# 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 416: Educational Kinesiology and Exercise physiology** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Kristen Pepin** | [Home department](#home_dept) | **Health and Physical Education** | | |
| A.4. [Context and Rationale](#Rationale) | Currently, physical education teacher candidates take Kinesiology and Exercise Physiology as two separate courses. The physical education teacher candidates do not need the heavy scientific content explored in these classes as much as they need a base of foundational concepts that can be applied in the physical education classroom. Foundational biomechanical concepts are required for motor skill analysis and critical element corrections. Basic physiological concepts learned in human physiology are extended and applied in an authentic educational movement setting as opposed to a scientific motor lab. Combining courses will provide students the opportunity to learn and then practice utilizing concepts in authentic situations with PK-12 students. | | | | |
| A.5. [Student impact](#student_impact) | Students will have more opportunity to apply content with PK-12 students. | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | **N/A** | |
| 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 416** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Educational Kinesiology and Exercise Physiology** |
| B.4. [Course description](#description) |  | Teacher candidates explore physiological and biomechanical concepts needed to efficiently analyze and correct critical elements of motor skills and performance concepts in authentic PK-12 situations. |
| B.5. [Prerequisite(s)](#prereqs) |  | **BIOL 231, BIOL 335, and HPE 313; or consent of department chair** |
| B.6. [Offered](#Offered) |  | **Fall** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Laboratory | Lecture** |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers | Class Work | Quizzes |**  **Performance Protocols | Projects** |
| 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)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students will be able to describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness for PK-12 students. | SHAPE Standard 1  RIPTS 2  FSEHD 1 | Exam, Performance Protocols, and Projects. |
| Students will be able to describe and apply motor learning and motor development theories and principles related to fundamental motor skills, skillful movement, physical activity, and fitness for PK-12 students. | SHAPE Standard 1  RIPTS 2  FSEHD 1 | Exam, Class Work, Papers, and Quizzes |
| Students will be able to analyze and correct critical elements of motor skill development and performance concepts for PK-12 students. | SHAPE Standard 1  RIPTS 2  FSEHD 1 | Skill Analysis Project |
| Students will use technology as an assessment and teaching tool to further PK-12 student comprehension of fundamental motor skills, skillful movement, physical activity, and fitness concepts. | RIPTS 2, 3, 4, 6, 8  Knowledge  Professionalism | PK-12 Application Project |
| Students will apply kinesiological and physiological principles to inform teaching decisions. | RIPTS 2, 3, 4, 6, 8, 9  FSEHD 1, 2 | PK-12 Application Project |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Introduction to Kinesiology & Exercise Physiology   A) Basic Terminology- Describing Motion  B) Planes & Axes  2) Joints  A) Joint Shapes & Properties  B) Types of contractions  C) The Roles of Muscle during movement  3) Intro to Biomechanics  A) Levers, Torque  B) Newton’s Laws  C) Balance & Stability  4) Musculoskeletal System  A) Structure & Function of Muscles  B) Bioenergetics  5) Muscle Control  A) Neural  B) Hormonal  C) Energy Expenditure & Fatigue  6) Upper Body Muscles  A) Shoulder  B) Elbow & Forearm  C) Wrist & Hand  7) Lower Body Muscles  A) Hip & Pelvic Girdle  B) Knee, Ankle, & Foot  8) Trunk  A) Trunk  B) Spinal Column  9) Skill Analysis  A) Skill breakdown  B) Error Selection & Correction  10) Cardiorespiratory System  A) Cardiovascular System  B) Respiratory System  C) Cardiorespiratory Response to Acute Exercise  11) Principles of Exercise Training  A) Adaptations to Resistance Training  B) Adaptations to (An)aerobic  C) Fitness Assessments  12) Body Composition & Nutrition  A) Basic Content & Application to PE  B) Sport Nutrition vs. General Population Nutrition  13) Sport & Exercise for All  A) Children & Adolescents  B) Sex Differences  C) Individuals with Disabilities  14) Environmental Impact on Exercise  A) Hot Weather Adaptations  B) Cold Weather Adaptations |

## 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 |
| --- | --- | --- | --- |
| Jason Sawyer | Program Director |  |  |
| Robin Kirkwood Auld | Chair of Health and Physical Education |  |  |
| Gerri August or Julie Horwitz | Co Interim Deans of FSEHD |  | Tab to add rows |

##### 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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