I. Course Description
This course addresses the principles and practice of sports conditioning. Topics will include athletic needs evaluation, exercise programming, and program implementation. Issues regarding resistance exercise, speed, endurance, explosiveness training, and agility will be discussed.

II. Rationale
Sport Conditioning is designed to increase the student’s knowledge of the various components involved in developing a comprehensive sport-conditioning program for athletes in a wide range of sports.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS
1. 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.
2. 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.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. 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 and NATIONAL CAATE COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

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 and practices for developing, combining and integrating motor skills.
Competency 003 – The teacher understands and applies knowledge of movement 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 (EC–12)**

**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.

**Athletic Training Competencies**

**Risk Management Competencies Taught & Evaluated:**

- **RM-C11**: Explain the importance and use of standard tests, test equipment, and testing protocol for the measurement of cardiovascular and respiratory fitness, body composition, posture, flexibility, muscular strength, power, and endurance.
- **RM-C12**: Explain the components and purpose of periodization within a physical conditioning program.
- **RM-C13**: Identify and explain the various types of flexibility, strength training, and cardiovascular conditioning programs. This should include the expected effects (the body’s anatomical and physiological adaptation), safety precautions, hazards, and contraindications of each.

**Risk Management Proficiencies Taught:**

- **RM-P1**: Instruct the patient how to properly perform fitness tests to assess his or her physical status and readiness for physical activity. Interpret the results of these tests according to requirements established by appropriate governing agencies and/or a physician. These tests should assess:
  - **RM-P1.1**: Flexibility
  - **RM-P1.2**: Strength
  - **RM-P1.3**: Power
  - **RM-P1.4**: Muscular Endurance
  - **RM-P1.5**: Agility
  - **RM-P1.6**: Cardiovascular Endurance
  - **RM-P1.7**: Speed

- **RM-P2**: Develop a fitness program appropriate to the patient’s needs and selected activity or activities that meet the requirements established by the appropriate governing agency and/or physician for enhancing:
  - **RM-P2.1**: Flexibility
  - **RM-P2.2**: Strength
  - **RM-P2.3**: Power
  - **RM-P2.4**: Muscular Endurance
  - **RM-P2.5**: Agility
  - **RM-P2.6**: Cardiovascular Endurance
  - **RM-P2.7**: Speed

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

**Therapeutic Exercise Competencies Taught:**

- **EX-C4**: Describe the appropriate selection and application of therapeutic exercises taking the following into consideration:
• **EX-C4d:** The physiological adaptations induced by the various forms of therapeutic exercise, such as fast- versus slow-twitch muscle fibers

### V. Course Objectives/Learning Outcomes

A. Students must be able to identify and prove their understanding of the key components of a sport conditioning program through discussion, testing and practical application.

B. Students will be able to design a sport conditioning program by prescribing various training methods and modes based upon an athlete’s health status, strength and conditioning levels and training goals.

C. Students will be expected to describe, teach and evaluate safe and effective exercise techniques based upon the sport’s demands.

D. Students will be expected to select and administer appropriate tests to maximize test reliability and validity.

E. Instructor will use different media to support material covered, such as, guest speakers, videos, class discussion, testing and field application.

### VI. Course Topics

The major topics to be considered are:

A. Principles of Training/Conducting a Sports Needs Analysis

B. Testing Administration and Interpretation for athletes

C. The Periodization of sport conditioning

D. The components of warm-ups and flexibility program

E. Aerobic Endurance Training

F. Speed, Agility and Speed Endurance Development

G. Anaerobic Conditioning

H. Functional Training

I. Resistance Training

J. Olympic / Power Lifts

K. Plyometrics

L. Nutritional factors and Requirements

### VII. Instructional Methods and Activities

- **Traditional Experiences:** Lecture, discussion, demonstration, and video
- **Clinical Experiences:** Simulations, cooperative group activities, student demonstrations and presentations, lab exercises, and role play

### VIII. Evaluation and Grade Assignment

Course evaluation is based upon the assessment of each student’s mastery of the course content (*knowledge*). Knowledge is evaluated by written examinations, course assignments, and participation experiences. Grades are awarded according to the EARNED percentage of the FINAL MAXIMUM POINT TOTAL.

<table>
<thead>
<tr>
<th>A. Methods and Percentage of Final Course Assessments (Approximate)</th>
<th>B. Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and Participation</td>
<td>A = 90-100%</td>
</tr>
<tr>
<td>2. Sport Conditioning Presentation</td>
<td></td>
</tr>
<tr>
<td>3. Tests (3 @ 100 pts each)</td>
<td></td>
</tr>
<tr>
<td>4. Misc. Assignments</td>
<td></td>
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<tr>
<td>Total</td>
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</tbody>
</table>
IX. Course Schedule and Policies

A. Course Schedule

Tentative Schedule (Subject to change):

Week 1: Introduction/ Fundamentals of Strength and Conditioning
Week 2: Conducting a Sports Needs Analysis/ Athletic Testing/ Assessment
Week 3: Training for Mobility, Stability and Flexibility
Week 4: Training for Power, Speed and Agility
Week 5: Training for Power, Speed and Agility
Week 6: Training for Power Olympic lifting
Week 7: Test 1
Week 8: Resistance Training
Week 9: Resistance Training
Week 10: Metabolic Conditioning
Week 11: Resistance Training program Design/ Periodization
Week 12: Test 2/ Online-Independent research
Week 13: Presentations
Week 14: Thanksgiving Break
Week 15: Advanced Topics
Week 16: Post-Assessment/ Dead Day
Week 17: Final Exam

B. Policies

Assignments are due the day they are scheduled to be due at the beginning of class. You must complete all testing and projects as assigned. Make-ups are NOT permitted.

MAKE-UP EXAMS are given only under dire circumstances in which prior permission

a. Appropriate Classroom Behavior: Students are expected to be present, prompt, prepared, and focused on the activities of the class. Appropriate questions and discussions are welcome during the class. RESPECT and COURTESY are expected at all times. Students, who are disruptive, exhibit rude or disrespectful behavior to the professor or other students will be asked to leave the class.

b. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic or scholastic dishonesty, including plagiarism, collusion, or cheating on any examination, test, or classroom assignment will be treated with the greatest severity. See the student catalog for consequences of student misconduct.

c. Dress appropriately for activity days. Wear supportive running or cross-training shoes and appropriate supportive attire as required. You will NOT be allowed to PARTICIPATE without proper attire – NO FLIP FLOPS OR OPEN-TOED SHOES.

d. Students are responsible for the safety of all personal belongings on activity days. Lockers are provided free of charge. See the attendant about obtaining one.
e. If you have any pre-existing medical conditions or are not feeling well before, during or after class, please inform the instructor.

X. Text


XI. Bibliography

- Aaberg, E. Muscle mechanics. Champaign, IL: Human Kinetics,

XII. 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

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.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

XIII. DISABILITIES ACCOMMODATIONS

Americans with Disabilities Act (ADA) - The 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 disability. 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.

XIV. APPENDIX

Assignments
A. All homework or papers must be typed
B. All work that is to be turned in that is longer than one page in length must be stapled.
C. All work is to be turned in at the beginning of the hour (12:00). Any work turned in after that time is considered late, missing and/or subject to the identified penalty.
D. Tardy students may turn their work in, but will incur the late penalty.
E. Unless specified by the instructor, all assignments should be done individually and not with the aid of another student. To do so constitutes plagiarism and students who engage in such activities would be subject to the penalties identified in the “Academic Honesty” section.
F. A student will lose 20% of the points awarded for the assignments if the work is turned in after the deadline regardless of the excuse.
G. If the assignment is not received by the following day by 8:00 am it will not be accepted and the student will receive a zero.
H. It is expected that all work be “spell Checked” and proof read.
I. Work with edits after printing (e.g. write-ins, strike-throughs, liquid paper) will not be accepted.
J. Points will be deducted from papers that are not professional completed.
K. Assignments will not be accepted if the minimum criteria are not met.
L. Grading of work - your grade on work is assessed by the following criterion:
   a. Minimum requirements met - grade starts at 50%
   b. Quality / thoroughness of the content - 30%
   c. Professionally prepared - 20% (Work is professionally prepared if it meets the requirements above, is neat, and organized in a consistent and logical pattern or as identified by the professor)