College of Education Graduate New Course Proposal
Signature Page

Course Title: Cardiorespiratory Aspects of Exercise Physiology
Course Prefix and Number: PET 6352
Name of Faculty Sponsor: Marcus Kilpatrick Telephone: 974-8127
Email: mkilpatrick@coedu.usf.edu

APPROVALS
List appropriate Department Chair, Committee Chair, Faculty Council Chair and Associate Dean

Appointing:

Dr. Stephen Sanders
Department Chair
SIGNATURE
DATE

Jeannie Kleinhammer-Tramill
Name of Committee Chair
SIGNATURE
DATE

Erwin Johanningermeier
College Council Chair
SIGNATURE
DATE

Harold Keller, Ph.D.
Name of Associate Dean
SIGNATURE
DATE

CONCURRENCE
List other units and department of the University that have been consulted, comments and
supporting remarks:

UNIT

CHOOSE ONE: CONCURRENCE, NON-CONCURRENCE or DEFER RECOMMENDATION

Name/Title
Signature
Date

UNIT

CHOOSE ONE: CONCURRENCE, NON-CONCURRENCE or DEFER RECOMMENDATION

Name/Title
Signature
Date

UNIT

CHOOSE ONE: CONCURRENCE, NON-CONCURRENCE or DEFER RECOMMENDATION

Name/Title
Signature
Date

UNIT

CHOOSE ONE: CONCURRENCE, NON-CONCURRENCE or DEFER RECOMMENDATION

Name/Title
Signature
Date

COUNCIL/DEAN APPROVALS
Recommendation of Graduate Council: Approved: _____ Disapproved: _____
Signature of Graduate Council Chair: ___________________________ Date___________
Action by the Graduate School Dean: Approved: _____ Disapproved: _____
Signature of Dean: ___________________________ Date___________
Effective Date (Term): ___________________________
Graduate Curriculum Approval Form
New or Changed Course

Prefix and Number: PET 6352
Title: Cardiorespiratory Aspects of Exercise Physiology
Proposed Effective Term (i.e. Spring 2006): Fall 2009
Faculty Contact: Marcus Kilpatrick
Email: mkilpatrick@coedu.usf.edu
College: Education
Dept and Mail Code: Physical Education and Exercise Science

Is this course part of a recently approved Program / Concentration / Or Certificate? no
If Yes, which one? Note: this course proposal is being submitted simultaneously to a concentration change proposal

New or Changed Course - Follow the guidelines outlined by the Graduate Council at: http://www.grad.usf.edu/coursepro.asp
For Graduate Council Review check the appropriate action and submit the items as required:

✓ New Course Proposals Require:
  - the Graduate Curriculum Approval form (this form)
  - Course Syllabus that meets the requirements of the Provost's Course Syllabus Policy (see below)

☐ Changed or Terminated Course proposals require:
  - the Graduate Curriculum Approval form (this form)
  - Course Syllabus that meets the requirements of the Provost's Course Syllabus Policy (see below)

✓ Course Syllabus that meets the requirements of the Provost's Course Syllabus Policy (Must include the following):
  - course title, course prefix, number and section
  - instructor's name, office hours and location, phone number (Email and Fax also suggested)
  - course objectives, dates of scheduled exams, course outline including assignments and dates due
  - attendance policy, grading policy, a policy statement on make up of missed work (suggested)
  - notice of permission/non-permission to sell notes or tapes of class lectures
  - titles of required textbooks and readings
  - a reminder that students who anticipate being absent from class due to religious observance should inform the instructor by the second class meeting (suggested)

Submit completed form and proposal and submit to the Faculty Council Office in EDU 105

<table>
<thead>
<tr>
<th>APPROVALS</th>
<th>Name</th>
<th>Signature</th>
<th>Action</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dept. Chair</td>
<td>Stephen Sanders</td>
<td></td>
<td>Approve □ Disapprove □</td>
<td>3/29/09</td>
</tr>
<tr>
<td>College GPC</td>
<td>Jeannie Kleinhammer-Tramill</td>
<td></td>
<td>Approve □ Disapprove □</td>
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<tr>
<td>Committee Chair</td>
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<td>Comments attached</td>
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<tr>
<td>Faculty Council</td>
<td>Erwin Johanningmeier</td>
<td></td>
<td>Approve □ Disapprove □</td>
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<td>College Committee</td>
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<td>Chair</td>
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<td>College Dean/</td>
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<td>Associate Dean</td>
<td>Chair:</td>
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<td>Concurrency*</td>
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<td>Grad Council</td>
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<td>Graduate School</td>
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</table>

*Concurrence - Consultation with units and departments providing related offerings or expertise is expected and encouraged

03/05/09
1. DEPARTMENT AND CONTACT INFORMATION

Department: Physical Education & Exercise Science
College: Education

Budget account number: 173200 Physical Education & Exercise Science

Faculty Contact Name: Marcus Kilpatrick
Phone: 974-8127

E-mail: mkilpatrick@coedu.usf.edu

2. COURSE INFORMATION

Prefix: PET
Number: 6083

Full Course Title: Cardiorespiratory Aspects of Exercise Physiology

The course title is variable? Yes ☐ No ☒

Is a permit required for registration? Yes ☐ No ☒

Are the credit hours variable? Yes ☐ No ☒

Credit hours (list max if variable): 3 Total Clock Hours: 3

Section Type: Class Lecture (Primarily)
Grading option:

Abbreviated Course Title: (not to exceed 30 characters) Cardiorespiratory Ex. Phys.

Prerequisites
None.

Corequisites
None.
Course Description (not to exceed 255 characters including spaces)

This course covers selected topics regarding cardiorespiratory aspects of exercise physiology. Some of the topics to be covered include: gas exchange and transport during exercise; aerobic metabolism, and acute & chronic adaptations to exercise training.

Please indicate in the description if the course:
* is restricted to majors or nonmajors
* is repeatable for credit and, if so, for how many total credits

3. **JUSTIFICATION:**
   (This section is critical since the Council members will make their decision based on the information provided here. The information should be in the following outline form.)

   a. Please briefly explain why it is necessary and/or desirable to add this course.

   An understanding of the anatomy and physiology responsible for delivering oxygen to active skeletal muscle is essential to creating and administering effective exercise programs. This course will provide a thorough and comprehensive study and analysis of these variables.

   b. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

   It is expected that this course would enroll approximately 15-20 students each time it is delivered. This course will be included in a menu of courses from which students will develop their Planned Program. It is expected that at least 2/3 of all Exercise Science majors will take this course each time it is offered. Additionally, this course may be attractive as an elective for graduate students in Biomedical Science and Public Health.

   c. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

   Yes. This course was delivered to approximately 25 students in the Fall of 2008.

   d. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the Instructor.)

   A qualified instructor for this course should have taken graduate level courses in the area of exercise physiology and should have a background of research in one or more areas covered in the course.
4. **OTHER COURSE INFORMATION** – Required for submission to the Statewide Course Numbering System

a. **Course Objectives**

- Knowledge of the historical roots and foundational principles in exercise physiology.
- Ability to locate, read, and interpret exercise physiology literature.
- Knowledge of the gas laws and how they relate to a biological system.
- Knowledge of gas exchange and transport.
- Knowledge of pulmonary ventilation and the dynamics of pulmonary ventilation.
- Knowledge of oxidative phosphorylation and its role in ATP synthesis.
- Knowledge of the physiologic factors associated with aerobic performance.
- Knowledge of the acute and chronic adaptations resulting from aerobic training.

b. **Student Learning Outcomes**

Examination Performance: 100%

* composed exclusively of essay questions

c. **Major Course Topics**

- Pulmonary ventilation; Dynamics of pulmonary ventilation; Oxygen delivery; Carbon dioxide transport; Acute and chronic adaptations to endurance exercise; aerobic metabolism.

d. **Course Textbooks**

**Title:** Exercise Physiology: Energy, Nutrition, & Human Performance  
**Authors:** William MacArdle, Frank Katch, and Victor Katch  
**Publisher:** Human Kinetics, Champaign, IL  
**Year:** 2007
e. Proposed Texts/Readings/purchases

Title: Exercise Physiology: Energy, Nutrition, & Human performance
Authors: William MacArdle, Frank Katch, and Victor Katch
Publisher: Human Kinetics: Champaign, Il.
Year: 2007

f. Proposed Online Resources

Selected videos available via Google and YouTube.

g. Supplementary Readings

None.

h. Student Expectations/requirements and Grade Policy/Percentages

Student Expectations:
Students are expected to read all required materials in advance of each class meeting.
Students are expected to attend class meetings regularly.
Students are expected to participate in all Blackboard discussions.
Students are expected to participate in classroom discussion.

Grade Criteria:
Written Examinations: 100%
*Note: rubrics for each grade area could not be added directly to this Acrobat form and are instead provided in section 8 of syllabus document.

Percentages:
A+ = 97.5 - 100, A = 92.5 - 97.49, A- = 90 - 92.49, B+ = 87.5 - 89.99,
B = 82.5 - 87.49, B- = 80 - 82.49, C+ = 77.5 - 79.99, C = 72.5 - 77.49,
C- = 70 - 72.49, D+ = 67.5 - 69.99, D = 62.5 - 67.49, D- = 60 - 62.49,
F = 0-59.9

Rubrics:
Detailed
i. Course Outline including topics, assignments, exams/tests (including projected dates)

Week 1: Introduction/Foundations; Conduct a 'Focus Group' comprised of the students in the class that addresses areas of need for learning cardiovascular aspects of exercise physiology.
Week 2: Gas laws; coverage of atmospheric pressure and gases; Avogadro's law, Boyle's law, Charles' law' ideal gas law, Dalton's law, and Henry's law.
Week 3: Pulmonary ventilation; coverage of the basics of respiration, pulmonary ventilation, as well as pulmonary volumes and capacities and the effects of exercise on these variables.
Week 4: Dynamics of pulmonary ventilation; coverage of the respiratory control center, pulmonary ventilation and exercise.
Week 5: Gas exchange and transport; coverage of alveolar diffusion, oxygen uptake along the pulmonary capillaries, and gas transport by the blood.
Week 6: Cardiovascular system and regulation and integration; coverage of the heart, arterial system, and venous system; blood pressure response to exercise; myocardial metabolism.
Week 7: Functional capacity of the cardiovascular system; coverage of cardiac output at rest and during exercise, blood flow and arterial-venous oxygen difference.
Week 8: Exam 1; covering material from weeks 1-7
Week 9: Venous blood, carbon dioxide, and acid base regulation
Week 10: Aerobic metabolism and central importance in exercise physiology, coverage of ATP synthesis and the importance of maximizing metabolic flux during intense exercise.
Week 11: Oxidative phosphorylation
Week 12: Physiologic factors associated with aerobic performance
Week 13: Physiology of aerobic training
Week 14: Exercise physiology for special populations. Coverage of disease states including obesity, diabetes, and coronary heart disease.
Week 15: Exam 2, covering material from weeks 8-14
j. Attendance Policy (including reference to University Policy on observance of Religious holidays)

Students are allowed to miss up to 2 class meetings without penalty. Each absence beyond 2 will result in a reduction of 2% from the final grade. Regarding observance of religious holidays: All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with...}

k. Make-up Policy on Missed Work (including referenced to University Policy on Academic (Integrity, Plagiarism)

All students are expected to complete assignments according to the provided schedule and any work to be completed/submitted after the provided schedule must be approved in advance or the work will receive no academic credit.

5. Program Fit
   a. What degree program is this course offered for?

This course is offered for students pursuing an MA degree in Physical Education with a specialization in Exercise Science.

b. How does the course fit into the degree program requirements (e.g., core course, elective, etc.)

It is expected that this course would enroll approximately 15-20 students each time it is delivered. This course will be included in a menu of courses from which students will develop their Planned Program. It is expected that at least 2/3 of all Exercise Science majors will take this course each time it is offered. Additionally, this course may be attractive as an elective for graduate students in Biomedical Science and Public Health.

6. Course Syllabus - please attach a copy of the syllabus to this form. (Use ONLY the revised form -2008)
COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS

The following are the required elements of a Departmental Syllabus in the College of Education. This syllabus should be representative of EVERY section of the course offered in the department. All MAT programs; Ph.D. programs in School Psychology, Educational Measurement and Research, Guidance and Counseling, and Educational Leadership; M.A. programs in Early Childhood Education, Elementary Education, Secondary Education, Special Education, and Physical Education; and all programs that teach courses for majors in the above listed programs need to include the following Conceptual Framework statement at the beginning of the syllabus:

“The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.”

1. Course Prefix and Number: PET 6352 Credit Hours: 3
2. Course Title: Cardiorespiratory Aspects of Exercise Physiology
3. Regular Instructor(s): Bill Campbell PED 206 campbell@coedu.usf.edu 974-4766
4. Course Prerequisites (if any): none
   Include only those prerequisites listed in the University catalog.
5. Course Description:

   Write a brief description of the course summarizing its purpose and areas of primary emphasis.

   This course covers selected topics regarding cardiorespiratory aspects of exercise physiology. Some of the topics to be covered include: gas exchange and transport during exercise; aerobic metabolism, and an emphasis on the acute and chronic adaptations that occur with endurance training. Research methodology will be an important consideration throughout.
6. Course Goals and Objectives:

List major goals and related objectives (student learning outcomes) that will be taught and assessed in the course. They should reflect the knowledge, skills, and/or dispositions students will have learned at the conclusion of the course.

After each objective, in parentheses, list the standards that are addressed in the Florida Educator Accomplished Practices (FEAP), Conceptual Framework (CF), Professional Standards (depends on professional association), Competencies and Skills Required for Teacher Certification in Florida 12th Edition (CS), English Speakers of Other Languages (ESOL), and Florida Reading Competencies (FRC). (example: AP 5, 9; CF 2, 5, 6; NASPE 4; CS 7; ESOL 1; FRC 1.A.1)

6.1 Knowledge of the historical roots and foundational principles in exercise physiology.
6.2 Ability to locate, read, and interpret exercise physiology literature.
6.3 Knowledge of the gas laws and how they relate to a biological system.
6.4 Knowledge of gas exchange and transport.
6.5 Knowledge of pulmonary ventilation and the dynamics of pulmonary ventilation.
6.6 Knowledge of oxidative phosphorylation and its role in ATP synthesis.
6.7 Knowledge of the physiologic factors associated with aerobic performance.
6.8 Knowledge of the acute and chronic adaptations resulting from aerobic training.

Note: These objectives do not include a list of state standards because this course is part of a degree program that is not under the requirements typical of programs within the College of Education. More specifically, this course is not related to educator preparation. These objectives are not intended to meet professional standards in exercise science because no single set of standards have been agreed upon in the discipline. That is, the field is relatively young and graduate level standards are somewhat splintered across varied professional organizations.

7. Content Outline:

List the major topics and related subtopics to be addressed. A tentative weekly schedule of topics and/or outline should be included.

Week 1: Introduction/Foundations; Conduct a ‘Focus Group’ comprised of the students in the class that addresses areas of need for learning cardiovascular aspects of exercise physiology.
Week 2: Gas laws; coverage of atmospheric pressure and gases; Avogadro’s law, boyles’ law, charles’ law’ ideal gas law, Dalton’s law, and Henry’s law.
Week 3: Pulmonary ventilation; coverage of the basics of respiration, pulmonary ventilation, as well as pulmonary volumes and capacities and the effects of exercise on these variables.
Week 4: Dynamics of pulmonary ventilation; coverage of the respiratory control center, pulmonary ventilation and exercise.
Week 5: Gas exchange and transport; coverage of alveolar diffusion, oxygen uptake along the pulmonary capillaries, and gas transport by the blood.
Week 6: Cardiovascular system and regulation and integration; coverage of the heart, arterial system, and venous system; blood pressure response to exercise; myocardial metabolism.
Week 7: Functional capacity of the cardiovascular system; coverage of cardiac output at rest and during exercise, blood flow and arterial-venous oxygen difference.
Week 8: Exam 1; covering material from weeks 1-7
Week 9: Venous blood, carbon dioxide, and acid base regulation
Week 10: Aerobic metabolism and central importance in exercise physiology, coverage of ATP synthesis and the importance of maximizing metabolic flux during intense exercise.
Week 11: Oxidative phosphorylation
Week 12: Physiologic factors associated with aerobic performance
Week 13: Physiology of aerobic training
Week 14: Exercise physiology for special populations. Coverage of disease states including obesity, diabetes, and coronary heart disease.
Week 15: Exam 2, covering material from weeks 8-14

8. Evaluation of Student Outcomes:

List the approaches (or assessment strategies) that will be used to determine students’ achievement of course goals and objectives.

Example below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standards Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Examination #1</td>
<td>FEAP 5, 9; CF 2, 5, 6; NASPE 2, 3, 4; CS 7; ESOL 1; FRC 1.A.1</td>
</tr>
<tr>
<td>Written Examination #2</td>
<td>FEAP 9, 11; CF 1, 6; NASPE 4, 6; CS 3, 9; ESOL 1; FRC 1.B1</td>
</tr>
</tbody>
</table>

* Indicates a critical assignment
**Include a statement as to the consequence of not satisfactorily completing a critical assignment.
<table>
<thead>
<tr>
<th></th>
<th>Basic Mastery 60-79%</th>
<th>Thorough Mastery 80-89%</th>
<th>Advanced Mastery 90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gas Laws (6.1)</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding the gas laws.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the gas laws.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the gas laws.</td>
</tr>
<tr>
<td><strong>Pulmonary Ventilation (6.4)</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding pulmonary ventilation.</td>
<td>Student will respond with <em>thorough mastery</em> regarding pulmonary ventilation.</td>
<td>Student will respond with <em>advanced mastery</em> regarding pulmonary ventilation.</td>
</tr>
<tr>
<td><strong>Dynamics of Pulmonary Ventilation (6.4)</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding the dynamics of pulmonary ventilation.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the dynamics of pulmonary ventilation.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the dynamics of pulmonary ventilation.</td>
</tr>
<tr>
<td><strong>Gas Exchange and Transport (6.4)</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding gas exchange and transport.</td>
<td>Student will respond with <em>thorough mastery</em> regarding gas exchange and transport.</td>
<td>Student will respond with <em>advanced mastery</em> regarding gas exchange and transport.</td>
</tr>
<tr>
<td><strong>Regulation and Integration of the Cardiovascular System (6.4)</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding the regulation and integration of the cardiovascular system.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the regulation and integration of the cardiovascular system.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the regulation and integration of the cardiovascular system.</td>
</tr>
<tr>
<td><strong>Functional Capacity of Cardiovascular System (6.4)</strong></td>
<td>Student will respond with <em>basic mastery</em> regarding the functional capacity of the cardiovascular system.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the functional capacity of the cardiovascular system.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the functional capacity of the cardiovascular system.</td>
</tr>
<tr>
<td></td>
<td>Basic Mastery 60-79%</td>
<td>Thorough Mastery 80-89%</td>
<td>Advanced Mastery 90-100%</td>
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<tr>
<td>Venous blood and Carbon Dioxide Transport (6.4)</td>
<td>Student will respond with <em>basic mastery</em> regarding venous blood and CO2 transport.</td>
<td>Student will respond with <em>thorough mastery</em> regarding venous blood and CO2 transport.</td>
<td>Student will respond with <em>advanced mastery</em> regarding venous blood and CO2 transport.</td>
</tr>
<tr>
<td>Aerobic Metabolism (6.4)</td>
<td>Student will respond with <em>basic mastery</em> regarding aerobic metabolism.</td>
<td>Student will respond with <em>thorough mastery</em> regarding aerobic metabolism.</td>
<td>Student will respond with <em>advanced mastery</em> regarding aerobic metabolism.</td>
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<tr>
<td>Oxidative Phosphorylation (6.4)</td>
<td>Student will respond with <em>basic mastery</em> regarding oxidative phosphorylation.</td>
<td>Student will respond with <em>thorough mastery</em> regarding oxidative phosphorylation.</td>
<td>Student will respond with <em>advanced mastery</em> regarding oxidative phosphorylation.</td>
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<tr>
<td>Physiologic Factors associated with Aerobic Performance (6.5)</td>
<td>Student will respond with <em>basic mastery</em> regarding the physiologic factors associated with aerobic performance.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the physiologic factors associated with aerobic performance.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the physiologic factors associated with aerobic performance.</td>
</tr>
<tr>
<td>Physiology of Aerobic Training (6.5)</td>
<td>Student will respond with <em>basic mastery</em> regarding the physiology of aerobic training.</td>
<td>Student will respond with <em>thorough mastery</em> regarding the physiology of aerobic training.</td>
<td>Student will respond with <em>advanced mastery</em> regarding the physiology of aerobic training.</td>
</tr>
<tr>
<td>Exercise Physiology for Special Populations (6.6)</td>
<td>Student will respond with <em>basic mastery</em> regarding exercise physiology for special populations.</td>
<td>Student will respond with <em>thorough mastery</em> regarding exercise physiology for special populations.</td>
<td>Student will respond with <em>advanced mastery</em> regarding exercise physiology for special populations.</td>
</tr>
</tbody>
</table>
9. **Grading Criteria:**

Indicate what system will be used (i.e. straight letter grade, a plus and minus, or an S/U), grading scale, circumstances under which an “I” will be awarded. Indicate that “No grade below C- or S will be accepted toward a graduate degree”.

For programs leading to FLDOE certification or those that support those programs, indicate what assignments are critical assignments and the consequence if one or more are not completed.

A+ = 97.5 - 100, A = 92.5 - 97.49, A- = 90 - 92.49, B+ = 87.5 - 89.99,
B = 82.5 - 87.49, B- = 80 - 82.49, C+ = 77.5 - 79.99, C = 72.5 - 77.49,
C- = 70 - 72.49, D+ = 67.5 - 69.99, D = 62.5 - 67.49, D- = 60 - 62.49

10. **Textbook(s) and Readings:**

List required and/or recommended texts and readings. If text is older than five years, provide a statement as to why it is being used.


11. **Academic Dishonesty:** (Use the statement below)

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."

"Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course."

12. **Detection of Plagiarism:** It is very important to state in your syllabus that you plan to submit student assignments to SafeAssignment.com in order to detect plagiarism. This will give you the legal right to submit student assignments to SafeAssignment.com. If you plan to submit assignments to Safe Assignment, use the statement below:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.
13. **Web Portal Information:** (Use the statement below)

   Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu". Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at:
   [http://www.acomp.usf.edu/portal.htm](http://www.acomp.usf.edu/portal.htm)

14. **ADA Statement:** (Use the statement below)

   "Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request."

15. **USF Policy on Religious Observances:** (Use the statement below)

   "Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting."

16. **Permission To Sell Notes/Tapes:**

   Students are allowed to take notes and record lectures for themselves and other students, but it is not permissible to sell these files to other students or entities.
ATTACHMENT I

This attachment must be completed for the following graduate programs: all MATs, MA and PhD in School Psychology, Educational Measurement and Evaluation, Guidance and Counseling, Educational Leadership, MA programs in Early Childhood Education, Elementary Education, Secondary Education, Special Education, and Physical Education, and all programs that teach courses for majors in the above listed programs. This attachment is to be completed on a separate page(s) since it is for the College of Education files only.

Course Prefix and Number: PET 6352
Course Name: Cardiorespiratory Aspects of Exercise Physiology
Credit Hours: 3

Briefly describe the following:

• The nature and duration of any field-based experiences.
  o Not applicable for this course.

• Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.
  o Not applicable for this course.

• Activities and assessments that assess the impact on pk-12 student learning.
  o Not applicable for this course.

• Any components of the course that prepare candidates in the use of technology in instruction, record-keeping, and other professional responsibilities.
  o Not applicable for this course.

• Any components of the course designed to prepare teacher candidates to help pk-12 students achieve the Sunshine State Standards?
  o Not applicable for this course.

• How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. (“all students” includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, regional/geographic origins, and achievement levels)
  o The course covers several topics that have potential links to diversity, specifically diversity as it relates to disease states such as obesity, diabetes, and coronary heart disease. While this course does not include any field/applied experiences, coverage of these topics within the context of diversity should facilitate better professional practice in working with these populations.
UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION
Master of Arts (MA) PLANNED PROGRAM
EXERCISE SCIENCE

Name: USF ID#: Email: Phone:
Address:

Degree Program: Physical Education Plan: Exercise Science

Catalog Year: 2009-2010

A. Process Core (4 hrs.)

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<th>Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Semester</th>
<th>Year</th>
<th>Grade</th>
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<tbody>
<tr>
<td>EDF</td>
<td>6407</td>
<td>Statistical Analysis 1</td>
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B. Content Specialization (32 hrs.)

Requirements/Allowances:
1) Students must complete a minimum of 21 hours selected from the following list of Exercise Science content courses with program faculty approval: PET 6535C, 6216, 6083, 6003, 6389, 6085, 6388, 6081, 6352, 6339, 6367, 6091, 6396. (See course listing below).
2) Students are allowed to include up to 9 hours selected from the following list of Exercise Science specialized studies courses with program faculty approval: PET 6971, 6906, 6910. (See course listing below).
3) Students are allowed to transfer courses from a regionally accredited university with program and college approval. This coursework cannot exceed the college’s allowable limit, must be a grade of no less than a 3.0, and must be within the time limits set by the college.
4) Students are allowed to include up to 6 undergraduate hours of 4000-level undergraduate courses with program faculty approval
5) Students are allowed to include up to 6 graduate hours from courses taken outside the School of Physical Education and Exercise Science with program faculty approval
6) Courses used to fulfill requirements in one degree may not be used to fulfill requirements in another degree.

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C. Total Hours (36 hrs.)
D. Graduate Program Committee
Must include three faculty members in the School of Physical Education and Exercise Science.

1. __________________________

2. __________________________

3. __________________________

E. Comprehensive Evaluation
Students must be registered for at least 2 graduate hours during the semester the comprehensive examination or thesis is completed.

Method: Thesis: _______ Comprehensive Exam: _______

Scheduled Evaluation Semester: _______

F. Signatures

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Name Here</td>
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<tr>
<td>Student</td>
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<td>Name Here</td>
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<tr>
<td>Faculty Advisor</td>
<td></td>
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<tr>
<td>Marcus Kilpatrick</td>
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<tr>
<td>Graduate Program Coordinator</td>
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<tr>
<td>Stephen Sanders</td>
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<tr>
<td>Program Advisor/Department Chairperson</td>
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<tr>
<td>Diane Briscoe</td>
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<tr>
<td>Coordinator Graduate Studies</td>
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Listing of PET Courses

<table>
<thead>
<tr>
<th>Exercise Science Content Courses</th>
<th>Exercise Science Specialized Courses</th>
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<tbody>
<tr>
<td>PET 6365C: Professional Assessment</td>
<td>PET 6971: Thesis</td>
</tr>
<tr>
<td>PET 6216: Sport Psychology</td>
<td>PET 6906: Independent Study</td>
</tr>
<tr>
<td>PET 6083: Psychology of Exercise</td>
<td>PET 6910: Research Project</td>
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<tr>
<td>PET 6003: Theories and Models of Health and Physical Activity</td>
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<tr>
<td>PET 6389: Fitness Assessment and Prescription</td>
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<tr>
<td>PET 6085: Body Composition Assessment and Management</td>
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<tr>
<td>PET 6388: Physical Activity, Health, and Disease</td>
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<tr>
<td>PET 6081: Lifespan Fitness</td>
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<tr>
<td>PET 6352: Cardiorespiratory Aspects of Exercise Physiology</td>
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<tr>
<td>PET 6339: Neuromuscular Aspects of Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>PET 6367: Sports Nutrition and Exercise Metabolism</td>
<td></td>
</tr>
<tr>
<td>PET 6091: Topics in Strength and Conditioning</td>
<td></td>
</tr>
<tr>
<td>PET 6396: Legal Aspects of Physical Activity</td>
<td></td>
</tr>
</tbody>
</table>
Criteria for Reviewing Proposals for New or Revised Graduate Courses

Course Title/Number: ______________________ Faculty Sponsor: ______________________

1. Are each of the required forms in the packet? These should include:
   a. New Graduate Course Proposal Form (a hard copy of the online form) or
   b. Substantive Graduate Course Change Form (a hard copy of the online form)
   c. Non-substantive Graduate Course Change Form (a hard copy of the online form)
   d. __________________ e. Departmental Syllabus (revised form from June 2008 – Attachment I)
   e. __________________ f. Graduate Curriculum Approval Form New or Changed Course
   f. __________________ g. College of Education Signature Page
   g. __________________ h. Updated Program of Study Form

2. __________ 2. Does the information on the documents match? e.g. same course name, description, etc.

3. __________ 3. Is an appropriate budget (department) account number listed? (Robert Lugo or Ruby Jackson can help with this.)

4. __________ 4. In the case of a new course, has a new course prefix and name been obtained from Kathleen White?

5. __________ 5. If new or revised, does the abbreviated title for the course meet the 30 character maximum?

6. __________ 6. If new or revised, is the course description under the 255 word maximum?

7. __________ 7. In section 3- Course Justification, of the New Graduate Course Proposal Form, are all four questions answered adequately? Or

---

1 Non-substantive changes do not need to go to a subcommittee.
8. **#3** In sections #3 - New Course Information, Section #4 – Justification, and
**#4** Section #7 – Program Fit – of the Substantive Graduate Course Proposal Form, is the justification clear, have the changes been clearly indicated and has the program fit been answered adequately?

9. **#5** Is the Signature page ready for signatures? (First two items completed and other units, when appropriate, have been consulted and signed in the appropriate place.)

10. **#6** If listed, are the pre- or co-requisite courses appropriate?

11. **#7** If new or revised, are the credit hours indicated consistent with the contact hours?

**SYLLABUS REVIEW**

12. **#8** Section 6 – Are the Goals and or objectives for the course clearly stated?

13. **#9** Section 7 Content Outline – Is there a weekly agenda with course content clearly described for each week?

14. **#10** Section 8 Evaluation of Student Outcomes – What evaluation system is used in the course? What are the assignments requirements for the course?

15. **#11** Section 10 – Textbooks and Readings - Are the required readings current in the topic area of the course and if not, is there a statement and/or justification if publications are over 5 years old
ATTACHMENT I (if applicable)

16. __________ 
16. Has the use of technology be addressed?

17. __________ 
17. Has the issue of diversity been addressed in this course?

Recommendations from the Sub-Committee review:

Sub-Committee Member: ____________________________ Date: ____________________________

This form can be found online at: http://www.coedu.usf.edu/main/CC/GraduateSubmissionProcedures.html