

Date of request: 10-SEP-2018

Request ID: E-2018-HPHE-61

College: E

Department: HPHE

Initiator name: Timothy Michael

Initiator email: tim.michael@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: G

Proposed course data:

Change Course HPHE 6710

Specific Course Change type selected: Title

Specific Course Change type selected: Description

1. Existing course prefix and number:

HPHE 6710

2. Proposed course title:

Cardiopulmonary & Environmental Physiology

3. Existing Banner course title:

Exercise Physiology II

4. Proposed course title to be entered in Banner:

Cardiopul & Enviro Exer Physio

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

This course will now have a title that will let students know specifically what the course is about and will cover. Along with the new title the course description will lend to a greater clarity as to the content of the course.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

The proposed improvement is part of an overall change in the degree. The current degree, MS Exercise and Sport Medicine: Exercise Physiology has been in place for approximately 10 years or so. Since then a number of things have occurred that prompt this change: 1) This degree was first established with two concentrations, Exercise Physiology and Athletic Training. Athletic Training has gone on to become its own degree, thus having the title as it is currently, is no longer appropriate; 2) the need to update the curriculum is apparent by professional changes in the field as well as student requests and concerns; 3) new faculty have been hired that changes the expertise and allows for a greater breadth of offerings than was previously.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

At the end of the course, students will be expected to demonstrate knowledge of:

- a. general concepts of environmental physiology
- b. physiological responses/adaptations to exercise in extreme heat/cold
- c. physiological responses to exercise in high altitude environments
- d. physiological responses to microgravity and space
- e. acute and chronic adaptations to the cardiopulmonary system due to training
- f. the effect of differing environments on the cardiopulmonary system

Program Assessment Learning outcomes:

- a. Demonstrate an understanding of exercise physiology and biomechanics beyond the undergraduate level.
- b. Demonstrate the ability to critically evaluate scientific literature and apply the scientific method in the exercise sciences.
- c. Interpret empirical data and communicate effectively in an academic setting and/ or professional meeting
- d. Be able to apply knowledge of the exercise sciences through successful oral and written presentations
- e. Demonstrate professional behavior and effective written and oral communication skills in academic and/or professional settings
- f. Demonstrate an understanding of exercise physiology and biomechanical concepts related

to human performance by evaluating current research related to biomechanics and exercise physiology

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. The proposed improvement is part of an overall change in the degree. The current degree, MS Exercise and Sport Medicine: Exercise Physiology has been in place for approximately 10 years or so. Since then a number of things have occurred that prompt this change: 1) This degree was first established with two concentrations, Exercise Physiology and Athletic Training. Athletic Training has gone on to become its own degree, thus having the title as it is currently, is no longer appropriate; 2) the need to update the curriculum is apparent by professional changes in the field as well as student requests and concerns; 3) new faculty have been hired that changes the expertise and allows for a greater breadth of offerings than was previously.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. The proposed change will have no effect on colleges, departments or other programs.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The proposed change does not have any effect on other department programs and as it is a change in an existing program there is no issue with existing 'Fit'.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Currently students complete their course work by taking classes

FALL>SPRING>SUMMER>FALL>SPRING and it is expected that this will continue with the revised program. We currently have 2 required courses that are offered every Summer, with the new revised curriculum we will continue to require 2 courses in the Summer. The rationale for offering courses in the summer is the same as it is now, that is all faculty who teach in this graduate program also teach in the heavily enrolled undergraduate program. To be able to have faculty teach in both programs, the graduate program has only been able to function by offering some of the required courses in the Summer.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

As this is part of a revised curriculum of an already established program we can simply state that enrollment has been between approximately 20-30 students/ year over the past 10 years. Currently labor statistics show that employment for exercise science related careers to be

"faster than average" between 2014-2024. Students who study exercise science, particularly exercise physiology and biomechanics often go on to careers in the health fields such as physical therapy, occupational therapy, kinesiotherapy, medical school, chiropractic school. Others may go on to biomedical engineering, prosthetics, research and development in exercise and sport related companies etc

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) The current resources are adequate in terms of equipment, space, technology, and library holdings. However, because we will be offering an additional biomechanics course, Dr. Lee will need to teach one less undergraduate course during the Fall Semester, this will most likely require a part-time instructor be hired or to have a graduate teaching assistant assigned to this class.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.<br>

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not Applicable

O. Current catalog copy:

HPHE 6710 Exercise Physiology II

This course is the second of a series of two courses that will give the graduate student a much more in depth study of the various physiological processes and how they are transformed and manipulated by external stresses (e.g., work, exercise, disease, environment, etc.). 3 hours

P. Proposed catalog copy:

HPHE 6710 Cardiopulmonary and Environmental Exercise Physiology

This course will cover the physiological responses (both the acute effects and chronic adaptations) during exercise, with specific focus on the cardiopulmonary system. Additionally,

this course will examine the physiological responses to exercise in different environmental conditions such as high altitude, heat, cold, hyperbaria, & microgravity. 3 hours

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 24-OCT-2018

Department approver: Yuanlong Liu

Chair comment:

Date: 25-OCT-2018

## **WESTERN MICHIGAN UNIVERSITY**

### **HPHE 6710 Cardiopulmonary and Environmental Exercise Physiology**

#### **Instructor Information**

Nicholas Hanson, PhD

Office: SRC 1064

Phone: (269) 387-2670

Email: nicholas.hanson@wmich.edu

Office Hours: TBD

Classroom: TBD

#### **Course Description**

This course will cover the physiological responses (both the acute effects and chronic adaptations) during exercise, with specific focus on the cardiopulmonary system. Additionally, this course will examine the physiological responses to exercise in different environmental conditions such as high altitude, heat, cold, hyperbaria, & microgravity.

#### **Course Outcomes**

Upon successful completion of this course, students will be able to demonstrate knowledge of:

1. general concepts of environmental physiology
2. physiological responses/adaptations to exercise in extreme heat/cold
3. physiological responses to exercise in high altitude environments
4. physiological responses to microgravity and space
5. acute and chronic adaptations to the cardiopulmonary system due to training
6. the effect of differing environments on the cardiopulmonary system

#### **Course Textbook**

Cheung, Stephen S. Advanced Environmental Exercise Physiology. Human Kinetics. (2010), ISBN-13:9780736074681

#### **Course Outline & Topics Covered**

Major topics include:

- Exercise in hot and cold environments
- Heat and hydration strategies for exercise
- High altitude physiology
- Altitude training

- Physiological response to microgravity and space

### Article Critiques:

Each student will complete three (3) research article critiques during the semester.

Article critiques will be due the class meeting after we finish the course materials for each respective section.

Each article must come from a **peer-reviewed scientific research journal** and must not be older than three years. The article must also focus on human subjects, not animal research.

Each article critique should be 3 full pages in length. Please include your name and class at the top right, and the name of the article as the title. The following are the section sub-headings you should use:

**Purpose** - Describe the purpose of the study

**Methods** - Provide some details about the subjects, materials, methods, etc. that were used

**Results** - What was found in this study?

**Critical Analysis** - How could this study have been improved? What would you add or take away?

**Take-home Point(s)** - What did you learn from this study?

Each critique must be typed double-spaced with a font no larger than 12 pt. Students must turn in the full text of the research article at the end of the critique.

### Things to Remember:

- Cell phones, computers must be silenced and PUT AWAY during class time. No texting, etc. The only exception is if you use your computer to take notes.
- This outline/syllabus is subject to change. Students will be informed of change and an updated syllabus will be posted to the course website.
- All written work must be typed. No make-up exams/quizzes will be given, unless arrangements are made prior to the exam or verifiable medical excuse is provided.

- Students will do original work and will not take or receive the efforts of another person on any test or assignments, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by the instructor. All other work must be your own.
  
- You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.
  
- Students are directed to <http://osc.wmich.edu> and [www.wmich.edu/registrar](http://www.wmich.edu/registrar) to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities, etc.
  
- Reasonable accommodations will be made for students with disabilities.
  
- Any assignment turned in after the due date will receive a 10% deduction per day late. Failure to turn in an assignment will result in a score of 0% for that assignment.



### **Academic Integrity and Disability Support**

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. (The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.) If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. In addition, you are encouraged to read important information on the following web page: <http://osc.wmich.edu>, [www.wmich.edu/registrar](http://www.wmich.edu/registrar), and [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices) to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities, etc.

### **Grading Policy**

1. Exams (2) 60%
2. Article Critiques (3) 15%
3. Presentation 20%
4. Attendance 05%
5. Grading: A (92%+), BA (87%+), B (83%+), CB (78%+), C (70%+), DC (65%+), D (60%+), and E (59%-),