# 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](#Proposal) | **HPE 310 Strength and Conditioning foR ATHLETIC PERFORMANCE** CHW concentration in Wellness and Movement Studies | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation**  **Program: revision** | | | |
| A.3. [Originator](#Originator) | **Kristen Pepin** | [Home department](#home_dept) | **Health and Physical Education** | | |
| A.4. [Context and Rationale](#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 specific 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 strength and conditioning specialist (CSCS). After taking this course students will be better prepared for careers that focus on athletic performance.**  **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 fitness routines for specific to developing athletic performance. 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- either as a program requirement or concentration elective.** | | | | |
| A.5. [Student impact](#student_impact) | **Student in the CHW-WMS program as well as students interested in strength and conditioning may find this to be a very interesting elective.** | | | | |
| A.6. [Impact on other programs](#impact) | **None.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **This course has typically been taught by an adjunct instructor, the department would prefer it to be 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](#Semester_effective) | **Fall 2018** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| 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](#Revisions)) 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](#cours_title) | **HPE 350 - Topics** | **HPE 310** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Strength and Conditioning for the Athlete** | **Strength and Conditioning for the Athlete** |
| B.4. [Course description](#description) | **This course will expose and prepare future professionals in movement fields to the concepts, roles and responsibilities of a strength and conditioning professional. Students will be provided with experiences to acquire skills to design and instruct strength programs for the high school and collegiate athlete along with the private sector.** | **Students will explore the roles and responsibilities of strength and conditioning specialists and acquire skills to design and instruct strength programs for athletes and clients desiring higher level performance.** |
| B.5. [Prerequisite(s)](#prereqs) | **None** | **BIOL 231** |
| B.6. [Offered](#Offered) | **Fall** | **Fall** |
| B.7. [Contact hours](#contacthours) | **3** | **3** |
| B.8. [Credit hours](#credits) | **3** | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Lecture |** | **Fieldwork | Lecture |** [**Hybrid |**](#Hybrid) |
| B.12.[Categories](#required) | **Program elective for major/minor | Free elective** | **Concentration elective** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) | **Team Programming | Observation Reflections | Peer Teaching | In-class Activities | Participation | Exams | Labs** | **Team Programming | Observation Reflections | Peer Teaching | In-class Activities | Participation | Exams | Labs** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**: [CHW Wellness & Movement Studies Objectives** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| 1. Develop pre-season, in-season and post-season team training routines for athletes. | WMSO 2,4,6 | Team Programming Assignment |
| 2. Administer and evaluate pre, post and in season screening. | WMSO 1, 3 | Labs & Peer Teaching |
| 3. Teach and correct lifting styles in a group setting (Olympic lifts and traditional as well as sport specific), team programing labs, peer instruction labs, and peer instruction. | WMSO 2,4,6 | Labs & Peer Teaching  Case Studies |
| 4. Gain knowledge of sport specific training techniques and activities to aid in a variety of athletic performances. | WMSO 2,4,6 | In-class activities, labs, homework, & quizzes |
| 5. Roles and responsibilities of a Certified Strength and Conditioning Specialist in private and collegiate settings. | WMSO 1,5,6 | Observations and reflections |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Course Introduction    1. Orientation to material    2. Course expectations 2. Review of Prerequisite Foundational Concepts    1. Exercise science    2. Anatomy    3. Energy systems 3. Lab Introduction    1. Basic equipment orientation    2. Demos    3. Lab: testing pre-season evaluations – blood pressure, heart rate, VO2 Max    4. Lab: Sport specific testing- Agility, balance, coordination, reaction time 4. Biomechanics of resistance exercise    1. Lab: Energy systems    2. Exercise prescription/Periodization    3. Pre-participation prep work to prevent injury and increase performance    4. Modifications for athletes with disabilities 5. Aerobic and Anaerobic training    1. Adaptations to aerobic training    2. Adaptations to anaerobic endurance training    3. Adaptations for athletes with disabilities    4. Lab: Preseason workouts (hypertrophy) 6. Nutrition and the Athlete & Interval Training    1. Food for fuel    2. Food for recovery    3. Lab: Combat training (HIIT) 7. Principles of testing    1. Selection and administration    2. Scoring and interpretation    3. Lab: In-season training/Muscular endurance 8. Warm up and stretching and Post season training    1. In season warm ups and stretches    2. Out of season conditioning    3. Lab: Post season training/Muscular Strength    4. How to specify stretches for athletes with disabilities 9. Coaching resistance training    1. Skill analysis and progression    2. Feedback and spotting    3. Coaching through the stages of learning 10. Olympic Lifts     1. Lab: Snatch     2. Discussion on Olympic lifting \*Required Reading     3. Lab: Clean and Jerk     4. Drills and modifications 11. Plyometric & Functional Training     1. Combining speed & strength     2. Training the neuromuscular systems     3. Lab: Plyometric/Functional Training     4. Inclusive instruction for athletes with disabilities 12. Speed/agility/and speed endurance development     1. Developing fast agile athletes     2. Speed endurance training     3. Lab: Speed and Agility |

### 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  **General Education Courses**  FYW, FYS, Literature, History, Arts, SB, Math, NS/LS, AQSR, Connections | **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  **General Education Courses**  FYW, FYS, Literature, History, Arts, SB, Math, NS/LS, AQSR, Connections |
| 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 program |  |  |

##### D.2. [Acknowledgements](#acknowledge): 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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