I. Course Description

KINE 1106 provides the study and practice of physiological principles related to training programs for the development of muscular strength and cardiorespiratory endurance. This class may be repeated once for credit by non-kinesiology majors. Materials fee required.

II. Rationale

This course will provide information on medical terminology, risk management, general medical conditions and other topics that are related to the athletic trainer/sports medicine team relationship. This course is required for students majoring in Athletic Training and accepted into the Athletic Training Education Program at Texas A&M University-Corpus Christi. This is a preparatory course for students seeking to be a Certified Athletic Trainer (ATC) as they plan to sit for the National Athletic Trainers’ Association Board of Certification (NATABOC) exam.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.

C. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.

D. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession and to maintain ethics and personal integrity.

IV. TExES Competencies (if applicable)

A. TExES Competencies

Physical Education (EC-12)

Domain 1 – Movement Skills and Knowledge

Competency 001 – The teacher understands and applies principles of motor development and motor learning.

Competency 002 – The teacher understands principles and practices for developing, combining and integrating motor skills.
Competency 003 – The teacher understands and applies knowledge of movement concepts and biomechanical principles.

Competency 004 – The teacher understands and applies knowledge of individual, dual and team sports and activities.

Competency 005 – The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

**Domain II – Health Related Physical Fitness**

Competency 006 – The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

Competency 007 – The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

Competency 008 – The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.

Competency 009 – The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management and analyzes ways in which personal behaviors influence health and wellness.

**Domain III – The Physical Education Program**

Competency 010 – The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Competency 011 – The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students’ development in various domains (e.g., cognitive, social, emotional).

Competency 012 – The teacher understands the structure, organization, goals and purposes of physical education programs.

Competency 013 – The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.

B. National Competencies & Proficiencies for Athletic Training (CAATE 4th Ed)
Risk Management:
Proficiencies instructed:

RM-P3: Instruct a patient regarding exercises and the use of weight training equipment to include correction or modification of inappropriate, unsafe or dangerous lifting techniques.

V. Course Objectives/Learning Outcomes
This course is designed to enable students to:
1. To foster and understanding of basic strength and fitness training concepts.
2. To learn how to apply the concepts of objective number one to obtain individual fitness goals and maintain lifelong physical fitness.
3. To be able to correctly perform strength and fitness training exercises.

VI. Course Topics
The major topics to be considered are:
1. Introduction and principles of exercise.
2. Basic and some advanced exercise programming.
3. Proper performance of resistance training exercise (machine and free weights)
4. Cardiovascular exercise programming.
5. Fitness training

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences: 10% (lecture/discussion; demonstrations; guest speaker)
B. Clinical Experiences 90% (weight lifting)
C. Field Experiences 0%

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Exams (1) = 50 points</td>
<td>90-100% = A</td>
</tr>
<tr>
<td>Fitness Project = 50 points</td>
<td>80-89% = B</td>
</tr>
<tr>
<td>Weight Training Log Book = 50 points</td>
<td>70-79% = C</td>
</tr>
<tr>
<td>Attendance / Participation = 50 points</td>
<td>60-69% = D</td>
</tr>
<tr>
<td>Total Possible = 200 points</td>
<td>&lt; 60% = F</td>
</tr>
</tbody>
</table>
IX. Course Schedule and Policies

A. Tentative Course Schedule for KINE 1106 (SS I 2012)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-June</td>
<td>Syllabus &amp; Introduction</td>
<td></td>
</tr>
<tr>
<td>5-June</td>
<td>Principle of Exercise, Class lifts</td>
<td>Goals due</td>
</tr>
<tr>
<td>6-June</td>
<td>Nutritional Aspects, Class lifts</td>
<td></td>
</tr>
<tr>
<td>7-June</td>
<td>Building a Strength &amp; Conditioning Program, Class lifts</td>
<td></td>
</tr>
<tr>
<td>11-June</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>12-June</td>
<td>Class lifts</td>
<td>Topics due</td>
</tr>
<tr>
<td>13-June</td>
<td>Class lifts</td>
<td></td>
</tr>
<tr>
<td>14-June</td>
<td>Class lifts</td>
<td></td>
</tr>
<tr>
<td>18-June</td>
<td>Class lifts</td>
<td></td>
</tr>
<tr>
<td>19-June</td>
<td>Class lifts</td>
<td></td>
</tr>
<tr>
<td>20-June</td>
<td>Class lifts</td>
<td></td>
</tr>
<tr>
<td>21-June</td>
<td>Class lifts</td>
<td></td>
</tr>
<tr>
<td>25-June</td>
<td>Class lifts</td>
<td></td>
</tr>
<tr>
<td>26-June</td>
<td>Class lifts</td>
<td></td>
</tr>
<tr>
<td>27-June</td>
<td>Class lifts</td>
<td>Fitness project due</td>
</tr>
<tr>
<td>28-June</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>2-July</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>3-July</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>4-July</td>
<td>Independence Day – No class</td>
<td></td>
</tr>
<tr>
<td>5-July</td>
<td>Last Class Day</td>
<td>Logs due</td>
</tr>
</tbody>
</table>

*The instructor reserves the right to change the schedule to cover all subjects thoroughly. Any changes in test dates will be announced in class at least one class prior to the tentative exam date.

B. Class Policies

**EXAMS:** Exams must be taken in class during the scheduled class session. Make-up exams will only be allowed if the student was ill and has a physician’s note stating such. Exams will be over class lectures & discussions.

**LOG BOOK:** You will be required to keep a log of each time you work out. Forms will be provided. I will keep the logs in a notebook that I will bring to class each time we meet. At the end of the class you must turn the Log back in to me; failure to do so will result in that day being counted as an absence.

**FITNESS PROJECT:** Each student will pick an exercise and spend 10-15 minutes to break down/teach/demonstrate the proper techniques. The demonstration should involve class participation of the technique and be of a quality presentation. A short paper (~2 pages double-spaced, but could also be non-traditional paper – an example will be posted on the blackboard) should describe the beginning and ending positions, different phases and muscles that are involved, correct and incorrect techniques, modifications, etc. All topics must be cleared by me by 6/13/2012.

**ATTENDANCE:** Attendance is required and expected. One (1) unexcused absence will be allowed for the semester and any unexcused absences after that will result in a deduction of four (4) points per
absence from your attendance/participation grade. Excused absences can be arranged with proper notification.

**Academic Honesty**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

**Textbook(s)**

_The textbook(s) adopted for this course is/are: N/A_

_Recommended but not required supplementary textbook(s) is/are: N/A_

**Bibliography**

_The knowledge bases that support course content and procedures include:

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2. Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.