# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. Course or program | **HPE 309 Exercise Prescription**  CHW concentration in Wellness and Movement Studies | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. Proposal type | **Course creation**  **Program revision** | | | |
| A.3. Originator | **Kristen Pepin** | [Home department](#home_dept) | **Health and Physical Education** | | |
| A.4. Context and Rationale | **This course has been offered as HPE 350 (workshop) for two semesters.  It is requested to turn this offering into an official course.**  **This course was created to provide Community Health and Wellness (CHW) majors concentrating in Wellness and Movement Studies (WMS) opportunities to be introduced to and become competent in a variety of standards and competencies including the Community Health and Wellness- Wellness and Movement Studies Outcomes (WMSO). Course objectives and WMSO are based off of industry standards from professional organizations such as the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), National Academy of Sports Medicine (NASM), and the American Society of Exercise Physiologists (ASEP). Careers in this field require professionals to be trained to assess, design, and implement exercise programs for all populations. This course provides CHW-WMS students with the foundational knowledge required to become a certified personal trainer.**  **Faculty have met with professionals in the community that have supervised RIC practicum students and CHW interns. The feedback received suggested students need to be more prepared to create exercise routines for the general and special populations. After reading the course evaluations from Fall 2016 and interviewing recent graduates, the students who took the course agreed with the professionals in the field. Professionals, students, and faculty feel this course should be offered more regularly as a program requirement. This addition aligns the CHW- WMS concentration more closely to industry standards and other institutions whom offer this program of study. This will raise the total credit count by 3 credits.** | | | | |
| A.5. Student impact | **Students in the CHW will be required to take this as a concentration requirement. Non-major students interested in personal training can take this course as an elective.** | | | | |
| A.6. Impact on other programs | **None.** | | | | |
| A.7. Resource impact | [*Faculty PT & FT*:](#faculty) | **This course has been typically taught by an adjunct instructor. This course would be best taught by a full time faculty member. Implementation of this course will not financially impact the department or college.** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*:](#facilities) | **None** | | | |
| A.8. Semester effective | **Fall 2018** | A.9. Rationale if sooner than next Fall | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old (for revisions only) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. Course prefix and number | **HPE 350 – Topics** | **HPE 309** |
| B.2. Cross listing number if any |  |  |
| B.3. Course title | **Exercise Prescription** | **Exercise Prescription** |
| B.4. Course description | Emphasizing a scientific approach, this course introduces the student to the study and execution of result oriented fitness programs. Lectures, practical applications, and case studies allow students to practice designing safe and effective exercise programs for individual clients. | Students will learn how to prescribe appropriate and effective personalized fitness programs. Lectures, practical applications, and case studies allow for effective practice designing programs for all populations. |
| B.5. Prerequisite(s) | **None** | **HPE 205, HPE 243, or consent of department chair** |
| B.6. Offered | **Fall** | **Fall** |
| B.7. Contact hours | **3** | **3** |
| B.8. Credit hours | **3** | **3** |
| B.9. Justify differences if any |  | |
| B.10. Grading system | **Letter grade** | **Letter grade** |
| B.11. Instructional methods | **Fieldwork | Lecture** | **Fieldwork | Laboratory | Lecture** |
| B.12.Categories | **Program elective for major/minor | Free elective** | **Required for major/minor** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. General Education  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. How will student performance be evaluated? | **Attendance | Class participation | Papers | Class Work | Quizzes |**  **Performance Protocols | Projects |** | **Attendance | Class participation | Exams | Performance Protocols | Papers | Class Work | Quizzes**  **| Projects |** |
| B.16. Redundancy statement |  |  |
| B. 17. Other changes, if any |  | |

| B.18**. Course learning outcomes: List each one in a separate row** | **CHW – WMS Concentration Outcomes** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| Demonstrate the knowledge and application of the exercise principles FITT-VP. | *Outcomes: 2,3,4,6* | Blackboard Assignments, Labs, Lab write-ups, Case Study |
| Accurately critique form and technique of exercises and be able to design individualized exercise programs for all populations. | *Outcomes: 2,3,4,6* | Blackboard Assignments, Labs, Case Study, Quizzes |
| Demonstrate the knowledge of where to seek out industry standards for all populations | *Outcomes: 5,6* | Blackboard Assignments, Labs, Lab write-ups, Case Study |
| Execute and evaluate fitness assessments and interpret the results to help prescribe an exercise program | *Outcomes: 3,4,6* | Labs, Lab write-ups, Quizzes, Exams |
| Be able to modify and/or adapt fitness programs based on needs of a changing population | *Outcomes: 1,2,3,4,6* | Blackboard Assignments, Labs, Case Study |

| B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Intro to Physical Activity    1. Benefits & Risks    2. FITT Principles    3. Principles of Exercise (i.e. overload, specificity, reversibility)   2) Health Screenings & Evaluations  a) Definitions & Giving purpose to pre-assessments  b) Par-Q+  c) Pre-exercise evaluation  d) Implications of results and how they impact programming  e) Client referrals    3) Examining Fitness Needs for Special Populations  a) Adult populations  b) Youth  c) Older populations  d) Individuals with disabilities  e) Compare and contrast “typical” health screenings & evaluations  4) Health–Related Fitness Components  a) Fitness Testing: Scheduling, organization, format, data collection techniques, confidentiality  b) Flexibility  c) Cardio-respiratory Endurance  d) Muscular Endurance  e) Body Composition  f) Muscular Strength  g) Test Interpretations  h) Applying the FITT principle to the Health –Related Fitness Components  5) Health-Related Fitness Testing Lab  a) Participate in Lab  b) Flexibility: Sit & Reach, Shoulder Test, Goniometers  c) Cardio-respiratory Endurance: 1.5 mile walk, Pacer, 1 mile run  d) Muscular Endurance: Push-ups, crunches  e) Body Composition: Skin-fold calipers, Handheld BMI, Hip-Waist Measurements  f) Test Interpretations  g) Complete Lab Report/Interpret Results  h) Making generic recommendations based on initial interpretation of results  6) Clinical Exercise Tests  a) Environment, equipment, patient preparation, resting data collection  b) Techniques for dynamic data collection  c) Professional expectations, developing rapport with clients  d) Interpretation of results  7) Skill-Related Fitness Tests  a) Components: agility, balance, power, reaction time, coordination, speed  b) Relations to sport  c) Relations to physical activity and exercise  d) Relations to quality of living  8) Clinical & Skill-Related Fitness Testing Labs  a) Participate in Labs: Labs TBD by instructor, equipment, and space availability (i.e. reaction time,  explosiveness, coordination, and agility)  b) Practice professionalism, building rapport, instructing peers  c) Complete Lab Reports  d) Interpret Results and make recommendations for future strength training  9) Exercise Prescription  a) Foundational Concepts  b) Uses for fitness, body fat percentage management, clinical and rehabilitation purposes  c) Theories behind exercise as medicine  10) Exercise Prescription for varied populations  a) Healthy populations with considerations  b) Individuals with chronic illness  c) Individuals with metabolic risk factors  d) Individuals with physical and/or intellectual disabilities  e) Students further research specific considerations  11) Exercise Prescription & Testing for Special Populations Labs  a) Participate in Labs  b) Discussion and implementation of modifications for equipment, rules, and settings  c) Reflections on differences between programming methods  12) Environmental Considerations  a) Physical Environment (i.e. music, lighting, mirrors, cleanliness, organization, etc.)  b) Non-physical (i.e. motivation, demeanor, presentation, social group, experience level, etc.)  c) How do variable impact participation and learning  13) Behavioral theories  a) Applications to exercise  b) Strategies for promoting exercise  c) Strategies for advocating for increases in physical activities regardless of ability levels and experiences |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.4. [Course requirements](#course_reqs) for each program option | **Core Courses**  BIOL 108  BIOL 231  BIOL 335  ENGL 230 OR MKT 201  HPE 102  HPE 205  HPE 221  HPE 233  HPE 303  HPE 406  HPE 410  PSYC 215 OR PSYC 110  **Concentration Requirements**  HPE 140  HPE 201  HPE 243  HPE 278  HPE 301  HPE 411  HPE 420  HPE 421  HPE 427  HPE 430  **Concentration Electives (choose 2)**  HPE 151  HPE 247  HPE 307  HPE 308  HPE 323  HPE 404  HPE 408  HPE 451  SOC 217 | **Core Courses**  BIOL 108  BIOL 231  BIOL 335  ENGL 230 OR MKT 201  HPE 102  HPE 205  HPE 221  HPE 233  HPE 303  HPE 406  HPE 410  PSYC 215 OR PSYC 110  **Concentration Requirements**  HPE 140  HPE 201  HPE 243  HPE 278  HPE 301  HPE 309  HPE 411  HPE 420  HPE 421  HPE 427  HPE 430  **Concentration Electives (choose 2)**  HPE 151  HPE 244  HPE 247  HPE 307  HPE 308  HPE 310  HPE 323  HPE 404  HPE 408  HPE 451  SOC 217 |
| C.5. [Credit count](#credit_count) for each program option | **82-84** | **85-87** |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Robin Kirkwood Auld | Chair of HPE Department |  |  |
| Julie Horwitz | Co-Dean of FSEHD |  |  |
| Gerri August | Co-Dean of FSEHD |  |  |
| Carol Cummings | Director of CHW programs |  |  |

##### D.2. Acknowledgements: REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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