I. COURSE DESCRIPTION
The study and practice of physiological principles related to training programs for the development of muscular strength and cardiorespiratory endurance.

II. RATIONALE
Emphasis in this course is placed on identifying and utilizing activities and exercises in the development of strength and endurance.

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 & CAATE COMPETENCIES AND PROFICIENCIES
A. TExES Competencies
   Physical Education (EC-12)
   Domain I – 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, weigh 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
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
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
1. Hands-on demonstration and some traditional lecture is possible.

VIII. EVALUATION AND GRADE ASSIGNMENT
A. The methods of evaluation and the criteria for grade assignment are:
   1. Attendance and participation 40 points
      a. Disposition† 10 points
   2. Weight Training Log 25 points
   3. Fitness project 100 points

   Total 100 points
† Disposition: As educators and role models, how we conduct our behavior in a learning environment is of the utmost importance. Disposition includes your class preparation, state of readiness, commitment, and attitude, and marks the quality of your participation.

B. Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

IX. COURSE SCHEDULE AND CLASS POLICIES:

Course Outline

(Please be aware these activities are subject to change)

Week 1  
Introduction to class and class activities

Week 1  
Cardio + General Strengthening

Week 2  
Cardio + Free Weights

Week 3  
Interval training/ circuit training

Week 4  
Tour of Portugal/ Station work

Week 5  
Workout log due, Fitness project due

CLASS POLICIES

1. **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 two (2) points per absence from your FINAL grade. *(Example 5 absences = 10 points lost.)* Excused absences can be arranged with proper notification.

2. **Cell phones** are not to be used in class and must be either turned off or set to vibrate during class.

3. **You** are responsible for the material covered in class (i.e. Assignments, group presentation) regardless if your absence is excused or not.

4. **Exercise** is a major part of this class, proper attire will be required (gym shoes, athletic shorts/sweat pants, and a t-shirt).
5. **Not** participating in class activities will constitute an unexcused absence.

6. **Class** begins promptly at **09:00 am**

7. **Tardy**

   Please do not come to class late. However if you arrive within ten minutes of the class starting time do so in an appropriate and polite manner. Students arriving after the ten minute window will not be allowed into class.

8. **“Conditions that Affect Participation”**

    It is the student’s responsibility to inform the instructor if you have a condition that may impair or influence full participation in this class. Also, if your condition is severe enough to require special modifications to course requirements students should contact the Students with Disabilities Office (825-5816).

**X. TEXTBOOK(S)**

The textbook(s) adopted for this course is/are: N/A

**XI. BIBLIOGRAPHY**

The knowledge bases that support course content and procedures include: N/A

**XII. GRADE APPEALS**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes 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 the 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**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.

(Taken from Texas A&M University Corpus Christi Graduate Catalog 2002-2003, pgs. 24-25; or Undergraduate Catalog 2002-2003, pgs. 35-36)

XIII. 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.