Texas A&M University-Corpus Christi  
College of Education  
Advanced Principles of Strength and Conditioning  
Course Syllabus

Course Number and Section: KINE 5314  
Class meeting time R 7-9:50 p.m.  
Semester: Fall 2012  
Office Telephone: 361-825-3749  
Office: IH 358  
Office Hours: M,W,F 10-11 am, 12-1pm (OR BY APPT)  
E-Mail: jay.dawes@tamucc.edu

CREDIT: 3 Hours

I. COURSE DESCRIPTION

The purpose of this course is to provide theoretical and practical knowledge of the physiological, biomechanical, and administrative aspects of designing and supervising strength and conditioning programs for various populations.

II. RATIONALE

The course provides students with the knowledge and skills necessary to develop safe and effective strength and conditioning programs.

III. STATE ADOPTED PROFICIENCIES

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

N/A

V. COURSE OBJECTIVES AND OUTCOMES
After successfully completing this course, the student will be able to:

1. Describe the basic physiological factors associated with the design and implementation of strength and conditioning programs.
2. Describe the basic biomechanical factors associated with the design and implementation of strength and conditioning programs and use precise, well-defined terminology to describe motion.
3. Understand and describe acute and chronic responses to exercise training.
4. Properly administer a safe and effective strength and conditioning program, including facilities, equipment, personnel, and daily operations.
5. Select and maintain appropriate strength training and conditioning equipment.
6. Assess the fitness level of a subject(s) and prescribe a safe and effective strength and conditioning program(s).
7. Demonstrate the proper lifting and spotting techniques for a variety of strength training and conditioning exercises and tests.
8. Adapt a strength and conditioning program to the specific needs of special populations.
9. Become actively involved in strength and conditioning through research, journals, and professional organizations.

VI. COURSE TOPICS

1. Muscle physiology
2. Biomechanics of resistance training
3. Principles of test selection and administration
4. Administration, scoring, and interpretation of selected tests
5. Stretching and warm-up
6. Resistance training and spotting techniques
7. Resistance training
8. Plyometric training
9. Speed, agility, and speed-endurance development
10. Training variation: periodization
11. Facility layout and scheduling
12. Developing a policies and procedures manual
13. Facilities maintenance and risk management

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional Experiences: readings, exams, quizzes, instructor presentations, written assignments, videos, student presentations.
B. Online Experiences: instructor presentations, written assignments, videos, interactive websites, online library, quizzes, exams.

VIII. EVALUATION AND GRADE ASSIGNMENTS

COURSE REQUIREMENTS
1. Successful completion of quizzes and exams.
2. Complete all written assignments.
3. Participate in all labs and class activities.
4. Complete 2 assigned strength and conditioning research projects.
5. Demonstrate computer proficiency through the use BlackBoard, word processors, e-mail, and the Internet.

**NOTE: Late assignments will not be accepted.** All written work must exhibit a college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

**EVALUATION**

KINE 5314
1. Exams 50%
2. Quizzes/Written Assignments/Labs/Activities 30%
3. Research Project/Presentation 20%

Total 100%

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage</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>59% or less</td>
<td>F</td>
</tr>
</tbody>
</table>

**DEFINITION OF GRADES**

Grades are distributed according to the following criteria:

**F** You either fail to do the assignment or your work is too far below acceptable standards to merit any consideration. You either completely miss the point of the assignment or disregard critical elements of it.

**D** You demonstrate that you understood the assignment, but constructed and presented the material in a less than satisfactory way. Your performance was sub-standard relative to normal expectations.

**C** You complete an assignment that the average student, working the average amount of time should be expected to prepare. Your work is complete but in no way exceptional or deserving of extra attention.
B You exceed expectations. Your preparation and delivery serve as examples of the proper concepts and practices. All of the required material is plainly in evidence, and your work is fluid and smooth.

A Your work obviously stands out from that of the normal body of students. You serve as a role model for how the assignment should be carried out. You are creative and energetic, expanding the boundaries of the assignment.

IX. COURSE POLICIES

ATTENDANCE POLICY
Students are required to punctually attend all class meetings. Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made up due to tardiness. Consistent and punctual attendance is critical to the successful completion of this course.

STUDENT CONDUCT
Professional behavior is expected of all students. Inappropriate class conduct (cursing, disruption, etc.) may result in a reduced final grade or failure of the course. All cell phones will be turned off or to the inaudible mode during class. Do not answer a call during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and warn me prior to class.

NOTE: Please be aware that no food or drink (including water) is allowed in the lab. Please leave all food or drink outside of the classroom.

CONDITIONS THAT AFFECT PARTICIPATION
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, you must contact the Disability Services Office (DSO) at (361)825-5816 or visit the office in Driftwood 101. Any accommodations needed are required to come through the DSO. The DSO will then contact your professor and set up necessary provisions. Do not seek accommodations directly from your professor because professors do not have the authority to make such decisions/modifications.

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. The Appeals Procedure will be the same as that specified for grade appeals. The grade appeals procedure may be found in the University Rules manual.

**NOTE:** Printing online tests and/or quizzes is strictly prohibited.

**X. TEXTBOOK**


**XI. BIBLIOGRAPHY**


**Tentative Schedule (Subject to change):**

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