

**Section 1. Proposal Information**

**Course Developer:**

*Jennifer Miner*

Date: *1/3/15*

Catalog year to take effect :

2014-2015 \_\_

2015-2016 \_X\_

**Revision in credits**

**/Contact Hours**

**Type of Proposal**

 Revised course

199 Experimental Course

299 Experimental Course

**Type of Course:**

Lower Division Collegiate (transfer)

Professional/Technical (program requires)

Professional/Technical (stand-alone)

Developmental, numbered below 100

**Rationale:**

**How does this proposal further the goals of the program or department?**

     Anatomy & Kinesiology is a core class for students in the Exercise and Movement Science Program. Without firm understanding of key anatomy and kinesiological principles, the advancement through the program is difficult. To help students understand actions and movements of the various muscles, it is helpful to fully understand the attachment points of the muscles, for which we need to spend additional time on bony structures (where the muscles attach). In previous years, we have not had sufficient time allotted in the class (due to time constraints based on credits and contact hours) to properly address this material. We would also like to add additional information on using a clinical logic paradigm to identify injuries to bones, muscles, and ligaments.

**What evidence supports this proposal?**

     Learning anatomy can be similar to learning a foreign language. Students can spend the first portion of the class surviving, but not able to thrive with the content, simply because of not enough exposure to the material in a controlled setting (not spending enough time with the instructor in class). By the end of the term, students are starting to make connections more quickly and easily, and begin to grow in their knowledge. However, if more time was able to be spent in class (additional contact hours), the students would increase their knowledge and understanding even further, and would excel even greater. As it stands now, additional time in future program classes is spent reviewing material from anatomy to try and recall information that was learned in such a short time. We believe that more contact hours, and a deeper understanding, based on the additional content proposed below, will decrease the need for the review of anatomy and kinesiology in their future program classes.

**(New courses) How do you know there is a demand for this course?** N/A, revised class.

**PREVIOUS Catalog/Course Information:**

Course Number: EXMS **196** Course Title in Banner: **Applied Anatomy and Kinesiology** (30 characters maximum)

Full Course Title in print catalog: **Applied Anatomy and Kinesiology**

Prerequisites: **None** Co-requisites: **None**

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number / Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| Lecture | hours (lecture credits x 10) | hours (lecture credits x 12) | hours (lecture credits x 11) |
| 3 Lec/Lab | 60 hours (lec-lab credits x 20) | 72 hours (lec-lab credits x 24) | 66 hours (lec-lab credits x 22) |
| Lab | hours (lab credits x 30) | hours (lab credits x 36) | hours (lab credits x 33) |
| 3 **Total credits (sum)** | 60 **Total hours (sum)** | 72 **Total hours (sum)** | 66 **Total hours (sum)** |

**What will change in this course as a result of changing the credits?**

Course Description  Course Outline  Contact Hours

 Course Outcomes  Other (explain):

**Section 2. Proposed Course Outline** (A general statement of course content that informs class syllabus construction.)

Course Number: **196** Course Title for Banner: **Applied Anatomy and Kinesiology** (30 characters maximum)

Full Course Title for print catalog: **Applied Anatomy and Kinesiology**

Prerequisites: **None** Co-requisites: **None**

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number / Type Credits** | | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| 3 Lecture | | 30 hours (lecture credits x 10) | 36 hours (lecture credits x 12) | 33 hours (lecture credits x 11) |
| Lec/Lab | | \_\_ hours (lec-lab credits x 20) | \_\_ hours (lec-lab credits x 24) | hours (lec-lab credits x 22) |
| 1 Lab | | 30 hours (lab credits x 30) | 36 hours (lab credits x 36) | 33 hours (lab credits x 33) |
| 4 **Total credits (sum)** | | 60  **Total hours (sum)** | 72 **Total hours (sum)** | 66 **Total hours (sum)** |
| **Original Course Description:** | | | | |
| Basic kinesiological principles of movement and exercise. Includes major muscle groups, and joints, as well as the planes of movement, and basic biomechanical factors. Basic understanding of the major muscle groups including origins, insertions and actions. Basic kinesiological concepts will be taught. Course content and information will help prepare students for national certification exams. Students must be accepted into the Exercise and Movement Science Program to be eligible to take this course. | | | | |

|  |  |
| --- | --- |
| **New Course Description (300 character limit):** | |
| Basic kinesiological principles of movement and exercise. Includes major muscle groups, and joints, as well as the planes of movement, and basic biomechanical factors. Basic understanding of the major muscle groups including origins, insertions and actions. Basic kinesiological concepts will be taught. Course content and information will help prepare students for national certification exams. Students must be accepted into the Exercise and Movement Science Program to be eligible to take this course.  This course will use regional approach to uncover the anatomy of the musculoskeletal system. The laboratory experience will complement the lecture material, and allow us the opportunity to explore anatomical models and charts. Most days throughout the term you will have an opportunity to challenge your knowledge of anatomy while exploring interactive questions during class. | |
| **Original Course Outcomes and Proficiencies** | **Assessments Used** |
| What did the student ***know,*** what could the student ***do*** at the end of the course***,*** or what ***attitudes*** related to the subject would the student hold?  **Upon successful completion of this course, the student:** | What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)  **How each outcome was assessed:** |
| A. Proper use of anatomical and kinesiological terminology | A. Written midterm and final exam, class discussions |
| B. Ability to identify bony anatomy, joints and ligaments | B. Lab identification exams, week quizzes |
| C. Knowledge of and ability to identify muscular anatomy including their insertions and actions. | C. Weekly preparatory exams |
| D. Knowledge of joint motions, the muscles that initiate them, and the planes and axes in which they occur. | D.      Written exams, weekly assignments  E. Written exams, weekly assignments |
| E. Knowledge of synergist and antagonist muscles.  F. Knowledge of muscle contractions including how muscles function in isometric, isotonic, isokinetic, concentric and eccentric contractions. | F.      Written exams |
| **New Course Outcomes and Proficiencies** | **Assessments Planned** |
| What will the student ***know*** or ***be able to do*** at the end of the course***,*** or what ***attitudes*** related to the subject will the student hold?  **Upon successful completion of this course, the student will:** | What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)  **How each outcome will be assessed:** |
| A. Use proper anatomical and kinesiological terminology. | A. Class discussions, written exams, i>Clicker questions, concept check questions |
| B. Identify bony anatomy, joints and ligaments/tendons. | B. Lab identification exams, weekly quizzes, i>Clicker questions |
| C. Identify muscular anatomy including origins, insertions and actions. | C. Class discussions, written exams, i>Clicker questions, weekly assignments |
| D. Identify joint motions, the muscles that initiate them, and the planes and axes in which they occur. | D. Class discussions, written exams, i>Clicker questions, concept check questions, weekly assignments |
| E. Identify synergist and antagonist muscles.  F. Identify and apply knowledge of muscle contractions including how muscles function in isometric, isotonic, isokinetic, concentric and eccentric contractions.  G. Develop a knowledge base relative to human structure and movement that will assist your career as a fitness professional.  H. Identify strength and weakness of muscles, based on range of motion testing  I. Ability to develop exercises to target specific muscle groups.  J. Think critically.  K. Integrate information learned in a variety of formats.  L. Critically analyze course materials and make meaningful connections between relevant material.  M. Become an active learner that seeks a high level of understanding through personal efforts. | E. Written exams, i>Clicker questions, weekly assignments  F. Written exams, i>Clicker questions, concept check questions, weekly assignments  G. Class discussions, written exams, i>Clicker questions, concept check questions, weekly assignments  H. Written exams, i>Clicker questions, concept check questions, online learning objective  I. Class discussions, concept check questions, weekly assignments  J. Class discussions, written exams, concept check questions.  K. Class discussions, written exams, i>Clicker questions, concept check questions, weekly assignments.  L. Class discussions, written exams, i>Clicker questions, concept check questions, weekly assignments.  M. Class discussions, written exams, i>Clicker questions, concept check questions, weekly assignments. |

**Original Course Content by Major Topics**

What topics were originally presented? What were the main activities of the course? What were the central themes?

Anatomical Terminology

Planes & Movements

Ankle & Foot

Associated bones, ligaments, and muscles

Knee

Associated bones, ligaments, and muscles

Hip & Pelvis

Associated bones, ligaments, and muscles

Shoulder Girdle

Associated bones, ligaments, and muscles

Shoulder

Associated bones, ligaments, and muscles

Elbow, Wrist & Hand

Associated bones, ligaments, and muscles

**New Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/copps>

General Anatomy

Anatomical positioning

Anatomical terminology

Directional terminology

Planes & axes

Types of movements

Anatomy of bones

Anatomy of muscles

Anatomy of ligaments and joints

Anatomy of nerves

Clinical Logic

Range of motion resting

Injury to bones, muscles & ligaments

Bones & Muscles of the trunk, spine, and abdomen

Associated bones, bony structures, ligaments, and muscles

Common injuries and pathologies

Lower Extremity (Hip, Thigh, and Lower Leg)

Associated bones, bony structures (origins and insertion points), ligaments, and muscles

Common injuries and pathologies

*\*Note: There will be an increase in the amount of structures learn compared to previous class*

Upper Extremity (Back, Shoulder, Upper arm, Forearm and Wrist)

Associated bones, bony structures (origins and insertion points), ligaments, and muscles

Common injuries and pathologies

*\*Note: There will be an increase in the amount of structures learn compared to previous class*

**Section 3. Curriculum Equity** <http://www.lanecc.edu/copps>

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s):

* Written exam questions will include both sexes (male and female), and include examples and names of a variety of ethnicities and races.
* Written exam questions will refer to women and men who are working in nontraditional roles/jobs (i.e. Women may be construction workers, and men may be caregivers).
* Written exam questions will include examples of people who span all ages.
* During class, emphasis will be placed on differences in anatomical structure between males and females, as well as identifying skeletons based on age, and will address racial, ethnic, and regional differences that can exist.

**Section 4. Required Signatures**

**Library Impact Statement**

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

**What assignments will require the use of library and information resources?**

      Field guide assignments require information that can be gathered in textbooks (including the required text), anatomical atlases, and general anatomy and physiology textbooks.

Each academic area has a Liaison Librarian <http://www.lanecc.edu/library/services/liaison.htm> to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

**To be completed by Liaison Librarian:**

Library resources are adequate to support this proposal.

Additional resources are needed but can be obtained from current funds.

Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian Date

**Divisional Approvals**

**Human, Physical, and Financial Resources (select one):**

 Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding: Health & Physical Education Department, part-time budget

No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.  
Explain:

**Divisional Recommendation (select one):**

 The Academic Dean and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

Faculty review of this course was completed within the division on      (date).

New course outlines have been prepared for the Divisional binder containing all current course outlines.

Office Administrator Date

**Fees (select one):**

 We have completed a fee request form to be submitted to ASA upon course approval. ***NOTE: Fee request is already approved for previous class. No additional fees are requested.***

No special fees will be required for this course.

**Required Certifications:**

 We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract. ***NOTE: No changes are required from previous class.***

 We have completed faculty certification form(s)  
(http://www.lanecc.edu/cops/faccertf.pdf )  
for this course to be filed with ASA and Human Resources so RIF grid information will be updated. ***NOTE: No changes are required from previous class.***

**Divisional Recommendation (select one):**

 Pass  Do Not Pass

Academic Dean Date

**College Approval**

     

Curriculum Committee Chair Date Executive Dean for Academic Affairs Date

Curriculum Approval Committee hearing:       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Vice President for Academic & Date

Student Affairs