifestyle to wellness.
   - Identify the benefits of physical activity.
   - Identify physical activities associated with building each component of fitness.
   - Learn and demonstrate the skills necessary to self-assess personal fitness levels.
   - Demonstrate the skills of a wise consumer in relation to fitness products.
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Course Content</th>
<th>Self Assessment Project (33%)</th>
<th>Quizzes and Final Exam (67%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn and demonstrate critical thinking skills linking the role of a physically active lifestyle to wellness.</td>
<td>Weeks 1 and 8</td>
<td>Healthy Lifestyle Questionnaire</td>
<td>Quizzes 1 and 2</td>
</tr>
<tr>
<td>Identify the benefits of physical activity.</td>
<td>Weeks 4, 5, 6, 7</td>
<td></td>
<td>Quizzes 3 and 4, Final Exam</td>
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<tr>
<td>Identify physical activities associated with building each component of fit</td>
<td>Weeks 9, 10, 11, 12, 13, 14</td>
<td></td>
<td>Quiz 5, Final Exam</td>
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<tr>
<td>Demonstrate the skills necessary to self-assess personal fitness levels.</td>
<td>Weeks 2, 3, 9, 10, 11, 12, 13, 14</td>
<td>Assignments 3A, 4A, 12A, 8B, 10A, 11A, 11B, 15B,</td>
<td>Quizzes 6, 7, 8, 9</td>
</tr>
<tr>
<td>Demonstrate the skills of a wise consumer in relation to fitness products.</td>
<td>Week 15</td>
<td>Assignment 20A</td>
<td>Quiz 10</td>
</tr>
</tbody>
</table>

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

   Evaluation:
   Self Assessments 100 points (10 points each)
   Quizzes 100 points (10 points each)
   Final Exam 100 points

   Grading Scale:
   A=270-300 (90-100%)
   B=240-269 (80-90%)
Because this course will be delivered online via WEBCT, several measures will be taken to ensure instructional quality.

a. Students will have daily interaction with the instructor through announcements and reminders posted on WEBCT. Students can view their scores on quizzes and assignments over WEBCT. Students may view each lecture as many times as desired over WEBCT, which will enhance learning.

b. The integrity of student work will be assured through writing active assignments and quiz questions. Students will write directly on the assignment sheets and mail them to the instructor to receive a grade. Integrity techniques such as quiz questions, randomization, timing of quizzes, and proctoring will be used.

c. Students will be able to e-mail the instructor at any time with questions regarding the assignments or quizzes. Web-based discussions on class topics and assignments will encourage student interaction. Students are required to report immediately to the instructor when they are not able to complete an assignment due to physical impairment.

4. This will not be a graduate course.

5. This course can be classified as writing-active in that all of the assignments contain questions that require answers written in short paragraphs. Additionally, the quizzes and final exam will require essay type questions.

**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.
This course will consist of two 50 minute class periods per week over 15 weeks.

**Week 1. Health, Wellness, Fitness, and Healthy Lifestyles: An Introduction**

1. Wellness
2. Physical Fitness
3. Healthy Lifestyles
4. The HELP Philosophy
5. Strategies for Action

**Week 2. Preparing for Physical Activity**

1. Factors to Consider Before Beginning Physical Activity
2. Factors to Consider During Daily Physical Activity
3. Physical Activity in the Heat
4. Physical Activity in Other Environments
5. Soreness and Injury

**Weeks 3, 4. The Health Benefits of Physical Activity**

1. Physical Activity and Hypokinetic Diseases
2. Physical Activity and Cardiovascular Diseases
3. Physical Activity and the Healthy Heart
4. Physical Activity and Atherosclerosis
5. Physical Activity and Heart Attack
6. Physical Activity and Other Cardiovascular Diseases
7. Physical Activity and Other Hypokinetic Conditions
8. Physical Activity and Aging
9. Fitness and Wellness Promotion
10. Hypokinetic Disease Risk Factors
11. Strategies for Action

**Weeks 5, 6. The Performance Benefits of Physical Activity**

1. High Level Performance and Training Characteristics
2. Training for Endurance and Speed
3. Training for Strength and Muscle Endurance
4. Training for Power
5. Training for Flexibility
6. Training for High Level Performance: Skill-Related Fitness and Skill
7. Guidelines for High-Performance Training
8. Ergogenic Aids
9. Strategies for Action
Week 7. How Much Physical Activity is Enough?

1. The Principles of Physical Activity
2. The FIT Formula
3. The Physical Activity Pyramid
4. Physical Activity Patterns
5. Strategies for Action

Weeks 8, 9. Cardiovascular Fitness

1. Cardiovascular Fitness
2. Cardiovascular Fitness and Health Benefits
3. Threshold and Target Zones for Improving Cardiovascular Fitness
4. Strategies for Action

Week 10. Flexibility

1. Introduction
2. Factors Influencing Flexibility
3. Health Benefits of Flexibility and Stretching
4. Stretching Methods
5. How Much Stretch is Enough
6. Guidelines for Safe and Effective Stretching
7. Strategies for Action

Weeks 11, 12. Muscle Fitness

1. Factors Influencing Strength and Muscular Endurance
2. Health Benefits of Muscle Fitness and Resistance Exercise
3. Types of Resistance Exercise
4. Resistance Training Equipment
6. Principles of Progressive Resistance Exercise
7. Is There Strength in a Bottle?
8. Guidelines for Safe and Effective Resistance Training
9. Strategies for Action

Weeks 13, 14. Body Composition

1. Understanding and Interpreting Body Composition Measures
2. Methods Used to Assess Body Composition
3. Health Risks Associated with Overfatness
4. Health Risks Associated with Excessively Low Body Fatness
5. The Origin of Overfatness
6. The Relationship between Diet, Physical Activity, and Fatness
7. Strategies for Action
Week 15. Recognizing Quackery: Becoming an Informed Consumer

1. Common Myths about Exercise, Nutrition, and Health
2. Quacks
3. Equipment
4. Health Clubs
5. Dietary Supplements
6. Fitness Books, Magazines, and Articles
7. Health Information on the Internet
8. Strategies for Action

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   
   a. This is not a general education course.
   
   b. This course will give students the opportunity to acquire knowledge concerning physical activity. At the present time, there are no internet based courses at EIU that offer this type of subject matter. Students from off-campus sites and students unable to take a traditional in-class course (due to time conflicts) would greatly benefit from this technology delivered course. With the increasing prevalence of lifestyle related diseases, this course would be important to educate students regarding the benefits of an active lifestyle and how they can achieve it.

2. Justify the level of the course and any course prerequisites, corequisites, or registration requirements.

   a. This course will be a freshman level course and will be open to anyone (with the exception of Physical Education majors and minors) with no pre-requisites required. We believe the workload for the course is consistent with a freshman level.

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

   a. The proposed course will have similar content to the Fitness for Life course (KSS 2850), being offered in the traditional in-class format. However, the Fitness for Life course (KSS 2850)
includes a lab component, and the proposed course will not. The Fitness for Life course also discusses concepts related to nutrition and stress management, and the proposed course will not. The proposed course will be designed as an entry level course for freshman level students that will include information primarily on physical activity in an online format.

b. This course will give students the opportunity to acquire knowledge concerning physical activity. At the present time, there are no internet based courses at EIU that offer this type of subject matter. Students from off-campus sites and students unable to take a traditional in-class course (due to time conflicts) would greatly benefit from this technology delivered course. With the increasing prevalence of lifestyle related diseases, this course would be important to educate students regarding the benefits of an active lifestyle and how they can achieve it.

4. Impact on Program(s):
   a. This course will not be required for any major or minor.
   b. This is not a graduate class.

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.

Not applicable.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   a. Jeffrey M. Willardson, PhD, CSCS; John Emmett, PhD
   b. This is not a graduate class.

2. Additional costs to students:
   o Students need access to the Internet.
   o Textbook.
   o Cloth measuring tape.
3. Text and supplementary materials to be used (Include publication dates):


PART VI: COMMUNITY COLLEGE TRANSFER

A community college course may be judged equivalent upon inspection of the course outline.

PART VII: APPROVALS

Date approved by the department or school ______10/6/06_______________

Date approved by the college curriculum committee ____10/23/06________

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

Date approved by CAA ____11/09/06_______