I. Course Description
Instruction and practice of the skills, techniques, and fitness activities that are germane to typical Army training.

II. Rationale
The renewed nationwide interest in fitness has been accompanied by many research studies on the effects of regular participation in sound physical fitness programs. The overwhelming conclusion is that such programs enhance a person’s quality of life, improve productivity, and bring about positive physical and mental changes. Not only are physically fit people essential to the Army and everyday civilian workforce, they are more likely to have a healthy, enjoyable, and productive life style.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
(If applicable, list the State Adopted Proficiencies for Teachers, Counselors or Administrators which are covered in this class).
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
Domain I: Movement Skills and Knowledge
Physical Education EC–12 Standard I:
The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Domain II: Health-Related Physical Fitness
Physical Education EC–12 Standard II:
The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Domain III: The Physical Education Program**

**Physical Education EC–12 Standard III:**
The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

**Physical Education EC–12 Standard VII:**
The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

V. **Course Objectives/Learning Outcomes**
A. To modify the student’s mind-set to include physical fitness in their lifestyle.
B. To assist students in passing the Army Physical Fitness Test (APFT) or other civilian tests.
C. To improve the students quality of life and bring about positive physical and mental changes.

VI. **Course Topics**
A. This course will concentrate on the following components of physical fitness: cardio and respiratory endurance, muscular strength and endurance, and flexibility.
B. Each class session will begin with stretching exercises and will include both strength building and cardio respiratory endurance exercises and activities. The type of training you can expect is Circuit Training workouts containing up to 12 stations designed for your lower & upper body, abdomen, cardiovascular system, and aerobic endurance. You can also expect to run to improve your cardiovascular system.
C. The course is designed to meet the academic requirements of all students of the University. The course will prepare students in the Reserve Officers’ Training Corps (ROTC) to meet the Army Physical Fitness requirements as leaders in the United States Military. The course will prepare all participants in a healthier lifestyle.

VII. **Instructional Methods and Activities**
A. Traditional Experiences. The course will be supervised and graded by cadre, and lead by cadets. All exercises will be demonstrated and then done as a group.

VIII. **Evaluation and Grade Assignment**
Course evaluation is based upon the assessment of each student’s participation and improvement. Improvement is evaluated by application of the APFT, and attitude by participation and attendance. Grades are awarded according to the earned percentage of the final maximum point total.
A. Methods and Percentage of Final Course Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>APFT Tests (2 tests) Diagnostic and Record</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance</td>
<td>45%</td>
</tr>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Total pts</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 50-59%

IX. Course Schedule and Policies

A. Course schedule ≡ (see attached sample schedule/subject to change). Schedule will follow guidance from Army Training Circular (TC) 3-22.20, Army Physical Readiness Training while accommodating TAMU-CC’s and ROTC’s schedules.

B. Class Policies (attendance, participation/attitude)

1. Attendance: attendance is mandatory; the course is designed for students to attend all periods of exercise in order to improve physical fitness, endurance, and performance on the APFT (Army Physical Fitness Test.) Unexcused absences will result in the following:
   - 0-3 unexcused absences: no penalty
   - 4-5 unexcused absences: participation percentage of total grade dropped by 10%
   - 6-7 unexcused absences: participation percentage of total grade dropped by 20%
   - 8 unexcused absences: no credit in participation
   - 9 unexcused absences: “F”

   a. It is the student’s responsibility to make arrangements with the instructor to be excused from class. Arrangements should be made prior to the non-attending day to avoid accruing a non-excused absence.

   b. Roll call will be taken by the instructor or a designee at the start of each call period. It is the students’ responsibility to ensure he/she is marked present during roll call. Failure to be recognized will result in an unexcused absence.

   c. Excused absences will be considered only when a student has provided a valid written statement of excused absence (i.e., doctor’s excuse) or prior arrangements have been made.

   d. Tardiness. The class will start promptly at 6:00 a.m. It is recommended students to arrive at 5:50 a.m. Five unexcused tardiness will result in one unexcused absence. Attendance is 45% of your grade.
2. Participation / attitude. You must participate with the class in all daily-scheduled events and put an honest effort into the physical training program. **Failure to participate in all scheduled training will result in a lower grade.** For your safety and accountability, you must adhere to the Running/Jogging route the instructor sets on days we run/jog. Failure to follow the set route will result in the following: First infraction, you will be given a verbal warning and the incident will be documented. Second infraction, you will be given a written counseling statement. Third infraction, you will be given a written counseling statement, removed from the class, and given a failing grade for the class. Remember, you have decided to make a lifestyle change; daily participation will improve your physical condition along with your grade. **Participation is 30% of your grade.**

3. The Army Physical Fitness Test (APFT). Two APFT’s will take place during the semester. The first APFT happens on the third day of class and used as a base line to determine your physical fitness level. The second APFT will happen at the end of the semester on the last Friday of April and used as a final exam. **Continuous improvement in the two graded events is required to avoid losing a letter grade for each APFT.**

   It is the responsibility of the student to schedule a make-up APFT. Failing to take one or more APFTs during the semester will reduce your final grade by one full letter grade for each APFT not taken. These tests will be 25% of your grade. Students who miss any of the two APFTs with an unexcused absence will receive a score of zero for that APFT. Students with an excused absence will have five calendar days to make up the APFT. After five days, the student will receive a zero for APFT.

   Description of The Army Physical Fitness Test: The APFT will measure and gauge your performance improvements over the course of the semester. The Army scale on DA Form 705 will grade everyone. The Army APFT is depicted in Army Training Circular (TC) 3-22.20. The APFT consist of three events: Push-ups (maximum number of repetitions in two minutes) to test the upper body endurance; Sit-ups (maximum number of repetitions in two minutes) to test the abdominal and hip flexor muscles; and a two-mile run to test the participant’s aerobic fitness and leg muscle endurance. Each participant in PE 104 should strive to achieve the highest possible individual score. **The APFTs are 25% of your grade.**

*Dropping a Class*

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance
and participation WILL NOT automatically result in your being dropped from the class. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals**
See Section XII.

**Disabilities Accommodations**
See Section XIII.

X. **Textbook(s)**
Army Training Circular (TC) 3-22.20, Army Physical Readiness Training
Course handouts as needed

XI. Bibliography
Army Training Circular (TC) 3-22.20, Army Physical Readiness Training
DA Form 705 dated May 2010.

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 Rule13.02.99.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.

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.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td></td>
<td>21</td>
<td>22</td>
<td>22</td>
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<tr>
<td></td>
<td>Classes Begin</td>
<td>-10 Set Pushups</td>
<td>-10 Set Pushups</td>
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<tr>
<td></td>
<td>Dugan Wellness Center</td>
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<td>(GYM) 6:00-7:00 am</td>
<td>-1 Mile Easy Effort</td>
<td>-1 Mile Easy Effort</td>
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<td></td>
<td>-Physical Fitness Orientation and Instructions</td>
<td>-Upper Body Workout</td>
<td>-Upper Body Workout</td>
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<tr>
<td>26</td>
<td>27 APFT Conducted 0600-0800</td>
<td>28 -10 Set Pushups</td>
<td>29 -10 Set Pushups</td>
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<tr>
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<td>-2 Mile Run</td>
<td>-1 Mile Easy Effort</td>
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<tr>
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<td>-1 Mile Easy Effort</td>
<td>-Sprints (100m)</td>
<td>-Sprints (100m)</td>
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<td>-Upper Body Workout</td>
<td>30 -Ab Workout</td>
<td>-Ab Workout</td>
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<td>4 -10 Set Pushups</td>
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<td>-1 Mile Test Effort</td>
<td>-2.5 Mile Easy Effort</td>
<td>- Shuttle Runs</td>
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<td>-Sprints (100m)</td>
<td>-Ab Workout</td>
</tr>
<tr>
<td></td>
<td>-Upper Body Workout</td>
<td>-Ab Workout</td>
<td>6 -Ab Workout</td>
</tr>
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<td>9</td>
<td>10 KINE 1135, Physical Fitness (APFT) Test 1</td>
<td>11 -10 Set Pushups</td>
<td>12 -10 Set Pushups</td>
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<td>13 -10 Set Pushups</td>
<td>-3 Mile Run (AGR)</td>
<td>-1 Mile Test Effort</td>
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<td>-1 Mile Test Effort</td>
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<td>14 -Sprints (100m)</td>
<td>15 -1 Mile Easy Effort</td>
<td>16 -4x 400m Intervals</td>
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<td></td>
<td>16 -Ab Workout</td>
<td>17 -10 Set Pushups</td>
<td>18 -10 Set Pushups</td>
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<td>-1 Mile Easy Effort</td>
<td>-3 Mile Run (AGR)</td>
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<td>-Sprints (100m)</td>
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<tr>
<td></td>
<td>-Upper Body Workout</td>
<td>19 -10 Set Pushups</td>
<td>20 -10 Set Pushups</td>
</tr>
</tbody>
</table>

**PT Concepts**

**Overall:** The PT plan is designed to incorporate exercises that are essential in improving all three areas of the current APFT: Pushups, Situps, and 2 mile Run. Tuesdays are intended to assess a cadet’s test effort running speed and condition the upper body. Wednesdays place an
emphasis on building cardiovascular endurance and leg strength. Thursdays intend to run a short distance but focus on building running speed and strengthening abdominal muscles. Ideally, each month will progress in intensity in the 1st-3rd week. Note that the 4th Week (FEB. 3-5) Hits all muscle groups and has a heavy emphasis on running. The previous weeks are intended to build up to the 4th week. Sports days are subject to change however the nature of the sports selected above corresponds with the respective week.

### 10 Set Pushups:

The "10 set Pushup" exercise is in place to ensure that, at minimum, a cadet will perform a number of proper pushups each day that exceeds the number that they typically do in an APFT. This should be the first workout of each day prior to any running, as in a PT test. Cadets should follow the progression scale at minimum but are encouraged to exceed the number of reps illustrated in the scale.

### Upper/Lower/AB Workouts:

These workouts should include exercises that correspond with the named muscle groups. It is preferred that a continuous, high intensity circuit workout is used with a short running distance between each set. However the execution of these sessions is left completely up to the designated PT leader as long as it follows the guidance for that day. PT leaders should keep in mind cadets that are perhaps out of shape or not yet acclimated. These workouts should take no more than 20 minutes for the slowest cadets. Adjustments in repetitions and distances will be made IAW the results of each APFT.

### Primary Running Exercises:

Test effort runs are used so that a Cadet can frequently diagnose his/her cardiovascular endurance, and pace. Test Effort runs are to be ran at the maximum pace. Tuesdays are the best day for this so that each cadet may assess his/her physical fitness at the beginning of each week. 4 Mile Runs will take place every during the 2nd month of class. The purpose of 4 mile runs is to build and challenge a cadet’s endurance. It is up to the designated PT leader as to what type of 4 mile run will be used (formations, AGR, etc.) Easy Efforts are used to essentially "cool down run" while still conditioning the lower body to the distance.

### Supplementary Running Exercises:

Sprints, Interval runs, and shuttle runs; are for condition cardio and increases a cadet's speed. The pace for interval runs can be determined by each cadets 2 mile run APFT score; similarly to AGR's.

### Stretching:

Initial Stretching can be done in formation. It should focus on loosening the upper body prior to the 10 set pushups. Following the pushups, PT leaders should then focus on warming up cardio and loosening the lower body/legs prior to the run. Dynamic stretches should typically be used to condition the body for running.

<table>
<thead>
<tr>
<th>APFT Score</th>
<th>Reps per set</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>2</td>
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<tr>
<td>20</td>
<td>3</td>
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<tr>
<td>90</td>
<td>10</td>
</tr>
</tbody>
</table>

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