Eastern Illinois University
Revised Course Proposal
KSS 2850, Fitness for Life

Please check one:  ❑ New course  ❑ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: KSS 2850
2. Title (may not exceed 30 characters, including spaces): Fitness for Life
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: 2009
7. Course description (not to exceed four lines): An individual approach for the assessment, analysis, and understanding of a lifetime of wellness through fitness. The course includes a thorough physical fitness/risk factor assessment in the Assessment, Testing, and Prescription Laboratory.
8. Registration restrictions:
   a. Identify any equivalent courses: None
   b. Prerequisite(s): None
   c. Who can waive the prerequisite(s)? N/A
      ❑ 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 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: None
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: None
9. Special course attributes: 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. List the student learning objectives of this course: To facilitate the student’s understanding of:

Techniques and procedures for developing and assessing health related fitness. (NASPE 1.1, 1.3, 1.4, 1.5)

   a) Principles and activities for developing and maintaining healthy levels of cardiorespiratory endurance. (NASPE 1.1, 1.3, 1.4, 1.5)

   b) Principles and activities for developing and maintaining flexibility and muscular strength and endurance. (NASPE 1.3, 1.4, 1.5)

   c) Principles and activities for developing and maintaining levels of body composition that promote good health. (NASPE 1.3, 1.4, 1.5)

   d) Nutrient guidelines and their functions in the body, including during exercise.

   e) The types, symptoms and sources of stress and how to apply various stress management techniques.

   f) Various risk factors for cardiovascular disease, the major forms of cardiovascular disease, and healthy approaches for preventing cardiovascular disease.

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

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Exams 50%</th>
<th>Written Assignments/Projects 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and activities for developing and maintaining healthy levels of cardiorespiratory endurance. (NASPE 1.1, 1.3, 1.4, 1.5)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Principles and activities for developing and maintaining flexibility and muscular strength and endurance. (NASPE 1.3, 1.4, 1.5)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Principles and activities for developing and maintaining levels of body composition that promote good health. (NASPE 1.3, 1.4, 1.5)</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Nutrient guidelines and their functions in the body, including during exercise. | X | X |
The types, symptoms and sources of stress and how to apply various stress management techniques. | X | X |
Various risk factors for cardiovascular disease, the major forms of cardiovascular disease, and healthy approaches for preventing cardiovascular disease. | X | X |

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

A = 90 – 100% of total points
B = 80 – 89%
C = 70 - 79%
D = 60 – 69%
F = <60%

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. These include: 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 *.) Writing active

PART III: OUTLINE OF THE COURSE

45 fifty-minute class periods over 15 weeks

WEEK | TOPIC/ACTIVITY
---|---
1 | Introduction to Wellness, Fitness, and Lifestyle Management
   - Behaviors that contribute to wellness
   - The behavior change process
   - Maintenance
2 | Basic Principles of Physical Fitness
   - Benefits of Physical Activity
   - Dimensions of wellness
   - Health-related components of fitness – cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition
• Principles of physical training – specificity, progressive overload, reversibility, individual differences
• Steps for designing an exercise program

3, 4 Cardiorespiratory Endurance
• Physiology of the cardiorespiratory system
• Benefits of cardiorespiratory endurance exercise
• Assessment of cardiorespiratory fitness
• Development of a cardiorespiratory fitness program

5 Flexibility and Low Back Health
• Determinants of flexibility
• Types of flexibility exercises
• Benefits of flexibility exercises
• Assessment of flexibility
• Development of a flexibility program
• Prevention and management of low back health

6, 7 Muscular Strength and Endurance
• Muscle physiology
• Effects and benefits of resistance training
• Assessment of muscular strength
• Development of a muscular strength program
• Appropriate resistance training exercises and techniques

8, 9 Body Composition and Weight Management
• Benefits of a healthy body composition
• Assessment of body composition
• Development of a program to change body composition
• Health implications of overweight and obesity
• Factors contributing to excess body fat
• Adoption of a healthy lifestyle for weight management
• Body image
• Eating disorders
• Development of an individual weight-management plan

10, 11, 12 Nutrition
• Components of a healthy diet
• Nutritional guidelines
• Informed food choices
• Reading food labels
• Dietary supplements
• Assessment of diet
• Development of a healthy diet

13 Stress
• Stress and wellness – physical, emotional, and behavioral responses to stress
• Common sources of stress
• Management of stress
• Stress management resources
Cardiovascular Health
• Risk factors for cardiovascular disease
• Major forms of cardiovascular disease
• Preventing cardiovascular disease
• The role of exercise in cardiovascular health

PART IV: PURPOSE AND NEED
1. Explain the department’s rationale for developing and proposing the course.
   The course was originally developed as a lecture/lab course with the various fitness assessments being completed in class. However, with the increase in students taking the course, the increase in sections, and the development of the Assessment, Testing, and Prescription (ATP) Laboratory in the department of Kinesiology and Sports Studies, all instructors have been utilizing the ATP lab for the fitness assessments. Therefore, the extra time devoted to performing those assessments in the classroom is not necessary. Students are still receiving the benefit of these valuable assessments, but in a different format.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   The subject matter and the level of knowledge provided in this course is most appropriate for Freshmen and Sophomore students. There are no prerequisites for this course.

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

4. Impact on Program(s): This course is a requirement for all KSS majors.

PART V: IMPLEMENTATION
1. Faculty member(s) to whom the course may be assigned:
   Stacey Ruholl, Mary Redden, Julia Gladu, Mark Kattenbraker, Traci Worby, Colleen Kattenbraker, Chris Ryan, or any qualified faculty member in the Department of Kinesiology and Sports Studies.

2. Additional costs to students: Students must purchase the textbook from the University Union for approximately $35.00.

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

PART VI: COMMUNITY COLLEGE TRANSFER
A community college course may be judged equivalent to this course.

PART VII: APPROVALS
Date approved by the department or school: October 17, 2008
Date approved by the college curriculum committee: November 10, 2008
Date approved by the Honors Council (if this is an honors course): Not applicable.
Date approved by CAA: December 11, 2008  CGS: Not applicable.