

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number KINE 580 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New Course Application for KINE 580. This will be a new course in the new Master's of Science in Strength, Conditioning, and Human Performance.

This course will be cross-listed with KINE 480.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course		COUNCIL ³								
		Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³								Board of Trustees		
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Sheila Jones</u> Sheila Jones (Jan 18, 2022 11:10 CST)	Jan 18, 2022
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<u>Dana Kennamer</u> Dana Kennamer (Jan 18, 2022 20:22 CST)	Jan 18, 2022
Signature	Approval date
Signature	Approval date

Dean(s)	
<u>Jennifer Shewmaker</u> Jennifer Shewmaker (Jan 20, 2022 03:15 CST)	Jan 20, 2022
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	KINE 580
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Melissa Long & Annie Bane
2	Course Instructor	Annie Bane
3	Course Title	Training Program Design
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	CEHS
6	Department or School	Kinesiology and Nutrition
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	45
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	n/a
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	This course provides an in-depth investigation of the various theories that exist for the development of athletic fitness. Examines periodized training programs in strength, aerobic and anaerobic fitness, and peak performance in several major sports.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Graduate Standing
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	n/a
20	If the course is cross-listed, specify the Course ID(s)	n/a
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☒ No ☐ Yes If yes: all, even, or odd years? all
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2022
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree	☒ No ☐ Yes

	plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	Some of the course content overlaps with KINE 480- Training Program Design. The instructor of KINE 480 and KINE 580 will be the same. The graduate level course will employ higher rigor.

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan. This course is being developed for the new Master of Science in Strength, Conditioning, and Human Performance
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets. This course is being developed for the new Master of Science in Strength, Conditioning, and Human Performance program.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills. Graduate Students, acceptance into a graduate program.
2. State the overarching course goal(s) in performance terms. Students will be able to explain the theories of program design and progression, and provide feedback on lifting techniques.

B. Student Learning Outcomes and Measurements

	SLO	Measurement Instrument(s)
1	Students will demonstrate the ability to observe and apply constructive criticism on current sports training programs	Oral Presentation, rubric

2	Students will demonstrate the ability to apply class concepts in the completion of an annual training plan for an athlete or a personal training client	Written Assignment, Rubric.
3	Students will demonstrate knowledge and basic understanding of the Strength Training & Conditioning Essentials. This will also serve to be a prep for the CSCS exam.	Exam.
4	Students will demonstrate their ability to constructively criticize/breakdown lifting techniques and various lift efficiencies.	Oral Presentation, Rubric
5	Students will demonstrate their ability to search for and decipher relevant and well-done research over nutritional, training aid or recovery modalities in their prospective field.	Written Assignment, Rubric

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.- N/A
 full publication information; label **Graduate**. Haff & Triplett (2016). *Essentials of Strength Training and Conditioning, 4th Edition*. Human Kinetics. ISBN# (978-1492501626)
- B.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-

	semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.



Fall 2022
KINE 580 Training Program Design
3 credit hours
MWF 1:00-1:50 PM



Instructor: Annie Bane, PhD Assistant Professor

E-mail: annie.bane@acu.edu

Phone: 325-674-2758

Office: Teague 111

Office Hours: Monday & Wednesday 11:30-1pm

Tuesday & Thursday 9:30am-12pm

ACU Mission Statement: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission Statement: The mission of our college is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

Department Mission Statement: The mission of our department is to prepare students to serve and lead through the development of healthful lifestyles.

Christian Perspective: My teaching philosophy is to inspire my students through a service-driven and learning-centered environment to be better, to do better and to make others' lives better.

Catalog Description: Provides an in-depth investigation of the various theories that exist for the development of athletic fitness. Examines periodized training programs in strength, aerobic and anaerobic fitness, and peak performance in several major sports.

Course Format: The majority of the class will be presented in lecture format with PowerPoint presentations which will be available on Canvas. Outside observations of sports programs and participation in discussion boards will be expected from the students as well.

Prerequisites: Acceptance into graduate level courses. The intended audience is graduate students.

Text: Haff & Triplet (2016). *Essentials of Strength Training and Conditioning, 4th Edition*. Human Kinetics. ISBN# (978-1492501626)

Students will also be required to find their own research articles through ACU library for their Research Paper Overview Assignments.

Support: Students will have access to the necessary materials (examples: syllabus, lecture presentations, research readings, recorded grades) on Canvas.

Outline of Topics/Teaching & Learning Methods:

- Week 1- Types of training: Athlete vs. Individual vs. Group Training
 - We will break down the different types of training and what may be expected from a professional in these prospective areas.
- Week 2- Biomotor abilities
 - You will learn the different biomotor abilities and how to incorporate them appropriately for various individuals and athletes.

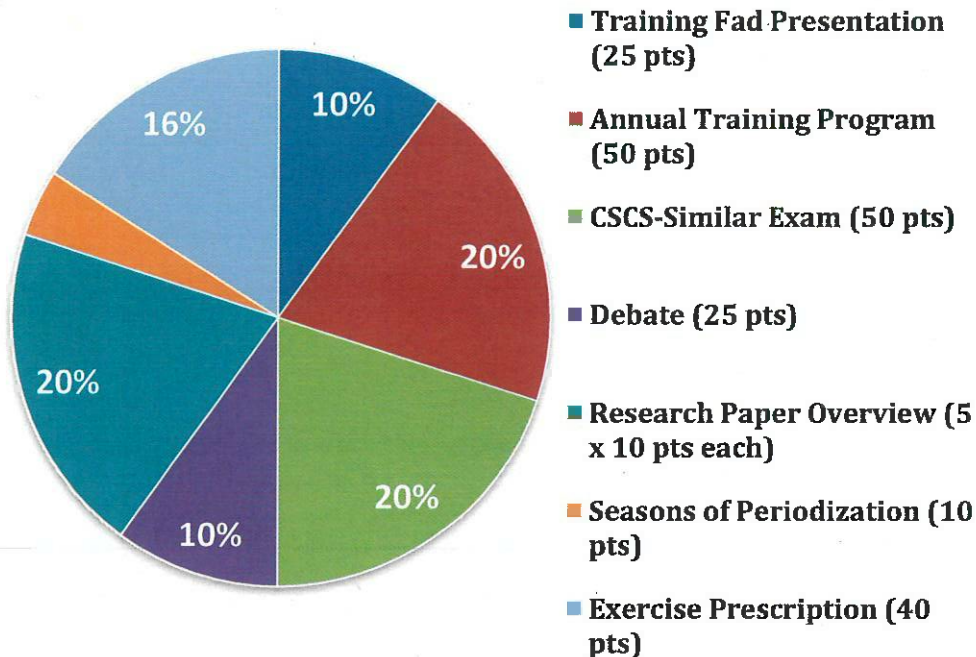
- **Assignment: Seasons of Periodization**
- Week 3- Energy systems-Popular training method presentation
 - We will break down the various energy systems and learn which exercises compliment various performance and/or body composition goals.
 - **Assignment: Training Fad Presentation**
- Week 4- Fiber types
 - You will learn the difference between fast twitch and slow twitch muscles and their relation to performance goals and metabolism.
 - **Assignment: Research Article**
- Week 5- Behavioral Approaches to Training
 - You will learn the Theoretical Approaches to Behavior Change and various other behavioral change models that have been explored for athletes and fitness in general.
 - **Assignment: Article, Setting Goals**
- Week 6- Strength vs. Conditioning
 - Overview of exercise physiology, energy systems and a look at biomechanical efficiency.
 - **Assignment: Debate**
- Weeks 7& 8- Exercise Prescriptions
 - You will learn how to write an exercise prescription for a prospective client. Ordering of exercise, biomotor abilities and energy systems will be emphasized. You will present your workout to the class.
 - **Assignment: Exercise Prescription & CSCS Similar Exam**
- Weeks 9& 10- Nutrition & Supplements
 - We will learn the basics about macronutrients and explore popular supplements for recreationally active individuals.
 - **Assignment: Article**
- Week 11- Recovery/Rehab-
 - We will learn various modes of recovery and how much “proof” really exists in backing these methods. We will also emphasize overtraining and how that affects outcomes and performances of active individuals.
 - **Assignment: Article**
- Weeks 12& 13- Periodization
 - You will learn how to appropriately periodize prospective clients’ training plans by creating a training program that fits their needs and goals.
 - **Assignment: Training Program Plan & CSCS Similar Exam**

Student Learning Outcomes:

	SLO	Measurement Instrument(s)	Measurement Standard
1	Students will demonstrate the ability to observe and apply constructive criticism on current sports training programs	Presentation on Training Fad (pros and cons)	The presentation will be graded on a point system
2	Students will demonstrate the ability to apply class concepts in the completion of an annual	An annual periodization schedule will be developed for an individual or sport/athlete of the student’s choosing.	The APS will be graded on a point system.

	training plan for an athlete or a personal training client		
3	Students will demonstrate knowledge and basic understanding of the Strength Training & Conditioning Essentials. This will also serve to be a prep for the CSCS exam.	A multiple-choice test similar to the CSCS will be administered in class.	Exams graded on a point system.
4	Students will demonstrate their ability to constructively criticize/breakdown lifting techniques and various lift efficiencies.	Students will debate either side of a chosen topic and thoroughly explain the risk, benefits, relevance and literature pertaining to the topic at hand.	The debate will be graded on a point system.
5	Students will demonstrate their ability to search for and decipher relevant and well-done research over nutritional, training aid or recovery modalities in their prospective field.	Students will write a 5 research article overviews on a given topic. Students will have to "break down" the article and its claims and come up with their own conclusion on the topic at hand.	The paper will be graded on a point system.

Grading Breakdown (250 pts total)



Grading Scale:

A	B	C	D	F
90-100%	80-89.99%	70-79.99%	60-69.99%	Below 60
225-250 pts	200-224.99	175-199.99	150-174.99	<150

Assignment Description

Seasons of Periodization (10 points)

You will be given a "season" of training for a prospective sport and explain in detail what is entailed in that specific season.

Training Fad Presentation (25 points)

A student or pair of students will present facts on a fitness or training fad in the area of their chose. Pros, Cons, Energy Systems Used, Risks/Rewards, Targeted Clientele and relevance should all be presented to the class. The presentation should be approximately 20 minutes. Topics must be approved by your instructor.

CSCS-Similar Exam (50 points)

A multiple-choice exam will be given that is similar to the Certified Strength & Conditioning Specialist Exam by NCSA.

Debate (25 points)

Each student will debate another classmate on either the pro or con side of a specific biomechanical/technique/training strategy used in their area of interest. Debates will last approximately 20 minutes and the class will chime at the end of the debate. Research done on the topics is crucial and physiological and mechanical relevance must be presented. Opinions must be supported! Topics must be approved by your instructor.

Annual Training Program (50 points)

You will develop a year-long periodized training program for a sport of your choosing. The sport must be approved by your instructor. A rubric will be given to you and you will be scored accordingly. Each student should start developing this at the start of the semester.

Research Paper Overview (50 points)

Each student will be assigned a research article to "break down" over various topics throughout the semester. Each student will have to write an overview on 5 articles total. The article will be assigned based on "claims" from various media-outlets or theories used in training or supplementation.

Exercise Prescription (40 points)

You will develop an exercise prescription for an individual to do. This exercise prescription will include a weekly set of workout that matches the goals for a given, prospective client. The workout should be ordered properly to include safe practices, proper recovery and should make sense energy-system and performance-wise.

Policies and Procedures

Professional Behavior in the Classroom or Lab

All students are expected to exhibit consistent professional conduct in the classroom and laboratory setting. Students are expected to maintain a classroom environment that will ensure that all students have an opportunity to learn and participate. Disruptive classroom behaviors include cell phones, challenges to faculty authority, demanding special treatment, tardiness, leaving early, offensive remarks, chattering, reading newspapers or magazines, sleeping, or overt inattentiveness. Inappropriate behavior will result, minimally, in a request for the student to leave class. After the first incident of inappropriate behavior the instructor will discuss the behavior with the student as soon as possible following the class. If a second incident occurs the instructor will refer the student to the program director or department chair or formal counseling. Repeated offenses will result in disciplinary action deemed appropriate to the offense according to the program director.

Attendance

- Regular attendance and promptness are expected.
- No student with $\geq 25\%$ absences (excused or unexcused) will receive credit for this course.
- *2 tardies equal 1 absence*
- Arriving after attendance is taken means you are tardy
- Only sanctioned university absences are considered excused.
 - A student who notifies the instructor when he/she is ill or foresees an absence (NOT University sanctioned) is not excused from the class without appropriate documentation (i.e. physician documentation).
 - It is the student's responsibility to: Arrange to take tests, labs, etc. more than 48 hours PRIOR TO THE SPONSORED ABSENCE. They are also responsible for checking upon return to class to see if an in-class assignment was assigned during University sponsored absence.
- It is the student's responsibility to notify the instructor of excused absences.

- It is the student's responsibility to inquire about notes and or assignments missed due to an absence.
- Check your attendance on Canvas regularly

Late Work

- Late work WILL NOT be accepted.

Participation

- Students are expected to participate in class discussion, group activities and lab activities.
- Distractions such as texting, gaming, visiting unrelated to class and studying for exams is not considered appropriate and will be addressed verbally.
- Cell phones should not be seen or heard during class unless use is specified by instructor for class purposes
- The use of a computer for taking notes/following along with presentation is encouraged/allowed; however use of a computer for other purposes is not allowed.

Communication

- Please check ACU email and Canvas regularly as these are the primary forms of communication for the course.
- Individual assignment/exam grades will be posted to Canvas
- Please take responsibility for your grade in the class and check your grades regularly. If something seems amiss please contact me as soon as you have a concern so it can be addressed in a timely manner.
- Please take initiative to contact me with any questions or concerns you have during the semester. That is what I am here for. If my scheduled hours do not work with your schedule, e-mail me to schedule an appointment.

University Policies

ADA Compliance

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call 325-674-2667.

Academic Integrity

Professionals are expected to practice with a commitment to high standards and integrity. The development of this commitment begins during academic training. Academic misconduct is considered to be an act contrary to professional ethics. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3)

Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html>

Anti-Harassment Policy

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following this link:

<http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

Sexual Harassment

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore, it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit:

[www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment Policy](http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Harassment%20Policy)

Special Notes

1. Time needed outside of class will vary depending on productivity during in-class sessions.
2. Students are urged to become student members of a professional organization and to attend a conference.
 - a. The American College of Sports Medicine – The health and fitness summit is held in late spring – www.acsm.org.
 - b. Christian Society of Kinesiology and Leisure Studies – The annual conference is in June – www.cskls.org.
 - c. Physical Education and Health Education; SHAPE America – The convention and expo is held in March – www.shapeamerica.org.
3. Students are encouraged to study for a relevant certificate *prior* to graduation. Be sure your First Aid/CPR/AED certificate is current when you graduate.

4. Students are to refrain from wearing airpods or other small sound devices and headsets during class, particularly during tests when they are NOT allowed.
 5. Students are encouraged to work or volunteer in the health club/gym/clinical setting of their choice to gain insight into their future profession and prior to securing an internship.
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November 12, 2021

RE: KINE 580

Master of Science in Strength, Conditioning, and Human Performance

To Whom It May Concern:

The M.S. in Strength, Conditioning, and Human Performance includes KINE 580 Training Program Design, which has overlap with KINE 480 Training Program Design. The curriculum and assignments in KINE 580 are appropriately more rigorous than in KINE 480.

Sincerely,

A handwritten signature in blue ink that reads 'Sheila Jones'.

Sheila Jones

Chair, Kinesiology & Nutrition

Dr. Annie Bane
Teague 111
(325)6742758
annie.bane@acu.edu

Dec 15, 2021

Re: Review of KINE580: Training Program Design

Dear Dr. Bane,

Thank you for the submission of KINE580: Training Program Design. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all requirements.

Please note that this letter is not meant to be a final approval in the course application process. Members of the council may have questions or comments of their own.

If there is anything else I can do for you, please feel free to let me know.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Paulin Fong". The signature is fluid and cursive, with a large, stylized "P" and "F".

Director of Instructional Design
Adams Center for Teaching and Learning
Abilene Christian University

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: December 16, 2021
TO: Dr. Melissa Long
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for KINE 580 – Training Program Design

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Mark McCallon (mccallonm@acu.edu) if additional resources are needed for the course. Thank you for letting us examine the course proposal.

The following are rubrics from the undergraduate class versus the graduate class.

Shown as examples of increased rigor at the graduate level.

KINE 480

Annual Training Plan Rubric (100pts)

Below is a guide on how to develop your ATP.

- I. Coaching Philosophy (5pts)
 - a. Be specific
 - b. What is your theory?
 - i. Pick 2 controversial topics and USE 2-3 research articles to defend your theory
 - c. Who do you look up to or strive to emulate?
- II. Introduction of Sport/Athlete/Client (5 pts)
 - a. Detailed description
 - b. Training background
 - c. Set an ultimate in-season and off-season goal
 - i. Make-sure your ATP develops these
- III. Biomotor Triangle (5 pts) with the most emphasized biomotor ability at the bottom. Give a brief description.
- IV. Energy Systems (5 pts) Used During Sport and how they will be developed/maintained during the year
 - i. This needs to be in paragraph form
 - ii. W:R
- V. Movement Analysis (10 points)
 - a. Muscular involvement
 - b. Exercises/drills that highlight these movements with the proper W:R ratio
- VI. Pre(pre)-Assessments (5pts)
 - a. Have a ready-to-use form with movement assessments you'll use to evaluate your athletes "weaknesses" prior to starting a training program.
- VII. Common Injuries (5 pts)
 - i. List the common injuries and how you plan on preventing these with the development of your program
- VIII. Competition Calendar (5 pts)

- a. Specify your general prep, specific prep, pre-competition, competition and transition phases through the year.
- b. This can be included in your macrocycle excel chart

IX. Tests and Standards (15 pts)

- a. What tests will you use to assess the standards you have for your client/team
- b. When will you perform these
- c. What are your expectations?
 - i. Make sure you are assessing ALL OF THE IMPORTANT BIOMOTOR ABILITIES (strength, power, conditioning, etc...)

X. The ATP Summary (Macrocycle) of the various subphases (40 pts)

- a. The ATP Macrocycles
 - i. This is a sample format you could use, but it needs to be 52 weeks
 - ii. Under Macrocycles, define the biomotor abilities you are focusing on and maintaining
 - iii. Make sure there is enough time to develop various biomotor abilities
 - iv. Be sure you include were you'll do your various max tests.

Annual Training Program				
Phases of Training:	Preparatory	Competitive		Transition
Subphases:	General Prep	Specific Prep	Pre-competitive	Competitive
				Transition

Biomotor Macrocycles	1 Hypertrophy 5:1 Loading Pattern Maintain Muscular Endurance	2 Strength 4:2 Loading Pattern Maintain Muscular Endurance	3 Power 3:0 Loading Pattern	4 Endurance 2:1 Loading Pattern	5 Maintain Strength, Endurance 6:1 Loading Patter	6 Two Weeks Active Recovery	7 Muscular Endurance 3:1 Loading Patter
Team/Skill Specific Game Plan Frequency and Brief Description	Team Practice on Field 2 times per week. Skills: jumping drills, sprint will be done at beginning of week, prior to weights.						
Conditioning Game Plan	End of week, 2 days, Lactate Tolerance Strategy (1:2 work rest ratio), decrease in volume and increase intensity through this phase.						

KINE 580

Annual Training Plan Rubric (100pts)

Below is a guide on how to develop your ATP.

- I. Coaching Philosophy (5pts)
 - a. Be specific
 - b. What is your theory?
 - i. Pick 2 controversial topics and USE 2-3 research articles to defend your theory
 - c. Who do you look up to or strive to emulate?
- II. Introduction of Sport/Athlete/Client (5 pts)
 - a. Detailed description
 - b. Training background
 - c. Set an ultimate in-season and off-season goal
 - i. Make-sure your ATP develops these
- III. Biomotor Triangle (5 pts) with the most emphasized biomotor ability at the bottom. Give a brief description.
- IV. Energy Systems (5 pts) Used During Sport and how they will be developed/maintained during the year
 - i. This needs to be in paragraph form
 - ii. W:R
- V. Movement Analysis (10 points)
 - a. Muscular involvement
 - i. Exercises/drills that highlight these movements with the proper W:R ratio
 - b. Include specific "dos and don'ts"
- VI. Pre(pre)-Assessments (5pts)
 - a. Have a ready-to-use form with movement assessments you'll use to evaluate your athletes "weaknesses" prior to starting a training program.
- VII. Common Injuries (5 pts)
 - i. List the common injuries and how you plan on preventing these with the development of your program
- VIII. Competition Calendar (5 pts)

- a. Specify your general prep, specific prep, pre-competition, competition and transition phases through the year.
 - b. This can be included in your macrocycle excel chart
- IX. Tests and Standards (5 pts)**
- a. What tests will you use to assess the standards you have for your client/team
 - b. When will you perform these
 - c. What are your expectations?
 - i. Make sure you are assessing ALL OF THE IMPORTANT BIOMOTOR ABILITIES (strength, power, conditioning, etc...)
- X. The ATP Summary (Macrocycle) of the various subphases, macrocycles and microcycles (35 pts)**
- a. The ATP Macrocycles
 - i. This is a sample format you could use, but it needs to be 52 weeks
 - ii. Under Macrocycles, define the biomotor abilities you are focusing on and maintaining
 - iii. Make sure there is enough time to develop various biomotor abilities
 - iv. Be sure you include where you'll do your various max tests.

Annual Training Program				
Phases of Training:	Preparatory	Competitive		Transition
Subphases:	General Prep	Specific Prep	Pre-competitive	Competitive
				Transition

Biomotor Macrocycles	1 Hypertrophy 5:1 Loading Pattern Maintain Muscular Endurance	2 Strength 4:2 Loading Pattern Maintain Muscular Endurance	3 Power 3:0 Loading Pattern	4 Endurance 2:1 Loading Pattern	5 Maintain Strength, Endurance 6:1 Loading Patter	6 Two Weeks Active Recovery	7 Muscular Endurance 3:1 Loading Patter
Microcycle Summary- Resistance	70% @ 15-20 reps, 3 sets						
	*75% @ 12-15 reps, 3 sets						
Microcycle Summary- Conditioning	Moderate volume, low-PW						

Team/Skill Specific Game Plan Frequency and Brief Description	Team Practice on Field 2 times per week. Skills: jumping drills, sprint will be done at beginning of week, prior to weights.				
Conditioning Game Plan	End of week, 2 days, Lactate Tolerance Strategy (1:2 work rest ratio), decrease in volume and increase intensity through this phase.				

XI. Microcycle Development (15 pts)

- a. Under the microcycles section, indicate 1 week within **a macrocycle** and fully *develop a workout microcycle plan*. THIS NEEDS TO BE DONE DURING THE OFF-SEASON (*you can exclude competitive phases*)
 - i. All biomotor abilities should be developed or maintained
 1. Don't forget skill specific stuff

- b. Here is a sample:

*Microcycle: Week 1 from Macrocycle 1: Hypertrophy Focused						
Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00am	Speed Work: 5 x 20m Sprints @ 100% effort Followed by Conditioning: 10 x 100m gassers @ 80% effort, Maintenance	Skill Specific: BE SPECIFIC HERE	Conditioning: 20 min Fartlek, 80%-30 sec, 20%-1:30, Maintenance	Active Recovery Day	Skill Specific: BE SPECIFIC HERE	Off

1:00pm	Chest/Biceps 4 x 12 reps @ 75% 1 RM Rest: 2 minutes Superset Scheme Developmental	Back/Triceps 4 x 12 reps @75% 1RM Rest: 2 minutes Superset Scheme Developmental		Yoga and Stretching	Legs/Shoulders 3 x 12 @ 80% 1RM Rest: 3 minutes Straight Set Scheme Developmental		
3:00pm	Ice Bath, Recovery for Skill Specific Exercises Next Day		Conditioning: 10 x 100m gassers @ 80% effort, Maintenance				