After the Foundational Studies Program has approved a course, departments will continue through the regular departmental and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>KINES 432 (Conditioning Procedures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Foundational Studies Course - (choose one):</td>
<td></td>
</tr>
<tr>
<td>[ ] DLS (Disciplinary Lens – Social Science)</td>
<td>[ ] DLL (Disciplinary Lens – Literature and Humanities)</td>
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<tr>
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<td>[ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences)</td>
</tr>
<tr>
<td>[xx ] FF (Finishing Foundations)</td>
<td></td>
</tr>
</tbody>
</table>

| Delivery Format(s) - (check all that apply): |
| [xx] Face to Face | [ ] Fully Online | [ ] Hybrid |
| [ ] Concurrent Enrollment | [x] Other (briefly describe): |

Part II. Syllabus Statement

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.) Attach additional pages if needed.

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. KINES 432 (Conditioning Procedures) satisfies three (3) credits of the Foundational Studies program’s Finishing Foundations (FF) requirement. It supports the following University Learning Outcomes (ULOs) along with a variety of other course-specific goals.

1. Write effectively in multiple contexts for a variety of audiences.
2. Communicate effectively in speech, both as a speaker and listener.
3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as a member of a team.

KINES 432 provides a culminating capstone experience for senior Kinesiology majors by asking students to synthesize past and present course material into practical information that can be used to improve the fitness, physical activity, and health of everyone from the couch potato to the high performance athlete. Course-specific goals include: (a) identifying the steps necessary for designing, implementing, and evaluating fitness program effectiveness and then actually following those steps within a service learning project, (b) planning and demonstrating (on You Tube) a series of assigned exercises, (c) preparing and delivering a current issues talk, (d) debating various evidence-based fitness programs using critical skills, knowledge, and theory, and (e) applying sport specific considerations to principles of conditioning.
Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.) Attach additional pages if needed.

Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoint presentations used in class lectures will be available on Blackboard a minimum of one week prior to lecture in class. Insofar as these slides contain graphs or other visual representations of content, they will be verbally described to students on an as-needed basis. Text will be added to images on the course Blackboard website to ensure that it is accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Part IV. Evidence of Quality Course Design

Attach a separate document including a table like the one below. (A link to the Word template that allows rows to be adjusted as needed may be found at: Course Design Table. Column headings for this table should not be changed.) The purpose of the table is to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

<table>
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<tr>
<th>Foundational Studies ULO Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes “By the end of this course, each student should be able to…”</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching and Learning Activities/Pedagogy</th>
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</thead>
<tbody>
<tr>
<td>These are drawn from the appropriate rubric for the ULO supported by the course.</td>
<td>All learning outcomes are listed.</td>
<td>How will the outcomes be assessed in the course? (Note key assessments to be used for reporting student learning outcomes.)</td>
<td>What kind of activities will be used to support students' success on the planned assessments?</td>
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</table>

Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

Electronic signature included on course application evaluation form below

Foundational Studies Program, Director Date
Boise State University  
Foundational Studies Course  
Fall 2011

Course Number and Title:  KINES 432 (Conditioning Procedures)

Course Design Table

| Foundational Studies ULO Criteria and Notions of Exemplary Work | Course Learning Outcomes  
“By the end of this course, each student should be able to...” | Assessment Method: Evidence of Student Learning | Planned Teaching and Learning Activities/Pedagogy |
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**ULO3A:** Clearly identifies and describes the problem; explains how it fits within the discipline’s sphere of inquiry.

**ULO2A, 2D & 2F:** Oral Communication (e.g., focus on central message, memorable and strongly supported; tone appropriate; professional)

**ULO4b1:** Contributes to team meetings

**ULO4b2:** Facilitates the contributions of team members

**ULO4b3:** Individual contributions outside of team meetings

| Identify and describe specific steps necessary for conducting a needs analysis (designing), implementing a program, and evaluating the effectiveness of a program. | Examinations and Quizzes Labs (which include fitness tests or needs analysis, and designing a program to remedy weaknesses) | Lectures and Group Activities  
Read Book Chapters and Assigned Articles |
|---|---|---|
| Examinations and Quizzes Labs | You Tube Group Video Assignment | Lectures and Group Activities  
Read Book Chapters and Assigned Articles |

| Plan and Demonstrate a Series of Assigned Exercises in Resistance Training, Plyometrics, Speed & Agility Development | Lectures and Group Activities  
Read Book Chapters and Assigned Articles |
|---|---|---|

4
| **ULO 2A**: Oral Communication (e.g., focus on central message, memorable and strongly supported) | Discuss various aspects of current issues in strength and conditioning. For example: 1) What are the unique features of working with a variety of populations? (e.g., overweight individuals to athletes across a wide variety of age groups including children, adults, and seniors); 2) What are the pros and cons of using a foam roller or vibration platform or nutritional supplements? | Examinations and Quizzes Current Issues Assignment | Lectures and Group Activities Read Book Chapters and Assigned Articles |
| **ULO 2B & 2C**: Oral Communication (Offers supporting materials relevant to central message; organized) | Examinations and Quizzes In-Class Case Studies Labs | Lectures, Discussions and Group Activities Read Book Chapters and Assigned Articles |
| **ULO 2D & E**: Oral Communication (tone appropriate for audience; prepared, polished) | | | |
| **ULO3A**: Clearly identifies and describes the problem; explains how it fits within the discipline’s sphere of inquiry | Apply sport-specific considerations to principles of conditioning | Examinations and Quizzes Labs and In-Class Assignments (Sport specific program design and critique) | Lectures, Discussions and Group Activities Read Book Chapters and Assigned Articles |
| **ULO3B**: Explains/justifies disciplinary best practices by using the literature, fieldwork, surveys, etc.) | | | |
| **ULO1**: Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions | | | |
| **ULO1**: Responds well to the needs of different rhetorical situations | | | |
| **ULO3B**: Explains/justifies disciplinary best practices with respect to thoroughness and accuracy of data collection | | | |
| **ULO3D**: Uses evidence and principles to produce chains of reasoning as determined by discipline-specific evaluative standards. | | | |
| **ULO1**: Adopts an appropriate voice, tone, and level of formality | Develop a theory-based plan; Collect Fitness Test Data; Use Fitness Data to Plan and Implement; Implement plan to a group; Analyze and evaluate the results of strength and conditioning programs. A series of 4 written documents that follow AMA formatting will be required for this assignment; Rewriting will be allowed. | Sport Conditioning Group Project Assignment (Service Learning or Paper) 4 papers due throughout the semester with opportunity for re-write (Part I: Lit Review, Part II: Needs Assessment with justification for fitness tests selected, Part III: Program Design, Part IV: Evaluation) | Lectures, Discussions and Group Activities Read Book Chapters and Assigned Articles |
| **ULO1**: Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions | **ULO1**: Appropriately uses syntax, grammar, and punctuation | **ULO3C**: Diagnoses failures of reasoning and distinguishes levels of reasoning to discipline-specific standards | **ULO4b1**: Contributes to team meetings **ULO4b2**: Facilitates the contributions of team members **ULO4b3**: Individual contributions outside of team meetings |
Boise State University  
Foundational Studies Review Committee: Course Application Evaluation Form  
Fall 2011 

Course Information 
Course Title: KINES 432  
Number of Credits: 3 

Type of Foundational Studies Course (choose one) 
☐ DLS (Disciplinary Lens– Social Science) ☐ DLL (Disciplinary Lens– Lit and Humanities)  
☐ DLV (Disciplinary Lens– Visual and Performing Arts) ☐ DLM (Disciplinary Lens– Math)  
☐ DLN (Disciplinary Lens– Natural, Physical and Applied Science)  
☐ CID (Communication in the Discipline) ☐ FF (Finishing Foundations) 

Review Committee Checklist 
☐ Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.  
☐ An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.  
☐ Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.  
☐ The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed  
☐ Course learning activities are likely to promote the achievement of the stated outcomes  
☐ Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content) 

Feedback from Review Committee:  
Assessments and activities could benefit from more specificity as the development of the course continues. 

Feedback from Foundational Studies Program  
It is not clear to me that the activities connected with ULO 4 b.1-3 are “team related” -- although I am not certain the focus of the committees request for additional specificity, this area could use minor revisions. Please revise and send forward with your curriculum packet. 

Electronically signed by Vicki Stieha,  
Director, Foundational Studies Program  
Boise State University 

CERTIFIED FOR APPROVAL 9--2011.