KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Health, Physical Education and Recreation **DATE** September 10, 2015

Title of Course or Degree: Advanced Fitness Training **Change(s) Initiated:** (Please check)

- ☐ Closing of Degree or Certificate
- ☐ Letter of Intent
- ☐ New Certificate Proposal
- ☐ New Degree Proposal
- X New Course
- ☐ New 82 Course
- ☐ Deletion of Course
- ☐ Other (please describe): _____
- ☐ Change in Degree or Certificate Requirements
- ☐ Change in Degree Requirements (adding concentration)
- ☐ Change in Pre/Co-Requisite
- ☐ Change in Course Designation
- ☐ Change in Course Description
- ☐ Change in Course Titles, Numbers, Credits &/or Hours
- ☐ Change in Academic Policy

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 9/17/15 **Signature, Committee Chairperson:** Lisa Bracco

Signature, Department Chairperson: Donald Greene

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

A. **Approved** ☐ B. **Returned to department with comments** ☐

Recommendations (if any): _____

Signature, Provost: _____ **Date:** _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

A. **Approved** ☐ B. **Tabled** ☐ **(no action will be taken by Curriculum Committee)**

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ **Date:** _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising **one** of the following options:

A. **Approved** ☐ (forwarded to Steering Committee)
B. **Tabled** ☐ (Department notified)
C. **Not Approved** ☐ (Department notified)

Signature, Chairperson of Curriculum Committee _____ **Date:** _____

Revised/Dec.2012

Kingsborough Community College
The City University of New York
Undergraduate Curriculum

FORMAT FOR PRESENTATION OF CURRICULUM PROPOSALS

1. DEPARTMENT, COURSE NUMBER AND TITLE:

Department of Health, Physical Education and Recreation
Course Number: PEC XXXX
Title of the course: Advanced Fitness Training

2. DOES THIS COURSE MEET DISTRIBUTION REQUIREMENTS FOR GROUPS I-V? IF SO, WHICH GROUP?

This course does not meet distribution requirements for Groups I-V nor pathways A-E.

3. TRANSFERABILITY OF THIS COURSE. DESCRIBE HOW THIS COURSE TRANSFERS (required for A.S. degree course). If A.A.S. degree course and does not transfer, justify role of course, i.e., describe other learning objectives met:

This course would transfer as an elective.

4. BULLETIN DESCRIPTION OF COURSE:

This course will introduce students to the methodology and practice of high intensity fitness training. High intensity training is an advanced method designed to obtain higher levels of fitness by combining calisthenics, resistance training and aerobic fitness activities. Students will learn safe and effective techniques to improve health- and skill-related components of physical fitness.

5. NUMBER OF WEEKLY CLASS HOURS (please indicate the number of hours per week spent in a lab, hours spent on site doing fieldwork, hours of supervision and hours in classroom- if applicable):

2 Hours

6. NUMBER OF CREDITS:

This course is 1 credit

7. COURSE PREREQUISITES AND COREQUISITES

Prerequisites: none
Corequisites: none
Pre or Coreq: none

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. Enrollment summaries, if previously offered as an 82	No
B. Projected enrollment	100 students annually
C. Class limits	25
D. Frequency course is likely to be offered	1-2 sections per semester

E. Role of course in department's curriculum and college's mission:

Through media and education, people are becoming more aware of the health risks of a sedentary lifestyle and the health benefits of a more active lifestyle. Moderate levels of physical activity are known to provide many health benefits and moderate levels of physical fitness, while higher levels of intensity not only provide for health benefits, but also improvements in fitness at a higher level. This course will not only be

relevant for our exercise science and physical education majors, but for any student wishing to obtain a higher level of fitness for personal and/or professional reasons. The course will be helpful to those in majors that lead to careers in areas of law enforcement, emergency medical service and public safety where a higher level of fitness would be beneficial.

9. LIST OF COURSES, IF ANY, TO BE WITHDRAWN WHEN COURSE(S) IS (ARE) ADOPTED:

None

10. IF COURSE IS AN INTERNSHIP OR INDEPENDENT STUDY OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENTS WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENTS' EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:

N/A

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

Fahey, Thomas, Insel, Paul, and Roth, Walton. Fit and Well, 9th edition. McGraw-Hill Higher Education. 2012.

12. REQUIRED COURSE FOR MAJORS AND/OR AREA OF CONCENTRATION? (If course is required, please submit a separate transmittal with a degree requirement sheet nothing the proposed revisions, including where course fits into degree requirements, and what courses(s) will be removed as a requirement for the degree. NYSED guidelines of 45 credits. Of Liberal Arts coursework for an A.A. degree, 30credits. For an A.S. degree and 20 credits. Of Liberal Arts for A.A.S. degree must be adhered to for all 60 cr. Programs).

No

13. IF OPEN ONLY TO SELECTED STUDENTS (specify):

Not Applicable

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

At the conclusion of the course, students will be able to:

A. Design an individualized exercise program that meets their fitness needs and goals.
B. Properly perform exercises using a variety of modalities that include machines, free weights, cables, and body weight.
C. Demonstrate knowledge of safety guidelines for individual and group exercise. This will include inspecting and using equipment, safe workload, proper form and proper technique for breathing.
D. Explain the difference between aerobic and anaerobic exercise activity.
E. Explain the role of anaerobic activity in high intensity exercise routines.
F. Identify the major muscle groups involved in specific exercises.
G. Explain the role of exercise in improving cardiorespiratory fitness, power, muscular strength and endurance, range of motion and body composition
H. Identify safety and emergency procedures, such as recognizing an adverse reaction to exercise, recognizing the need to terminate an exercise session, and knowing when and how to provide or summon help.

15. METHODS OF TEACHING –e.g., LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS:

A. Teaching is accomplished through lectures, demonstrations and discussions.
B. Lectures will include the history of high intensity fitness training; identification of muscle(s) utilized in each exercise; techniques for proper performance of each exercise.
C. Practices will include warm-up, stretches, drills and participation.

16. ASSIGNMENTS TO STUDENTS:

High Intensity Fitness Training sessions will let students demonstrate their fundamental skills, knowledge of safety practices, correct equipment usage and their understanding of the scientific basis of high intensity fitness training.

Students will maintain a daily log, in which they will record:

A. Type(s) and duration of activity performed
B. Exercises performed (type, sets and repetitions)
C. Muscle group(s) involved in each activity
D. Physical and emotional response to exercise – "energy level," effects on daily activities, effects on special interests such as sports and hobbies, changes in various components of fitness.

Logs will be collected at the first session of the week for the previous week (e.g., on Tuesday, September 15, the logs will be collected for classes on September 8 and 10.) Grade for the logs will be based on timely submission, completeness and accuracy.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15:

A. Application of High Intensity Fitness Techniques (30%)
B. Preparation and Participation (20%)
C. Daily log (20%)
D. Final examination (30%)

18. TOPICAL COURSE OUTLINE (WHICH SHOULD BE AS SPECIFIC AS POSSIBLE REGARDING TOPICS COVERED, LEARNING ACTIVITIES AND ASSIGNMENTS):

Week 1	Define high intensity fitness training. Identify currently popular high intensity fitness techniques. Present the history of current techniques. Review course requirements. Conduct orientation tour of area(s) to be used for activities. Explain facility rules concerning conduct, attire, and exercise safety guidelines. This includes proper functioning of equipment, safe workloads, proper form and breathing. Explain signs and symptoms of adverse reaction to exercise, criteria for terminating an exercise session, and emergency procedures. Allow students to privately identify any concerns or issues affecting participation.
Week 2	Topic: Structure of a High Intensity Fitness Training Session Warm-up (daily, consisting of calisthenics and/or aerobic equipment and stretching) Demonstration and practice on cardiorespiratory (aerobic) fitness equipment High Intensity Circuit (daily, consisting of multiple sets, each of which includes several resistance exercises and a moderate intensity activity such as calisthenics or use of a cardio machine.) Cool-down (daily, may consist of several minutes on a cardio machine and/or stretching)
Week 3	Topic: Calisthenics Warm-up Demonstration and practice of calisthenic exercises High Intensity Circuit Cool-down
Week 4	Topic: Resistance Machines Warm-up Demonstration and practice use of resistance machines High Intensity Circuit Cool-down
Week 5	Topic: Free weights Warm-up Demonstration and practice of free weights High Intensity Circuit Cool-down
Week 6	Topic: Plyometrics (jump training) Demonstrate and practice plyometric activities. Warm-up High Intensity Circuit Cool-down
Week 7	Topic: Medicine Ball Exercises Warm-up Demonstrate and practice exercises using medicine ball High Intensity Circuit Cool-down

Week 8	Topic: The role of anaerobic activity in high-intensity training Warm-up Demonstration and practice of anaerobic activity drills High Intensity Circuit Cool-down
Week 9	Topic: Body weight and body composition Warm-up High Intensity Circuit Cool-down
Week 10	Topic: Nutrition for weight-management and exercise performance Warm-up High Intensity Circuit Cool-down
Week 11	Topic: Designing an exercise program to maintain and improve fitness Warm-up High Intensity Circuit Cool-down Review for the final exam
Week 12	Topic: Resources to maintain an active lifestyle (online, print and other media) Warm-up High Intensity Circuit Cool-down Final exam

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

1. Philbin, John. High Intensity Training. Human Kinetics. 2004.
2. Fahey, Thomas, Insel, Paul, and Roth, Walton. Fit and Well, 9th edition. McGraw-Hill Higher Education. 2012.
3. (unspecified author) The Basics of High-Intensity Interval Training. American College of Sports Medicine website, http://certification.acsm.org/blog/2015/may/the-basics-of-high-intensity-interval-training. May 11, 2015 (retrieved September 9, 2015)
4. Kiminsky, Leonard (ed.) American College of Sports Medicine. ACSM'S Health Related Physical Fitness Assessment Manual, 4th Edition. Lippincott, Williams and Wilkins. 2013.
5. Baechle, Thomas and Earle, Roger. National Strength and Conditioning Association. Essentials of Strength Training and Conditioning, 3rd Edition. Human Kinetics. 2008.
6. Driver, James. High Intensity Interval Training Explained. CreateSpace Independent Publishing Platform. 2012.