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 09-42d AP 3/2/10 App- 3/23/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit HPED	Phone 7-5656

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course       Course Prefix Change       Course Deletion

Course Revision       Course Number and/or Title Change       Catalog Description Change

HPED 349 Applied Pediatric Exercise Lab

Current Course prefix, number and full title      Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program       Program Title Change       Other

New Minor Program       New Track

Catalog Description Change       Program Revision

Current program name      Proposed program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair	<i>Robert Kukulick</i>	10/5/09
Department Chair	<i>Clairie Abbi</i>	10/6/09
College Curriculum Committee Chair	<i>Robert Kukulick</i>	11/5/09
College Dean	<i>Parleen J. Zoni</i>	11-6-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Joseph Annunzio</i> TECC	11-12-09
	<i>May Ann Rafath</i> TECC	11-12-09
UWUCC Co-Chairs	<i>Gail Seelert</i>	3/4/10

\* where applicable

Received  
 NOV 17 2009  
 Liberal Studies

## SYLLABUS OF RECORD

### I. Catalog Description

HPED 349: Applied Pediatric Exercise Lab

0 class hours  
2 lab hours  
1 credits  
(0c-2l-1cr)

**Prerequisites:** HPED 343: Physiology of Exercise

Designed to provide physical education students with an understanding of pediatric exercise concepts, particularly exercise programming, physical fitness and assessment, related specifically to physical education. Provide the opportunity to practice administering field based assessments of physical fitness and designing safe activities and/or exercise programs to enhance health, fitness, or performance in youth.

### II. Course Outcomes:

The student will be able to:

1. Organize and plan field estimates of physical activity / energy expenditure utilizing available technologies and select basic training principles to enhance bioenergetics in children and adolescents
2. Assess cardiorespiratory endurance through field testing and develop an appropriate conditioning program to improve cardiorespiratory measures for all students.
3. Apply the basic training principles with consideration to safety and proper supervision to enhance muscular fitness in children and adolescents.
4. Assess the components of body composition in children and adolescents and develop lessons and activities to improve the health related outcomes.

### III. Course Outline

Week	Class	Topic	Assignments (Due at the start of class)
1	Class 1 1 hour	Course Introduction Basic Concepts Chapter 1: The Importance of Body Size	
	Class 2 1 hour	Basic Concepts Chapter 1: The Importance of Body Size Chapter 2: Growth and Exercise	
2	Class 3 1 hour	<i>Lab Activity 1</i>	
	Class 4 1 hour	Basic Concepts Chapter 3: The Impact of Puberty	Lab Activity DUE
3	Class 5 1 hour	<i>Lab Activity 2</i> <b>Quiz: Basic Concepts (Chapter 1-3)</b>	
	Class 6 1 hour	Metabolic Concepts Chapter 4: The Metabolic Machinery	Lab Activity 2 DUE
4	Class 7 1 hour	<i>Lab Activity 3</i>	
	Class 8 1 hour	Metabolic Concepts Chapter 9: Short-Burst Activities and Anaerobic Fitness	Lab Activity 3 DUE

5	Class 1 hour 9	<i>Lab Activity 4</i>	
	Class 10 1 hour	Metabolic Concepts Chapter 12: Thermoregulation	Lab Activity 4 DUE
6	Class 1 hour 11	<i>Lab Activity 5</i>	
	Class 12 1 hour	<b>Quiz: Metabolic Concepts (Chapters 4, 9, 12)</b>	Lab Activity 5 DUE
7	Class 13 1 hour	Midterm Review Activity	Unit Plan: Part 1 DUE
	Class 14 1 hour	<b>Midterm Exam</b>	
8	Class 15 1 hour	Cardiorespiratory Concepts Chapter 5: Aerobic Fitness	
	Class 16 1 hour	<i>Lab Activity 6</i>	
9	Class 17 1 hour	Cardiorespiratory Concepts Chapter 6: Cardiovascular Responses to Exercise	Lab Activity 6 DUE
	Class 18 1 hour	<i>Lab Activity 7</i>	
10	Class 19 1 hour	Cardiorespiratory Concepts Chapter 7: Ventilation Responses	Lab Activity 7 DUE
	Class 20 1 hour	<i>Lab Activity 8</i>	
11	Class 21 1 hour	<b>Quiz: Cardiorespiratory Concepts (Chapters 5-7)</b>	Lab Activity 8 DUE
	Class 22 1 hour	Neuromuscular/Skeletal Concepts Chapter 10: Muscle Strength	
12	Class 23 1 hour	Neuromuscular/Skeletal Concepts Chapter 11: Responses to Physical Training	
	Class 24 1 hour	<i>Lab Activity 9</i>	
13	Class 25 1 hour	Neuromuscular/Skeletal Concepts Chapter 13: The Central Nervous System and Physiological Fitness	Lab Activity 9 DUE
	Class 26 1 hour	<b>Quiz: Neuromuscular/Skeletal Concepts (Chapters 10-11, 13)</b> Concepts in Body Composition Chapter 8: Energy Demands	
14	Class 27 1 hour	Concepts in Body Composition Chapter 8: Energy Demands	
	Class 28	<i>Lab Activity 10</i>	Lab Activity 10 DUE
15	Class 30	<b>Final Exam</b>	Unit Plan: Parts 1 & 2 DUE

Danielson Model	INTASC Standards	NASPE Program Objectives	Course Objectives	Course Assessment
1a, 1b, 1d, 1e	1, 2, 7, 8	1.1, 1.3 3.5, 3.6, 3.7	1	Lab Activities Unit Plan Quizzes
1b, 1c, 1f 2c, 2d, 2e 3d	8	1.1, 1.3 3.2, 3.3, 3.5, 3.6, 3.7	2	Lab Activities Unit Plan Quizzes
1e 2c, 2d, 2e 3c, 3d, 3e	2, 3, 4, 6, 7	1.1, 1.3 3.1, 3.2, 3.4, 3.5, 3.6, 3.7	3	Midterm Exam Final Exam Quizzes
1a, 1b, 1c, 1d, 1e, 1f 3d	3, 4, 7, 8	1.1, 1.3 3.1, 3.2, 3.4, 3.5, 3.6, 3.7	4	Lab Activities Unit Plan

#### IV. Evaluation Methods

1. Class Attendance and Participation 15 %  
Students are required to attend every class. Attendance will be taken during each class and daily in class assignments will be completed. Students are also expected to participate in class discussions and activities.
2. Quizzes 15%  
There will be several quizzes given in this course. Quizzes will be used to assess student knowledge of the content and may include concepts from multiple chapters. Quizzes will use a variety of questions including: short answer, multiple choices, matching, true/false, and completion.
3. Lab Activities 20%  
Students will be participating in 10 activities designed to integrate and apply theoretical concepts of exercise physiology to the physical education setting. Students will be graded based on their participation in these activities. Grades will not be based on student's physical performance in these activities. Students will complete a short write-up of these activities.
4. Unit Plan 25%  
Students will complete a unit plan on one of the content areas covered during this course. The unit plan will be divided into part 1 and part 2. Part 1 of the unit plan includes the title page, table of contents, rationale, goal statement, references and state standards. Part 2 includes the assessment and a minimum of 3 lesson plans.
5. Mid-term and Final Exam 25%  
There will be a midterm and a final in this course. Exams will use a variety of question types to assess student knowledge. This may include: short answer, multiple choice, matching, true/false, completion, etc. The final will not be cumulative but may rely on integrating material learned in the first half of the semester. The majority of questions will be taken from the text but some questions may be drawn from lectures, presentations, class discussions, activities, and other assigned readings.

#### V. Grading Scale

<u>Letter Grade</u>	<u>Percentage</u>
A	90-100%
B	80-89%
C	70-79%
D	60-69%

**VI. Undergraduate Course Attendance Policy**

As future professionals and in order to meet the course requirements, students are expected to be punctual and attend all classes. This is in accordance with the Indiana University of Pennsylvania Undergraduate Class Attendance Policy (IUP Student Handbook, see <http://www.iup.edu/registrar/catalog/acapolicy>). In order to allow for illness or personal emergencies, three absences will be permitted during the course of the semester. **Each absence beyond three will result in a 10% deduction in the final course grade.** If an absence occurs, it is the responsibility of the student to obtain the information (class notes, handouts, assignments, etc.) that was missed during an absence. Absences due to school activities that are processed through the Dean's office will not count as an absence when documentation is provided to the instructor.

**VII. Required Text**

Rowland, Thomas. (2005). *Children's Exercise Physiology, Second Edition*. Champlain, IL: Human Kinetics.

**VIII. Special Requirements**

There are special requirements for this course.

**IX. Bibliography**

Garrett, W. and Kirkendall D. (2000). *Exercise and Sport Science*. Lippincott Williams and Wilkins.

Kraemer, W. and Fleck, S. (2005). *Strength Training for Young Athletes, Second Edition*. Champlain, IL: Human Kinetics.

Rowland, T. (2005). *Children's Exercise Physiology, Second Edition*. Champlain, IL: Human Kinetics.

Sharkey, B. and Gaskill S. (2006) *Sport Physiology for Coaches*. Champlain, IL: Human Kinetics.

## Course Analysis Questionnaire

### A. Details of the Course

- A1. This course is a core requirement for health and physical education students pursuing certification in Pennsylvania. It is designed to provide students with an opportunity to apply basic exercise physiology concepts within the child and adolescent models.
- A2. This course will be implemented in addition to the exercise physiology course that is already part of the curriculum. This course is designed to complement the exercise physiology course with hands-on laboratory experiences.
- A3. This course has never been offered at IUP.
- A4. This class is not intended to be a dual level course.
- A5. This course is not to be taken for variable credit.
- A6. This course is not currently offered at other institutions offering health and physical education teacher certification.
- A7. This class is recommended by the National Association of Sport and Physical Education to be taught to undergraduate Health and Physical Education students pursuing teacher education. See the attached position paper.

### B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. The content of this course does not overlap with any other courses at the university.
- B3. This course is not cross-listed.

### C. Implementation

- C1. No new faculty member will be required to teach this course. This course will be counted as one preparation and three hours of equated workload.
- C2. Other Resources:
  - a. Current classroom and laboratory space is adequate
  - b. Special equipment will be needed but is available in the human performance laboratory in Zink Hall
  - c. No laboratory supplies are required for this class
  - d. Library holdings are adequate
  - e. There are no travel requirements for this class
- C3. There are no resources for this course funded by a grant.
- C4. This course will be offered once per academic year.
- C5. One section of this course will be offered at a time.

- C6. Up to 25 students can be accommodated in this class in which students perform hands on laboratory skills with a predetermined amount of available equipment for each laboratory skill presented.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does involve the use of distance education.