

Approval Chart for Curriculum Changes

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

Course Number KINE 602 or Degree Plan(s) _____

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

This is a new course application for KINE 602. A course in the new Master's of Science in Strength, Conditioning, and Human Performance.

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

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

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												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
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										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
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	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		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 26, 2022 14:43 CST)	Jan 26, 2022
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<u>Dana Kennamer</u> Dana Kennamer (Feb 15, 2022 13:56 CST)	Feb 15, 2022
Signature	Approval date
Signature	Approval date

Dean(s)	
<u>Jennifer Shewmaker</u> Jennifer Shewmaker (Feb 15, 2022 14:27 CST)	Feb 15, 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 602
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Melissa Long
2	Course Instructor	TBA
3	Course Title	Advanced Strength & Conditioning
4	Course Abbreviation for Banner if title is more than 30 characters	Adv. Strength and Conditioning
5	College	CEHS
6	Department or School	Kinesiology and Nutrition
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	46 3
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 examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. The course is designed to enhance the students' current level of knowledge in preparation for certification exam(s).
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? all
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 2023
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. New MSSCHP
25	Should the addition of this course be	☒ No

	retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☐ Yes 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>	None

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
- Describe the intended audience, including prerequisite skills. Graduate Students, acceptance into a graduate program.
 - State the overarching course goal(s) in performance terms. This course will prepare students to coach strength, conditioning, and/or human performance programs in a variety of professional settings.

B. Student Learning Outcomes and Measurements

	Outcomes	Measurement
1	Design safe and effective exercise and training practices to enhance human performance.	Written Evaluation, Quiz, Exam, Group Project

2	Demonstrate appropriate techniques, equipment, and protocols for the assessment of strength and conditioning.	Written Evaluation, Quiz, Exam, Group Project
3	Apply concepts of transitioning strength into athletic performance.	Quiz, Group Project

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
- B. full publication information; label **Graduate**.

Joyce, D; Lewindon, D. (2022). *High-Performance Training for Sports*. Champaign, IL: Human Kinetics. ISBN: 978-1-4925-9290-7

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.

ACU Department of Kinesiology & Nutrition
Course Syllabus
KINE 602 – Advanced Strength & Conditioning
Fall 2023

Instructor: TBD

Office:

Phone: (325) 674-xxxx

Email: xxxx@acu.edu

Office Hours: Monday through Friday: by appointment

Contact Expectations: Please allow 24 business hours for a response via email.

Credit hours: 3 Hour

Semester/Year: Spring

Meeting Time/Place: TBD

Prerequisites: Formal acceptance for progression into a graduate program.

Catalog Description: This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. The course is designed to enhance the students' current level of knowledge in preparation for certification exam(s).

Intended Audience: Graduate students within the Kinesiology and Nutrition department.

Mission Statements

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

College Mission: 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: The mission of this department is to prepare students to serve and lead through the development of healthful lifestyles.

Unique Christian Perspective: God created the human body perfectly. This course and other courses in the kinesiology program will help students understand how to integrate faith with professional endeavors.

Textbook(s):

Joyce, D; Lewindon, D. (2022). *High-Performance Training for Sports*. Champaign, IL: Human Kinetics. ISBN: 978-1-4925-9290-7

Outcomes Addressed:

The following outcomes will be evaluated and mastered during this course.

	Outcomes	Measurement
1	Design safe and effective exercise and training practices to enhance human performance.	Written Evaluation, Quiz, Exam, Group Project
2	Demonstrate appropriate techniques, equipment, and protocols for the assessment of strength and conditioning.	Written Evaluation, Quiz, Exam, Group Project
3	Apply concepts of transitioning strength into athletic performance.	Quiz, Group Project

Course Outline:

Week of:	Topic	Outcomes Addressed	Evaluation Method
Aug 28, 2023	CH 2-Working with Younger Athletes	1, 2	Written Assignment
Sept 4, 2023	CH 4-Optimizing Movement Efficiency	2, 3	Quiz
Sept 11, 2023	CH 5- Developing Trunk Strength and Coordination	1	Written Assignment
Sept 18, 2023	CH 6- Gaining Flexibility	1	Exam
Sept 25, 2023	CH 8- Monitoring Fitness and Performance	2, 3	Group Project
Oct 2 & 9, 2023	CH 10- Strength Training	1	Written Assignment
Oct 16, 2023	CH 11- Speed Training	1	Exam, Quiz
Oct 23 & 30, 2023	Ch 9- Interpersonal Dynamics Ch 12- Jumping & Landing Ch 16- Cueing	1, 3 2	Quiz, Quiz, Quiz
Nov 6, 2023	CH 13- Agility Training	2	Written Assignment
Nov 13, 2023	CH 14- Anaerobic Power Training	2	Written Assignment, Exam
Nov 20, 2023	CH 15- Aerobic Power Training	2	Written Assignment

Dec 4, 2023	CH 17- Translating Athletic Qualities into Sport Performance	1,2, 3	Quiz, Group Assignment
Dec 11, 2023	Week of Final Exam		

Evaluation Methods:

Quizzes-	99pts
Exams-	125 pts
Group Presentations-	145 pts
Writing Assignment-	170 pts
Final Exam-	72pts
Total Possible:	611 points

Quizzes- Quizzes will be approximately 10-15 questions. They will be given at the beginning of class, and will evaluate comprehension of reading and lecture from previous chapter/class period. Missed quizzes cannot be made up.

Exams- The number of items on each exam will vary. Questions could include: multiple choice, true/false, matching, short answer, and essay questions. Exams will be given during the class period, and students will have no more than 1 hour to complete the exam (exception will be the final exam).

Group Presentation- Two group presentations will be assigned during this class. The topic of the presentation will be assigned as well as the group members. Equal participation from each member will be expected. Part of your grade for the presentation will be peer evaluation.

Writing Assignment- The writing assignments in this class will be a functional writing assignment. This means the result will be something that you will use in practice as a Strength Coach. More details as well as a grading rubric will be available when assigned.

Grading Scale:

Grade= Percent	Total points earned
A= 100-90%	611-550
B= 89-80%	549-488
C= 79-70%	487-427
D= 69-60%	426-366
F ≤59%	365-0

Course Policies

Class Attendance/Tardiness policy: Students are expected to attend classes. Excessive tardiness or absences from class will reflect in the students' grade. No student with $\geq 25\%$ absences (excused or unexcused) will receive credit for this course. Only university-approved absences (*see the university student handbook*) will be accepted as excused absences. It is the student's responsibility to notify the instructor of excused absences. Likewise, tardiness is not appropriate for this class. Three tardies will result in one absence.

Participation: As this is a graduate course, students are expected to participate daily and complete all assignments by the deadline on Canvas.

Late Assignments: Late assignments may be accepted on an individual basis with increasing penalty for each day they are late. Assignments lose 10% for each day they are late, and after 3 days students should not expect to receive credit for the assignment. Any extenuating circumstances that preclude a student from getting the assignment in on-time should be discussed with the professor as soon as possible, but no later than one day prior to the assigned deadline.

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.

Revision of Syllabus

The professor reserves the right to modify the course calendar or evaluation methods as he or she sees fit.

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>

Dr. Melissa Long
Gibson 138C
325-674-2328
melissa.long@acu.edu

January 25, 2022

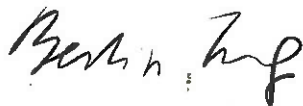
Re: Review of KINE 602

Dear Dr. Long,

Thank you for submitting KINE602: Advanced Strength and Conditioning. I have reviewed it based on the [ACU Syllabus Guidelines](#) and found it to be meeting all requirements. I understand that the instructor information is currently not available, but please add such information later when it is available. You do not need to bring it back to us for further review.

This letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Barbara Long". The signature is fluid and cursive, with the first name "Barbara" and the last name "Long" clearly distinguishable.

Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 21, 2022
TO: Dr. Melissa Long
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for KINE 602– Advanced Strength & Conditioning

After reviewing the course 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.