LOGAN UNIVERSITY

	EFFECTIVE	PAGE	NUMBER
POLICY	09/01/2024	1 of 5	CLL 1-02

RESPONSIBLE ORGANIZATION: Center for Learning and Leadership (CLL)

REVIEW DATES:

APPROVED BY: Assistant Vice President of Operational Excellence, Planning, and Learning (AVPOEPL)

DATE: **09/01/2024**

SUBJECT: Course Development and Revision Policy

PURPOSE

The purpose of this document is to provide the policy for the development and revision of courses by the CLL department.

SCOPE

This policy applies to all courses developed and revised by the CLL department.

RELATED POLICIES AND PROCEDURES

This policy is in direct alignment with and in support of the following policies and procedures:

1. CLL 1-02A Course Development and Revising Procedure

DEFINITIONS

Key Stakeholders encompasses individuals, groups, or organizations deemed essential to the success of a project and who exert a considerable influence on its overall outcome.

Program Director/Leader (PD): Directs one or more educational programs at Logan University.

POLICY

It is the policy of the CLL department to ensure that all courses developed and revised by the CLL department shall follow the steps outlined in the **CLL 1-02A Course Development and Revising Procedure**. All Courses developed and revised by the CLL department shall be:

1. Approved through the Curriculum Committee Process;

2. Initiated by Course Development Form Request;

3. Created in accordance with Curriculum Committee approved Course Description and Course Learning Outcomes;

4. Developed in accordance with Program Director or Program Leader-approved Course Design Plan and Storyboard;

5. Reviewed on a regular basis, ensuring that no more than three years elapse between each review; and

6. Approved by the College Head.

In addition, the Program Director, or Program Leader shall provide suitable communication and education about new and revised courses to the key stakeholders.

APPENDICES

Appendix A: Course Development Request Form

ENFORCEMENT

The violation of this policy may lead to disciplinary action, which may include a performance review conducted by the respective college head, termination of contracts, or restrictions on privileges.

APPROVAL AND AMENDMENTS

Changes to this policy may be necessary at times. At a minimum, the policy will be reviewed and approved on an annual basis. All modifications to this policy will be evaluated by the Policy Committee in accordance with Logan's Mission, Vision, and Values. The CLL department will maintain this policy, including a record of any changes, and it will be available for inspection.

REVISION HISTORY

Version	Primary Author(s)	Description of Version	Date Completed
1.0	Leslie Jecker and Deshae Redden	Initial Version	XX/XX/XXXX

Appendix A: Sample Course Development and Revised Proposal Form

Course Development Request

Welcome! To submit a project/task to the Curriculum and Content Development Team, please complete the following form (one request per form).

Let's Get Started!

To submit a project to the Curriculum and Content Development Team, please complete the following form (one request per form).

Your Email Address

Select or enter value ▼

Course Number *

LMS Integration *

Select all that apply.

☐ ALEKS ☐ Connect ☐ H5P ☐ Labster ☐ Other ☐ NA

Curriculum Committee Sign Off *

Select or enter value ▼

What type of development is needed? *

○ New Course
○ Course Revision
○ Quick Fix
○ CLL/CCD Task

Total Week Duration *

How many weeks is the course? (7-Week, etc.)

Select or enter value ▼

Description *

Include a brief description of the development work needed.

Appendix B: Sample Course Design Plan

Course Design Plan

Course Code	MSSR630	Course Title	Exercise Prescription	Credit Hours	3
SME	SME Name				
Prerequisites	PROGCODE Exercise Prescription for Special Populations	Corequisites	None		
Course Description	Develop evidence-informed exercise programs to achieve desired fitness outcomes and goals. Implement training principles for enhancement of cardiorespiratory fitness, muscular fitness, body composition, flexibility, and balance.				
Required Textbook	1. ACSM's Resources for the Exercise Physiologist 3rd Edition (ISBN: 978-1-975153-16-8) 2. ACSM's Exercise Testing and Prescription 2nd Edition (ISBN: 978-1-975197007-0)				
Curriculum Committee Approval Date	3/18/2024				
LMS Integrations	None				
Assignment Groups and Weights	Discussions - 25% Assignments - 40% Quizzes -35%				

Course Learning Outcomes and Objectives

1. Analyze standards and procedures used for exercise prescription.
1.1 Identify current physical activity recommendations
1.2 Identify how exercise frequency, intensity, time, and type of exercise can be manipulated to enhance fitness.
1.3 Examine how exercise volume and progression are included in the exercise prescription process.
1.4 Calculate aerobic exercise volume and intensity
2. Examine exercise prescriptions used to improve physical fitness.
2.1 Compare exercise prescriptions used to improve cardiorespiratory fitness
2.2 Classify exercise prescriptions used to improve muscle fitness
2.3 Distinguish exercise prescriptions used to improve flexibility, posture, and functional movement ability
2.4 Analyze exercise prescriptions used to improve body composition
2.5 Examine exercise prescriptions used for individuals across the lifespan
3. Design an exercise prescription to improve multiple domains of physical fitness.
3.1 Design an exercise prescription to improve cardiorespiratory fitness
3.2 Construct an exercise prescription to improve muscle fitness
3.3 Develop an exercise prescription to improve flexibility, posture, and functional movement ability
3.4 Formulate an exercise prescription to improve body composition
3.5 Create a multidimensional exercise program.

Accreditation Requirements

1. Knowledge of adjusting the exercise prescription framework in response to individual changes in conditioning.
2. Knowledge of the recommended Industry Standard exercise prescription framework for the development of muscular strength, muscular endurance and flexibility.
3. Knowledge of Industry Standard exercise prescription guidelines for strength, aerobic, and flexibility-based exercise for apparently healthy clients, clients with increased risk, and clients with controlled disease.
4. Knowledge of the principles of reversibility, progressive overload, individual differences and specificity of training, and how they relate to exercise prescription.
5. Knowledge of the training principles that promote improvements in muscular strength, muscular endurance, cardiorespiratory fitness, and flexibility.
6. Knowledge of the accuracy of HRR, VO2R, peak HR method, peak VO2 method, peak METs method, and the RPE Scale.
7. Skill in progressing exercise programs, according to exercise prescription principles, in a safe and effective manner
8. Knowledge of determining exercise intensity using HRR, VO2R, peak HR method, peak VO2 method, peak METs method, and the RPE Scale.
9. Knowledge of the minimal threshold of physical activity required for health benefits and/or fitness development.
10. Knowledge of the recommended Industry Standard exercise prescription framework for the development of cardiorespiratory fitness.
11. Knowledge of the types of resistance training programs (e.g., total body, split routine) and modalities (e.g., free weights, variable resistance equipment, pneumatic machines, bands).
12. Knowledge of acute (e.g., load, volume, sets, repetitions, rest periods, order of exercises) and chronic training variables (e.g., periodization).
13. Knowledge of spotting positions and techniques for injury prevention and exercise assistance.
14. Knowledge of safe and effective Olympic weight lifting exercises.
15. Skill in identifying and correcting improper technique in the use of resistive equipment (e.g., stability balls, weights, bands, resistance bars, water exercise equipment).
16. Knowledge of the benefits, risks and contraindications of a wide variety of cardiovascular training exercises based on client experience, skill level, current fitness level and goals.
17. Skill in teaching and demonstrating appropriate exercises for enhancing musculoskeletal flexibility.
18. Skill in teaching and demonstrating safe and effective muscular strength and endurance exercises (e.g., free weights, weight machines, resistive bands, Swiss balls, body weight and all other major fitness equipment).
19. Skill in prescribing exercise using the calculated % 1-RM.
20. Skill in recognizing the need for progression and communicating updates to exercise prescriptions.
21. Knowledge of periodization (e.g., macro, micro, mesocycles) and associated theories.

Topic	Instructional Content	Ungraded Practice	Rubric	Assessment	Rubric	Outcome/Objective	Assignment Group	Accreditation Item	Time on Task	APA Citation/Copyright Compliance Recommendation <Calculator>
Week One: General Principles of Exercise Prescription										
Prepartcipation Health Screening Process	Bayles, M. P. (2023). ACSM's exercise testing and prescription. Wolters Kluwer Health. Pages 40-60	Know Before you Go	N/A	Objective quiz & Ch 8 Case study assignment (first two questions)	N/A	1.1	Quizzes	9	4 hours	**Recommended APA Citation (GLOBAL)** Bayles, M. P. (2023). ACSM's exercise testing and prescription (2nd ed., pp. 40-60). Wolters Kluwer Health. (Read Pages 40-60)
General Principles of Exercise Prescription	Bayles, M. P. (2023). ACSM's exercise testing and prescription. Wolters Kluwer Health. Pages 144-158	Know Before you Go	N/A	Objective quiz	N/A	1.2	Quizzes	2, 4, 5	3 hrs 20min	Recommended APA Citation (GLOBAL)
Exercise Progression	Bushman, B. A. (2018). Developing the P (for Progression) in a FITT-VP Exercise Prescription. ACSM's Health & Fitness Journal, 22(3), 6-9.	Know Before you Go	N/A	Objective quiz	N/A	1.3	Quizzes	1	1 hr	**Recommended APA Citation and Open Access Link:** Bushman, B. A. (2018). Developing the p (for progression) in a FITT-VP exercise prescription. ACSM's Health & Fitness Journal, 22 (3), 6-9. DOI: 10.1249/FIT.0000000000000378. https://journals.lww.com/acsm-health-fitness/fulltext/2018/05000/developing_the_p__for_progression__in_a_fitt_vp.4.aspx
Calculating Aerobic Exercise Intensity and Volume	Bayles, M. P. (2023). ACSM's exercise testing and prescription. Wolters Kluwer Health. Pages 144-153	Know Before you Go	N/A	Calculation assignment	N/A	1.4	Assignments	6, 8	5 hrs	Recommended APA Citation (GLOBAL)

Appendix C: Sample Storyboard

Design Plan | MSSR630 | Exercise Prescription
Curriculum & Content Development

LOGAN UNIVERSITY
LEADERS Made

MSSR630 | Exercise Prescription | Storyboard

Storyboarding Explained

The Storyboard is a tool to organize raw content, often taken from the Course Map or Program Map, into a cohesive, detailed course. This document is designed to outline the learning content, page by page, in the Logan University online, 7-week, objective base learning course.

In subsequent pages, the SME (Subject Matter Expert) will see typical components in a Logan University online course, with instructions for how to complete each component.

For ease of viewing this large document, open the Navigation pane.

Table of Contents