Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** Education  
   **Department:** Kinesiology

2. **Course Prefix and Number:** KINE 4863  
   **Effective Term:** SU 2012

3. **Course Title:** Exercise Programming for Special Populations  
   **Abbreviated Title:** Exer Programming Special Pops

4. **Requested Action:** 
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [ ] Revise a Course  
   **Current Course Number:**  
   **Proposed Course Number:**  
   **Type of Revision:**

5. **Course Credit:**  
   **Contact/Group Hours:** 3  
   **Scheduled Type:** LEC  
   **Weekly or Per Term?** W  
   **Credit Hours:** 3  
   **Anticipated Enrollment:** 30

6. **Maximum Hours (Repeatability):** 3

7. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/Unsatisfactory (S/U)  
   [ ] Audit

8. **Prerequisites/Corequisites:**  
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.  
   **Restrict to only allow FCPB, PAHB, HEPB, PHES, HESB majors to register**

9. **Restrictions:** List specific restriction in space above.  
   - [ ] College  
   - [ ] Major  
   - [ ] Standing  
   - [ ] Degree

10. **Course Description:**  
    (20 Words or Less; exactly as it should appear in the Bulletin)  
    Apply principles of exercise prescription, programming and field assessment techniques to develop, implement and evaluate exercise programs for special populations.

11. **May Count Either**  
    - KINE 4860  
    - KINE 4863  
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. **Affected Program(s):**  
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)  
    | Program Type | Program Title | Requirement or Elective? |
    |--------------|---------------|--------------------------|
    | Major        | FCPB          | Required                 |
    | Major        | PAHB, PHES, HESB, HEPB | Elective               |

13. **Overlapping or Duplication of Other Units' Offerings:**  
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)  
    - [ ] Applicable  
    - [ ] Not Applicable
### 14. Justification:

A distance version is needed in anticipation of limited classroom space and in an effort to accommodate off-campus students.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

### 15. Resources:

Additional resources will be funded by the revenue generated by the course tuition. No additional resources are needed at this time.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e., Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

### 16. Student Learning Outcomes:

1. Knowledge and Demonstration of the principles, adaptations, assessment techniques and emergency procedures necessary to develop exercise programs for cardiorespiratory endurance, muscular strength/endurance, flexibility and body composition
2. Identify, demonstrate and prescribe appropriate exercises for cardiorespiratory endurance, muscular strength/endurance, flexibility and body composition
3. Demonstrate the ability to risk stratify individuals and conduct pre-evaluations
4. Knowledge, skill and ability to demonstrate modifications for older adults, pregnant women, obese individuals and children

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

### 17. Course Content Outline:

For distance education students the following technologies will support the distance learning delivery. Specifically 1) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University e-mail system and the Canvas course site (discussion and chat features); the instructor will be available for office hours each week and students may contact the instructor via telephone, e-mail, Canvas chat features, or Skype; 2) students will engage in each week's content (Narrated Power Point presentation, reading material and assignments asynchronously; discussion among class members will take place primarily on the Canvas discussion boards; 3) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over Canvas and You Tube and allow for personalized support from the instructor via e-mail. Quizzes will not be proctored. All assignments will be submitted on Canvas or through a youtube channel (for the exercise prescription video assignment).

- **Week 1:** Syllabus description; review of Fitness Concepts
  - Activities: Lectures for review of fitness concepts
  - Due: Quiz 1 (10 points)

- **Week 2:** Review of Anatomy and Physiology; Application of fitness concepts and Anatomy/Physiology to exercise prescriptions
  - Readings: ACSM's resource manual for exercise testing and prescription Chapters 1-4
  - Activities: Lecture for chapters 1-4
  - Due: Quiz 2 (40 points)

- **Week 3:** Individual Exercise Program Design; Risk Stratification & Contraindications to Exercise; Pre-Evaluations and Safety Issues
  - Readings: ACSM's resource manual for exercise testing and prescription Chapter 6
  - Activities: Lecture for chapter 6
  - Due: Quiz 3 (20 points)

- **Week 4:** Basics of Cardiovascular Exercise Programming
  - Readings: ACSM's resource manual for exercise testing and prescription Chapters 22 and 24
  - Activities: Lecture for chapters 22 and 24
  - Due: Quiz 4(10 points)
18. Assignments / Projects:

1. Quizzes (150 points) will be conducted online via Canvas. Quizzes will be open for one week based on the syllabus outline. Each quiz is timed based on the number of questions (1.5 minutes per question). Notes and books may be used to answer the quiz questions, however, students cannot work together. To prevent this, quiz questions are randomly selected from a data based. A majority of the quiz questions are generated from the texts, powerpoint narrations and course activities. Quizzes will not be proctored.

2. Individual Exercise Prescriptions (100 points): The student will be evaluated on their ability to design a detailed video exercise prescriptions for fictitious clients. The video will be loaded on a you tube channel generated for the course with private viewing settings. This will serve as the final exam.

3. Case Studies (100 points): The student will be evaluated on their ability
to analyze a case study and answer related questions. Each case study is worth 20 points. Students will have the opportunity to submit 6 case studies and the lowest score will be dropped. The case study will be submitted on Canvas.
4. Exercise Trend evaluation (50 points): Students will provide an evaluation of a current exercise trend (i.e. crossfit) or machine (i.e. total gym). Students will post their review on the discussion board that highlights a description of the product, strengths, weakness, cost and ease of use.
This assignment will be submitted on Canvas.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Final grades will be based on the performance of the student on the graded assignments using the following point allocation.

- Individual Exercise Prescription: 100 points
- Exercise Trend Evaluation: 50 points
- Case Studies: 100 points
- Quizzes: 150 points
For a total number of points = 400 points

Grade Scale Point Scale
A 100 – 90
B 89.9 – 80 359.9 – 320
C 79.9 – 70 319.9 – 280
D 69.9 – 60 279.9 – 240
F Below 60 Below 239.9

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Included a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/T/T).
**Supplemental Information For Addition Of Distance Education (DE) Course**

1. **Proposing College / School:** Education  
   **Department:** Kinesiology

2. **Course Prefix and Number:** KINE 4863  
   **3. Effective Term:** Su 2012

4. **Course Title:** Exercise Programming for Special Populations  
   **Abbreviated Title** (30 characters or less): Exer Programming Special Pops

5. **On-Campus Pre/Corequisites:**  
   **Prerequisite(s):** None  
   **Corequisite(s):** None  
   **Pre/Corequisite(s):** None  
   **DE Adjustment:** None

6. **Affected Program(s):**  
   **Program Type** (e.g.: minor, major, etc.)  
   **Program Title** (e.g.: MS in Chemistry, Performance Option, Minor in Art)  
   **Requirement or Elective?** (required or optional?)
   
<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
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</thead>
<tbody>
<tr>
<td>major</td>
<td>Physical Activity and Health (PAHB)</td>
<td>required</td>
</tr>
<tr>
<td>major</td>
<td>PAHB/FCPB option</td>
<td>required</td>
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</tbody>
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7. **Justification for DE Delivery:**  
   A distance version is needed in anticipation of limited classroom space and in an effort to accommodate students off-campus. (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g., accreditation, as part of a proposed distance education program, expansion of opportunity for working professionals/students, etc.)

8. **Access to Resources:**  
   Students will have access to course content & learning materials via Canvas, Learning Resource Centers, Auburn Libraries online and other related resources.

9. **Course Content Delivery:**  
   Content will be delivered using Canvas modules and discussion boards. (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. **Course Interaction:**  
    Students will interact using Canvas discussion tools. Office hours will be conducted using the Canvas chat features, office telephone and/or Skype. (Provide specific information regarding the adjustments that will be made to the course in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)