

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	HHP 491
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Chuck Ruot
2	Course Instructor	TBD
3	Course Title	Health and Human Performance Capstone
4	Course Abbreviation for Banner if title is more than 30 characters	Health & Human Perf Capstone
5	College	College of Graduate and Professional Studies
6	Department or School	School of Undergraduate Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	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	30
17	Catalog Description (50 words or less)	The course provides a culminating experience in which students analyze and synthesize knowledge, applications, and skills from across their program to demonstrate mastery of learning. Prerequisite: junior or senior standing. For majors only
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Majors only
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)	none
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-7.
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? all
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Summer II 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 plan it supports? <i>This is rare, and rationale should</i>	☒ No ☐ Yes If yes, provide rationale:

	<i>explain compelling extenuating circumstances.</i>	
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-4.</i>	n/a

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 a required course in the B.S. Health and Human Performance degree program that went through the CGPS Academic Council on June 9, 2020.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course serves as the culminating capstone experience for students in the Health and Human Performance major. As such, this is a required course for all students.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for junior or senior Health and Human Performance majors who are nearly finished with their degree program.

2. State the overarching course goal(s) in performance terms.

This course is a culminating learning experience for students to refine and demonstrate mastery of learning in the BS in Health and Human Performance. This will include the student analyzing and synthesizing theories and evidence-based practices in the fields of health and human performance. Application of these theories and evidence-based practices will be made in developing exercise program interventions for a given population and scenario. Opportunities to demonstrate skills in

assessment and exercise techniques will be included. The student will also be challenged to integrate faith with their vocation in the fields of health and human performance.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will be able to analyze and synthesize theories and evidence-based practices in the fields of health and human performance.	Final Capstone Research Project, Discussion Questions and Assignments, including scaffolding for Capstone Research Project
2	Students will be able to apply theories and evidenced-based practices by presenting solutions (interventions) to problems in the fields of health and human performance.	Final Capstone Research Project, Discussion Questions and Assignments, including scaffolding for Capstone Research Project
3	Students will be able to demonstrate skills appropriate to assessment and exercise training for health and human performance.	Final Capstone Research Project, Discussion Questions, and Assignments, including scaffolding for Capstone Research Project
4	Students will be able to demonstrate, through reflection, development of a sense of self that integrates both faith and health and human performance.	Discussion Questions on readings from the book <i>Belief</i> , and Faith and Vocation paper assignment

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

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

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	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program 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.
7	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.
8	Justification — Attach any documents to which you refer in Section II-B.

If this course fulfills the Capstone requirement for ACU majors, please submit the Capstone Course Application as a supplement to your new course materials.

If this course is intended to fulfill Writing Intensive requirements, a syllabus must be reviewed by Cole Bennett before the council date. Include his supporting memo in the council folder.

HHP 491: Health and Human Performance Capstone

2020 Section HHP 491 3 Credits 07/10/2020 to 10/14/2020 Modified 08/11/2020

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Bachelor of Science in Health and Human Performance is to provide students the knowledge, skills, and abilities for careers or graduate programs of study related to health, wellness, human performance and sports. Students will be able to assess and evaluate health, fitness and performance for the purpose of developing interventions to optimize health and human performance.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

The course provides a culminating experience in which students analyze and synthesize knowledge, applications, and skills from across their program to demonstrate mastery of learning. Prerequisite: junior or senior standing. For majors only.

Program and Student Learning Outcomes

PLO 1. Students will be able to describe and apply theories and evidence-based practices in the fields of health and human performance

- SLO 1.1 Students will be able to demonstrate a basic understanding of the theories and evidence-based practices in the fields of health and human performance.
- SLO 1.2 Students will be able to apply theories and evidenced-based practices by presenting solutions to problems in the fields of health and human performance.
- SLO 1.3 Students will be able to demonstrate knowledge of research appropriate to the field.

	Student Learning Outcome	Measurement
1	Students will be able to analyze and synthesize theories and evidence-based practices in the fields of health and human performance.	Final Capstone Research Project, Discussion Questions and Assignments, including scaffolding for Capstone Research Project
2	Students will be able to apply theories and evidenced-based practices by presenting solutions (interventions) to problems in the fields of health and human performance.	Final Capstone Research Project, Discussion Questions and Assignments, including scaffolding for Capstone Research Project
3	Students will be able to demonstrate skills appropriate to assessment and exercise training for health and human performance.	Final Capstone Research Project, Discussion Questions, and Assignments, including scaffolding for Capstone Research Project
4	Students will be able to demonstrate, through reflection, development of a sense of self that integrates both faith and health and human performance.	Discussion Questions on readings from the book <i>Belief</i> , and Faith and Vocation paper assignment

☰ Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Resume and Cover Letter

This assignment is the development of the student's professional resume and cover letter. The cover letter should be in an appropriate professional format and should be addressed to a fictional (or real) person in charge of hiring or accepting people into the position you desire. The position can be in a company, a university graduate program, or another recruiting office. The résumé should be formatted for your target audience.

Research Project Literature Review

This assignment is a standard research literature review identifying evidence as a basis of support for an exercise and training program design for a given population and scenario. A minimum total of five references must be used, with at least three of the

references being peer-reviewed. Three to four pages of written content are required. (This assignment is a scaffolded portion of the Capstone Research Project.)

Research Project Assessments, Goals/ Objectives, and Behavioral Influence with Client

This assignment is the selection and administration of the assessments on the client/ individual. These assessments will address the health, fitness and performance components of the given individual and scenario. Results will be reported with classifications. Interpretations of these results will then be used to formulate goals and objectives for the exercise and training program to be designed. Students will also develop a plan/strategy for how they will behaviorally influence the client toward engaging in and completing the exercise and training program to reach the intended goals/objectives. This will include any behavioral approaches, including but not limited to encouragement, feedback, motivation, or coaching. Students will submit a two-page document stating the plan, with a minimum of three supporting evidence-based references. (This assignment is a scaffolded portion of the Capstone Research Project.)

Research Project Exercise Technique Instruction Video

This assignment includes exercise technique instruction with video of the student leading the client in the proper execution of two upper body compound joint exercises and two lower body compound joint exercises. This instruction will include key verbal cues with demonstration of the exercise technique. Video should also show the client performing the exercises and receiving feedback from the student in order to correct, improve, and/or reinforce proper technique. (This assignment is a scaffolded portion of the Capstone Research Project.)

Research Project Exercise Prescription with Periodization Schedule

This assignment is the development of the exercise/training prescription with a periodization schedule for the program design progression. This will be for an 8-week period comprising two 4-week mesocycles and incorporating a minimum of four resistance exercises per week, including some form of aerobic exercise. The design of the 8-week exercise/training program is aimed at achieving the goals/objectives that were set for the client/ individual in the "Research Project Assessments and Goals/Objectives" assignment. (This assignment is a scaffolded portion of the Capstone Research Project.)

Belief Part 3, Faith and Vocation

This assignment is a reflection in which the student will be asked to analyze the impact of holding two disparate worldviews on their chosen vocation in health and human performance. Students will write a two to three page paper reflecting on how these views are different and the different effects each would have on the student's vocation and service in the disciplines of health and human performance.

Final Capstone Research Project

This assignment is the Final Capstone Research Project paper and a 10-12 minute presentation. Students will assemble the revised components of the paper and video, including all of the scaffolded Capstone Research Project Assignments from Weeks 2-5.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively

withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

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. 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. Therefore, it is the purpose of the Anti-Harassment 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 review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

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 our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
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89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Points Per Assignment

Deliverable	Week	Type	Points
Getting to Know Your Class	1	Discussion	5
Resume and Cover Letter Preparation and Feedback	1	Discussion	20
Resume and Cover Letter	1	Assignment	100
Evidence Based Practices in Health and Human Performance	2	Discussion	25
Research Project Literature Review	2	Assignment	100
<i>Belief</i> Part 1	3	Discussion	25
Research Project Assessments, Goals/Objectives, and Behavioral Influence with Client	3	Assignment	110
Research Project Exercise Selections	4	Discussion	25
Research Project Exercise Technique Instruction Video	4	Assignment	110
<i>Belief</i> Part 2	5	Discussion	25
Research Project Exercise Prescription with Periodization Schedule	5	Assignment	110
Exercise/ Training and Behavioral Influence	6	Discussion	25
<i>Belief</i> Part 3, Faith and Vocation	6	Assignment	125
Faith and Vocation in Health and Human Performance	7	Discussion	25
Final Capstone Research Project and Presentation	7	Assignment	170

		Total Points	1000
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Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

Application for a Capstone Course at Abilene Christian University

Course Code and Title: HHP 491 Health and Human Performance Capstone

Course Description: The course provides a culminating, student-centered experience in which students analyze and synthesize knowledge, skills, and abilities from across their program to demonstrate mastery of learning. Prerequisite: majors only

Course Developer: Chuck Ruot

Briefly explain how your course or courses will meet the learning outcomes:

- *Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.*

The Resume and Cover Letter Assignment provides the opportunity for students to think critically about the knowledge and skill sets they have developed over the program. This fosters integrative thinking between both the liberal arts core curriculum and the Health and Human Performance major courses they have taken.

The Faith and Vocation Assignments also require students to think about and reflect upon the integration of faith and vocation in the fields of health and human performance. They will specifically tie this to their own experience of developing a sense of self that integrates personal conviction with their chosen domain within health and human performance.

- *Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.*

The Capstone Research Project is a scaffolded research project paper that requires students to develop a research question, analyze the research literature, and select evidenced based information supporting their exercise and training program design for a selected population and scenario. The project will also include a 10-12 minute video presentation displaying their work product.

- *Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.*

Students in the course will also be reading *Belief* by Francis Collins. This book contains a collection of essays on the intersection of faith and science. Students will critically reflect on the assigned readings throughout the course. These readings will help prepare students for the final Faith and Vocation assignment, which asks students to analyze the impact of holding two different worldviews on their chosen vocation in health and human performance. Together, these assignments will allow students to demonstrate through reflection the development of a sense of self that integrates both science and faith. Throughout the *Belief* content,

assignments and discussion questions will be written to ensure students are applying these critical thinking skills to not only local applications, but global ones as well.

The Capstone Research Project allows students to demonstrate their ability to think and act missionally in the research and application of disciplinary skills. Students will have the opportunity to apply their integrated sense of self in the practice of exercise prescription, client assessment, exercise training, and behavioral modification. These direct applications of core health and human performance principles, combined with reflection on the relationship between personal beliefs and best practices, provide an opportunity to reflect missional preparedness.

Explain how your course or courses will meet the required assignments:

- Research assignment
This course includes a Capstone Research Project comprised of a written paper and a video presentation. The project paper incorporates a standard research literature review identifying evidence as a basis of support for an exercise and training program design for a given population and scenario. Components of the exercise and training program will include the assessments, goals/ objectives of the exercise and training program, exercise selection, and exercise technique instruction, with video of the student leading the client in the proper execution of the exercises. This instruction will include key verbal cues with demonstration of the exercise technique, the client performing the exercises and receiving feedback from the student in order to correct, improve, and/or reinforce proper technique. The exercise prescription with a periodization schedule for the program design progression will be for an 8-week period. The last section of the project is the behavioral change component, which will include the student indicating how they will influence the client toward engaging and completing the exercise and training program such as encouragement, feedback, motivation, coaching, etc.
- Faith and vocation assignment
Students have two major assignment types that fulfill the faith and vocation assignment. First, they have several discussion questions over assigned readings in *Belief*. Second, they will complete a Faith and Vocation assignment that will wrap-up the content from *Belief* and ask them to analyze the impact of holding two disparate worldviews on their chosen vocation.
- Comprehensive skills and accomplishments inventory
Students are required to develop a resume/CV with a cover letter. The cover letter should be in an appropriate professional format, and should be addressed to a fictional (or real) person in charge of hiring or accepting people into a desired position. The position can be to a company, a university graduate program, or another recruiting office. The résumé should be formatted for your target audience.

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: August 11, 2020
TO: Dr. Andrea Haugen
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Courses in Health and Human Performance

The Brown Library can provide a provisional endorsement of the following new courses:

HHP 201	Foundations of Health and Human Performance
HHP 374	Exercise Physiology and Applications
HHP 401	Strength and Conditioning for Performance
HHP 421	Exercise and Special Populations
HHP 451	Professional Certifications in Health and Human Performance
HHP 491	Health and Human Performance Capstone

with the agreement that the Library will have the opportunity to review and comment on each course as it is adapted or created for the online modality. This review will be made as part of the instructional design process.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: August 11, 2020
TO: Dr. Andrea Haugen
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions
RE: New Courses in Health and Human Performance

Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is pleased to provide provisional support for the following new courses:

- HHP 201 Foundations of Health and Human Performance
- HHP 374 Exercise Physiology and Applications
- HHP 401 Strength and Conditioning for Performance
- HHP 421 Exercise and Special Populations
- HHP 451 Professional Certifications in Health and Human Performance
- HHP 491 Health and Human Performance Capstone

with the agreement that the DCS instructional design team will have the opportunity to review and comment on each course as it is adapted or created for the online modality.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: HHP 491

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	A	I	R	O	S
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	A	I	R	O	S	F
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	A	A	A	A	A	A	--	A
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A
2.	Admission requirements	--	--	A	--	A	A	A	A

Program Director/Department Chair


Andrea Haugen (Aug 13, 2020 11:31 AKDT)

Aug 13, 2020

Andrea Haugen

Date

Dean(s)

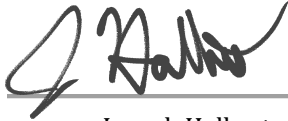


Aug 13, 2020

Joe L. Cope

Date

College Academic Council



August 19, 2020

Joseph Halbert

Date

University General Education Council

Jessica Smith

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date