Course Change Proposal  
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date: 4-22-09</th>
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<tbody>
<tr>
<td>HHS</td>
<td>Kinesiology</td>
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<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair: Dr. Fred Baldini</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New <em>x</em> Change ___ Deletion ___</td>
<td></td>
<td>Harry Theodorides</td>
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<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No <em>x</em></td>
<td>Yes <em>x</em> No ___</td>
<td>Fall <em>x</em> Spring ___, 2009</td>
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<table>
<thead>
<tr>
<th>This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):</th>
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<td>Yes ___ No ___</td>
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| Change from: | |
| Subject Area (prefix) & Catalog Nbr (course no.): | Title: Practical Applications in Strength and Conditioning | Units: 3 |
| KINS 204 | |

| Change to: | |
| Subject Area (prefix) & Catalog Nbr (course no.): | Title: | Units: |
| | |

**JUSTIFICATION:**

Strength and Conditioning will serve as an elective course in the Movement Studies Concentration specifically in the Strength and Conditioning Option. Emphasis is placed upon helping graduate students review literature and develop an understanding of how to develop strength and conditioning programs for individual sports. The development of training programs for the athlete involved in competitive sports will be emphasized.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

The course is designed to provide the graduate student with an opportunity to expand his/her knowledge in the area of strength and conditioning. Emphasis is placed upon helping the graduate students understand the role of the Strength and Conditioning Coach, current issues in strength and conditioning, and how to create strength and conditioning programs. Students will also develop problem-solving skills and examine how to make decisions in the area of strength and conditioning. The development of training programs for the athlete involved in competitive sports will be emphasized.

| Note: | |
| Prerequisite: KINS 210 and KINS 203 or with instructor permission | |
| Enforced at Registration: Yes _x_ No | |

| Corequisite: | |
| Enforced at Registration: Yes _x_ No | |

<table>
<thead>
<tr>
<th>Graded:</th>
<th>Instructor Approval Required? Yes <em>x</em> No</th>
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<tr>
<td>Letter <em>x</em> Credit/No Credit</td>
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| Course Classification (e.g., lecture, lab, seminar, discussion): Title for CMS (not more than 30 characters) |
|----------------------------------------------------------|---------------------------------|
| 05 | Strength and Conditioning |

<table>
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<tr>
<th>Cross Listed?</th>
<th>If yes, do they meet together and fulfill the same requirement, and what is the other course.</th>
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<tbody>
<tr>
<td>Yes <em>x</em> No <em>x</em></td>
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<tr>
<th>How Many Times Can This Course be Taken for Credit?</th>
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<tr>
<td><em>1</em></td>
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<tr>
<th>Can the course be taken for Credit more than once during the same term?</th>
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<tr>
<td>Yes <em>x</em> No <em>x</em></td>
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FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acaf/example.htm

The student will be able to:

- develop and demonstrate problem-solving skills in the Strength and Conditioning.
- examine and demonstrate an understanding of the roles of each individual involved in the area of Strength and Conditioning.
- demonstrate how to make decisions in the area of strength and conditioning.
- examine and demonstrate an understanding of current issues in Strength and Conditioning.
- develop training programs and integrate and expand on uses of technology to enhance the creation and analysis of training programs.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<table>
<thead>
<tr>
<th>Four (4) Observations/Projects</th>
<th>9%</th>
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<tbody>
<tr>
<td>Ten (10) Article Reviews</td>
<td>17%</td>
</tr>
<tr>
<td>Twelve (12) Written Assignments</td>
<td>26%</td>
</tr>
<tr>
<td>Presentation</td>
<td>9%</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>4%</td>
</tr>
<tr>
<td>Midterm</td>
<td>17%</td>
</tr>
<tr>
<td>Final</td>
<td>17%</td>
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For whom is this course being developed?

- Majors in the Dept _x_
- Majors of other Depts _
- Minors in the Dept _
- General Education __
- Other _

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _ No _

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes _ No _

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). ______________________________________________________________________

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>4/22/09</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>4/24/09</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Kinesiology & Health Sciences

COURSE OUTLINE

KINS 204- Practical Applications in Strength and Conditioning

3 Unit

I. Course Description

The course is designed to provide the graduate student with an opportunity to expand his/her knowledge in the area of strength and conditioning. Emphasis is placed upon helping the graduate students understand the role of the Strength and Conditioning Coach, current issues in strength and conditioning, and how to create training programs. Students will also develop problem-solving skills and examine how to make decisions in the area of strength and conditioning. The development of training programs for the athlete involved in competitive sports will be emphasized.

II. Prerequisites

1. KINS 210 or with instructor approval.
2. KINS 203 Specificity of Conditioning or with instructor approval.

III. Course Objectives

1. The student will develop and demonstrate problem-solving skills in the Strength and Conditioning.
2. The student will examine and demonstrate an understanding of the roles of each individual involved in the area of Strength and Conditioning.
3. The student will demonstrate how to make decisions in the area of strength and conditioning.
4. The student will examine and demonstrate an understanding of current issues in Strength and Conditioning.
5. The student will develop training programs and integrate and expand on uses of technology to enhance the creation and analysis of training programs.

IV. Required Text:

This course has no set textbook. Much of the pertinent material for the students will come from lectures, research articles, class discussions, and written assignments.

V. Methodology

A. Lectures will provide a method for instructional delivery.
B. Video will be used for some instructional delivery and to analyze team sports and international competition.
C. Small Group Projects will be used for some oral reports and in-class sessions.
D. Observations will be used to enhance student learning by analyzing sports.
E. Excel Programming (Computer): will be used for instructional delivery. Students will also continue to work on improving their computer skills.
F. Oral Reports will be used for students to present information of analysis and research on competitive sports.
G. Testing will involve two major examinations during the course of the semester.

VI. Evaluation

Four (4) Observations (See handout) 100 points/9%
Student will observe a sport in person and record the movement analysis of a particular position. The paper should include a short summary of the game (introduction, movement analysis, energy systems, specificity), as well as an analysis of what was observed and a suggested training program specific to the position and/or sport observed. An oral presentation to the class will be scheduled.

Article Reviews: Ten (10) Articles (See handout) 200 points/17%
Student will read a total of ten (10) articles and write an abstract. This abstract should include a short summary of the study (introduction, hypothesis or research question, method, results, discussion), as well as an evaluation of the study’s method and/or conclusions.

Written Assignments: Twelve (12) Assignments 300 points/26%
Students will engage in the development of an inventory of training exercises and training methods that will be used to develop programs later in the course. Emphasis will be placed on training units that will be used in training competitive athletes. Training units include Core, Speed Development, Plyometrics, Functional Training, Testing, Lateral Speed and Agility. The inventory will be used to design five (4) programs.

Presentation (See handout) 100 points/9%
Students will be required to designed and present a program to the class. Students will use technology (digital video, computer, PowerPoint, Excel, and Dartfish) to present, research to support aspects of the program, and provide an explanation of why the program was designed this way and what the programmer used to help create, support, and justify the exercises used.

Class Discussions 50 points/4%
Students will read one (1) discussion article a week. The following week, students will participate in a roundtable discussion format with the class. Emphasis is placed upon participation of the students during the discussion.

Midterm 200 points/17%
Final 200 points/17%

VII. Grading
100%--94% = A
93%--90% = A-
89%--87%  = B+
86%--84%  = B
83%--80%  = B-
79%--77%  = C+
76%--74%  = C
73%--70%  = C-
69%--67%  = D+
66%--64%  = D
63%--60%  = D-
59%--0%  = F

VIII. Academic Honesty
Please read the following CSUS policy regarding Academic Honesty at:
http://www.csus.edu/admbus/umanual/UMA00150.htm
(Ref.: PM 90-94, PM 04-01; Policy File Number: UMA00150.htm)

IX. Cell Phone Policy
Cell phones, pagers, computers, and other electronic technologies are not allowed during class time.
Please make sure that cell phones are turned off and stored.

References

Discussion Articles


**Squats & Hamstrings**


ACL/Rehabilitation & Stress


Speed Development


Conditioning


Week 1: Introduction and Outline of Course
- Orientation, assignments, handouts, class design
- Lecture: Training Units
- Written Assignment #1: Weight Training Exercises (body area, See Template for Categories)

Week 2
- Article Review #1 Due.
- Library Orientation, database, research
- Hand in written Assignment #1. Discuss Written Assignment: Practical in the weight room.
- Written Assignment #2: Weight Training Exercises (total body, See Template for Categories)

Week 3
- Discussion Article #1: Hedrick, A. (2006). (In-class discussion)
- Article Review #2 Due: Danny J. McMillian
- Technology Session: Room TBD
- Hand in written Assignment #2. Discuss Written Assignment: Practical in the weight room.
- Written Assignment #3: Upper Body Plyometrics

Week 4
- Discussion Article #2 : Garhammer, J. (1998). (In-class discussion)
- Article Review #3 Due. Warren Young PhD
- Lecture: Periodization
- Hand in written assignment #3. Discuss Written Assignment: Practical in the weight room.Written Assignment #4: Lower Body Plyometrics

Week 5
- Discussion Article #3(In-class discussion)
- Article Review #4 Due.
- Lecture: Soccer
- Hand in written assignment #4. (Practical in the weight room)
- Written Assignment #5: Speed Development

**Week 6**
- Discuss Article #4 (In-class discussion)
- Article Review #5 Due.
- Lecture: Football
- Hand in written assignment #5. Discuss Written Assignment: Practical in the weight room.
- Midterm Review
- Read Article #6: Avery D. Faigenbaum EdD, CSCS, Committee Co-Chair, William J. Kraemer PhD, CSCS, Committee Co-Chair, Bernard Cahill MD, Jeff Chandler EdD, CSCS, Joe Dziados MD, MPH, CSCS, Loui D. Elfrink MD, Edward Forman DO, Michael Gaudiose MD, Lyle Micheli MD, Mike Nitka MS, CSCS and Scott Roberts PhD, CSCS. 1996: YOUTH RESISTANCE TRAINING: POSITION STATEMENT PAPER AND LITERATURE REVIEW: Position Statement. *Strength and Conditioning, 18*(6), 62–76.

**Week 7**
- Midterm

**Week 8**
- Discuss Article #5 (In-class discussion)
- Article Review #6 Due.
- Observation #1 Due.
- Lecture: Softball/Baseball
- Written Assignment #6: Lateral Speed & Agility
- Hand back midterm

**Week 9**
- Discuss Article #6 (In-class discussion)
- Article Review #7 Due.
- Hand in written assignment #6. Discuss Written Assignment: Practical in the weight room.
- Lecture: Swimming
- Written Assignment #7: Testing

**Week 10**
- Discuss Article #7
- Article Review #8 Due.
• Observation #2 Due.
• Hand in written assignment #7. Discuss Written Assignment: Practical in the weight room.
• Written Assignment #8: Core Training
• Lecture: Speed Development / Volleyball

Week 11
• Discuss Article #8
• Article Review #9 Due.
• Hand in written assignment #8. Discuss Written Assignment: Practical in the weight room.
• Lecture: Rowing
• Written Assignment #9: Excel Training Program (See Handout for Program Creation Guidelines).

Week 12
• Discuss Article #9
• Article Review #10 Due.
• Observation #3 Due.
• Hand in written assignment #9
• Lecture: Rugby
• Written Assignment #10: Excel Training Program (See Handout for Program Creation Guidelines).

Week 13
• Discuss Article #10
• Class Presentations (Please see class presentation schedule)
• Hand in written Assignment #10
• Lecture: Wrestling
• Written Assignment #11: Excel Training Program (See Handout for Program Creation Guidelines).

Week 14
• Class Presentations
• Observation #4 Due.
• Hand in written Assignment #11
• Lecture: Gymnastics
• Written Assignment #12: Excel Training Program (See Handout for Program Creation Guidelines).

Week 15
• Class Presentations
• Lecture: Basketball
- Hand in written Assignment #12
- Final Review

Week 16
- Final Exam