Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: PHED 1383

3. Effective Term: Fall 2014

4. Course Title: Kettlebell Training
   Abbreviated Title (30 characters or less): Kettlebell Training

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Lecture</td>
<td>Weekly</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Lab</td>
<td>Weekly</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours: 2

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "PC:" to indicate a prerequisite with concurrency.

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Introductory approach to kettlebell techniques and kettlebell program development.

11. May Count Either
    or

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Various</td>
<td>Elective</td>
</tr>
</tbody>
</table>

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [ ] Not Applicable
14. Justification: This course will provide students with a functional understanding of the principles of kettlebell strength and conditioning training. This training approach was used in the late 1800s and has been revitalized as an effective, practical and economical method of in-home training. Offering this course as distance will allow students to learn these principles for in-home practice upon course completion. The distance course is also in line with AU’s plan to increase the number of distance students.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Revenue generated from this distance course will support the instruction and necessary technology to deliver its content. No further resources are necessary at this time.

Students will supply their own kettlebell (homemade options are possible). They will be required to record their assignments for uploading (phone videos are acceptable).

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes: At the completion of this course, students will be able to:

(a) Demonstrate knowledge of basic anatomical terminology in order to describe movement and location of specific components of the body

(b) Demonstrate knowledge of kettlebell exercises

(c) Demonstrate knowledge of kettlebell programming

(d) Demonstrate proper kettlebell lifting techniques

(e) Demonstrate ability to choose the appropriate exercise for specific strength gains

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1 & Week 2: Review syllabus, expectations, introduction to anatomical terms and movements (Quiz 1)

Week 3 & 4: Two week kettlebell rotation 1 (Assignment 1 due); Discussion Board - Challenges and Successes with faculty and peers.

Week 5 & 6: Two week kettlebell rotation 2 (Assignment 2 due)

Week 7 & 8: Two week kettlebell rotation 3 (Assignment 3; Midterm project due)

Week 9 & 10: Two week kettlebell rotation 4 (Assignment 4 due); Discussion Board - Challenges and Successes with faculty and peers.

Week 11 & 12: Two week kettlebell rotation 5 (Assignment 5 due)

Week 13 & 14: Two week kettlebell rotation 6 (Assignment 6 due); Discussion Board - Future planning with faculty and peers.

Week 15: Perform your own two week kettlebell rotation

Week 16: (Assignment 7; Final project due)

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

All students must submit all assignments listed below by the indicated date and time within the assignment through the LMS site.

Assignment 1: Upload video of lifting technique of the exercises in kettlebell rotation 1; Participate in discussion board.

Assignment 2: Upload video of lifting technique of the exercises in kettlebell rotation 2

Assignment 3 (Midterm project): Develop a document that identifies the muscles used in each exercise within the first 3 kettlebell rotations

Assignment 4: Upload video of lifting technique of the exercises in kettlebell rotation 4; Participate in discussion board.

Assignment 5: Upload video of lifting technique of the exercises in kettlebell rotation 5

Assignment 6: Upload video of lifting technique of the exercises in kettlebell rotation 6; Participate in discussion board.
Assignment 7: Develop a document that identifies a two week program designed to meet specific strength gains of particular muscles. Upload video of lifting technique of the exercises in your program.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 4, 5, 6 @ 10 each</td>
<td>50 points</td>
</tr>
<tr>
<td>Midterm (Assignment 3)</td>
<td>20 points</td>
</tr>
<tr>
<td>Final (Assignment 7)</td>
<td>30 points</td>
</tr>
</tbody>
</table>

For a total number of points = 100

100-90 points = A
89-80 points = B
79-70 points = C
69-60 points = D
<59 points = F

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Including a brief statement explaining how the course meets graduate educational standards (i.e. rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notice occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/T).


Approvals

Department Chair/Dean

Director

College/School Curricular Committee

College/School Dean

Dean of the Graduate School (for Graduate Courses)

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

11/22/13

Date

1/31/2014

Date

2/10/2014

Contact Person: Robin Martin
E-Mail Address: martoh@auburn.edu

Telephone: 4-7619
Fax: 4-1467

PHED 1383
KINE 2503
KINE 2703
KINE 2723