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

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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 I. Course Information:

Course Number and Title: KINES 432 (Conditioning Procedures)

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
  Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] 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.)

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 YouTube) 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.)

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:

Please use the table below (column headings for this table should not be changed) 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.

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.

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<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
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</table>
Boise State University  
Foundational Studies Course

Course Number and Title: **KINES 432 (Conditioning Procedures)**

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO 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 &amp; Learning Activities / Pedagogy</th>
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</table>
| **ULO 3: Critical Inquiry** | • Clearly identifies and describes the problem; explains how it fits within the discipline’s sphere of inquiry | • 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 |
| **ULO 2: Communication  
ULO 4b: Teamwork** | • 2a, 2d, & 2f - Oral Communication (e.g., focus on central message, memorable and strongly supported; tone appropriate; professional)  
• 4b.1 - Contributes to team meetings  
• 4b.2 - Facilitates the contributions of team members  
• 4b.3 - Individual contributions outside of team meetings | • Plan and Demonstrate a Series of Assigned Exercises in Resistance Training, Plyometrics, Speed & Agility Development | • Examinations and Quizzes  
• Labs  
• You Tube Group Video Assignment | • Lectures and Group Activities  
• Read Book Chapters and Assigned Articles |
<table>
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<tr>
<th>Foundation ULO</th>
<th>Foundation ULO 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>
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<tr>
<td>ULO 2: Communication</td>
<td>• 2a - Oral Communication (e.g., focus on central message, memorable and strongly supported) • 2b &amp; 2c - Oral Communication (Offers supporting materials relevant to central message; organized) • 2d &amp; 2e - Oral Communication (tone appropriate for audience; prepared, polished) • 3a - Clearly identifies and describes the problem, explains how it fits within the discipline’s sphere of inquiry • 3b - Explains/justifies disciplinary best practices by using the literature, fieldwork, surveys, etc.)</td>
<td>• 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?</td>
<td>• Examinations and Quizzes • Current Issues Assignment</td>
<td>• Lectures and Group Activities • Read Book Chapters and Assigned Articles</td>
</tr>
<tr>
<td>ULO 3: Critical Inquiry</td>
<td>• 1 - Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions • 1 - Responds well to the needs of different rhetorical situations • 3b - Explains/justifies disciplinary best practices with respect to thoroughness and accuracy of data collection</td>
<td>• Discuss evidence-based programs for a variety of groups in various areas of strength and conditioning (e.g., resistance training, aerobic training, sprint/speed training, anaerobic training, and flexibility training)</td>
<td>• Examinations and Quizzes • In-Class Case Studies • Labs</td>
<td>• Lectures, Discussions and Group Activities • Read Book Chapters and Assigned Articles</td>
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<td>ULO 3: Critical Inquiry</td>
<td>• 3d - Uses evidence and principles to produce chains of reasoning as determined by discipline-specific evaluative standards.</td>
<td>• Apply sport-specific considerations to principles of conditioning</td>
<td>• Examinations and Quizzes • Labs and In-Class Assignments (Sport specific program design and critique)</td>
<td>• Lectures, Discussions and Group Activities • Read Book Chapters and Assigned Articles</td>
</tr>
<tr>
<td>ULO 1: Writing</td>
<td>ULO 3: Critical Inquiry</td>
<td>ULO 4b: Teamwork</td>
<td>Course Learning Outcomes: By the end of this course, each student should be able to…</td>
<td>Assessment Method: Evidence of Student Learning</td>
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<tr>
<td>1 - Adopts an appropriate voice, tone, and level of formality</td>
<td>1 - Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td>1 - Appropriately uses syntax, grammar, and punctuation</td>
<td>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</td>
<td>Sport Conditioning Group Project Assignment (Service Learning or Paper)</td>
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<td>1 - Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td>3c - Diagnoses failures of reasoning and distinguishes levels of reasoning to discipline-specific standards</td>
<td>4b.1 - Contributes to team meetings</td>
<td>A series of 4 written documents that follow AMA formatting will be required for this assignment; Re-writing will be allowed</td>
<td>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)</td>
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<td>4b.2 - Facilitates the contributions of team members</td>
<td>4b.3 - Individual contributions outside of team meetings</td>
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<td>Lectures, Discussions and Group Activities</td>
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