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**
   **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.

**Prevention and Health Promotion (PHP)**

Explain the role of the pre-participation physical exam in identifying conditions that might predispose the athlete to injury or illness.

**PHP-12.** Summarize current practice guidelines related to physical activity during extreme weather conditions (e.g., heat, cold, lightning, wind).

**PHP-26.** Identify and describe the standard tests, test equipment, and testing protocols that are used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, agility, and endurance.

**PHP-27.** Compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications.

**PHP-30.** Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening.

**PHP-31.** Instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques.

**PHP-42.** Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient.

**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:
  o **RM-P1.1**: Flexibility
  o **RM-P1.2**: Strength
  o **RM-P1.3**: Power
  o **RM-P1.4**: Muscular Endurance
  o **RM-P1.5**: Agility
  o **RM-P1.6**: Cardiovascular Endurance
  o **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:
  o **RM-P2.1**: Flexibility
  o **RM-P2.2**: Strength
  o **RM-P2.3**: Power
  o **RM-P2.4**: Muscular Endurance
  o **RM-P2.5**: Agility
  o **RM-P2.6**: Cardiovascular Endurance
  o **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/Student Learning Outcomes**

*This course is designed to enable students to:*

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. Body Composition
I. Resistance Training
J. Power Training
K. Plyometrics
L. Nutritional Factors and Requirements

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; lab exercise)

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
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.
A. Methods and Percentage of Final Course Assessments (Approximate)
1. Attendance/Participation 100 pts
2. Group Presentation 100 pts
3. Quizzes (10 @ 5 pts each) 50 pts
4. Tests (2 @ 100 pts each) 200 pts
5. Needs Analysis 25 pts
6. Misc. Assignments 150 pts
Total 625 pts

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

IX. Course Schedule and Policies
A. Tentative course schedule (includes calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)

Week 1: Introduction/Fundamentals of Strength and Conditioning
Week 2: Conducting a Sports Needs Analysis/Athletic Testing/Assessment
Week 3: Anaerobic Adaptations to Training
Week 4: Resistance Training
Week 5: Resistance Training
Week 6: Biomechanics and Training for Power
Week 7: Resistance Training Program Design/Periodization
Week 8: Test 1 Review and Exam
Week 9: Bioenergetics and Nutrition
Week 10: Spring Break
Week 11: Mobility, Stability, and Flexibility
Week 12: Speed and Agility
Week 13: Aerobic Adaptations to Training/Body Composition
Week 14: Test 2 Review and Exam
Week 15: Group Presentations
Week 16: Group Presentations
B. Class Policies

Attendance/tardiness

Attendance is required and expected. Students are required to punctually attend all 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. Courseware, assignments, and quizzes may not be made up due to tardiness. Consistent and punctual attendance is critical to the successful completion of this course. The instructor should be notified of upcoming absences a minimum of 24 hours prior to foreseen absence, via email or phone call.

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.

Late work and Make-up Exams

Assignments are to be submitted at the beginning of class on their respective due date. 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 is granted.
Extra Credit
Extra credit opportunities can be applied at any time during the semester. These opportunities could include, but are not limited to research article reviews and other additional opportunities throughout the semester.

Cell Phone/Electronic Device Usage
Cell phones are not allowed. If you bring one, please be courteous to those around you and turn it off or put it on vibrate.

Academic Integrity/Plagiarism.
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, falsification, forgery, complicity 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, such as dismissal from the program or from the University.
See the University Catalog for more information.

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. **November 11, 2016** 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.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116. 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.
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.

X. Required or Recommended Readings


Website: N/A

XI. Bibliography

The knowledge bases that support course content and procedures include:

· Foran, B. High performance sports conditioning. Human Kinetics, 2001

XII. List of Supplies: N/A