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 addressed.

II. Rationale
Sport Conditioning is designed to increase the student’s knowledge of the different components involved in developing a sport conditioning 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 (applicable)
Physical Education Standards for the Texas State Board for Educator Certifications: In preparation for the Texas Examinations of Educator Standards (TExES) in Physical Education EC -12, this course addresses these standards and competencies.

- 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.
V. NATIONAL CAATE COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

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

VI. 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.

VII. Course Topics

- Testing
- Motor Skills
- Functional Movement
- Flexibility
- Strength
- Plyometrics
- Anaerobic/Aerobic conditioning
- Agility
- Periodization

VIII. Evaluation and Grade Assignment

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
- 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)

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>110 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes (15 @ 10 pts each)</td>
<td>150 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Sport Conditioning Presentation</td>
<td>30 pts</td>
<td>5%</td>
</tr>
<tr>
<td>Sport Performance Programs (3 @ 20 pts)</td>
<td>60 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Tests (3 @ 50 pts each)</td>
<td>150 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>500 pts</td>
<td>100%</td>
</tr>
</tbody>
</table>

Final (Comprehensive) – A

B. Grading Scale

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

“Students majoring in Kinesiology must complete ALL kinesiology/health-related courses (e.g. courses with a KINE or HLTH prefix) with a grade of “C” or better (Undergraduate Catalog 2014-2015).

IX. Class Policies

A. Attendance is required for each class and will be taken for activity days. For each unexcused absence, 5 points will be deducted from “Attendance points”.

- Documentation of university-approved commitments is required by the instructor. Documentation for absences due to personal emergencies may be requested by the instructor.
- Make up opportunities will NOT be permitted for class-work or assignments missed due to UNEXCUSED absences, late arrivals or early departures.

B. Students are expected to arrive to class on time and to participate in class activities. Please be on time as a courtesy to your professor and others. If you are going to be absent or late the instructor should be notified at the earliest opportunity. The student is responsible for informing the instructor if class attendance will be affected by “approved university business”

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

D. MAKE-UP EXAMS are given only with prior permission from the instructor.

E. It is inappropriate to have cell phones active during class and will not be tolerated. Failure to observe this policy will result in being asked to leave the class.
G. 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.

H. 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.

I. Dress appropriately for activity days. Wear supportive running or cross-training shoes and other appropriate supportive attire as required. You will not be allowed to participate without proper attire – NO FLIP FLOPS OR OPEN TOED SHOES. Recommend that you bring water and a towel.

J. 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.

K. 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. Course Schedule
**Week #1**
- Review Syllabus/The Muscular & Neuromuscular System (Ch. 1)/ Adaptations to Anaerobic Training Programs (Ch. 5)
- Functional Movement/Functional Movement screen – Power (Island hall Gym)
- Testing Administration & Interpretation (Ch. 11 & 12)/Sport Testing – IH Gym

**Week #2**
- **Sport Performance Factors/Testing Program Due/Test #1**
  - Warm-up & Flexibility (Ch. 13)/ IH Gym
  - Aerobic Endurance Exercise Training (Ch. 18)/Aerobic Conditioning – IH Gym
  - Speed, Agility and Speed-Endurance development (Ch. 17)/Linear Speed video/Sprinting errors/Anaerobic conditioning – IH Gym
  - Speed & Agility drills – IH Gym

**Week #3**
- **Test #2 due/Stretching & Anaerobic & Aerobic Program Due**
  - Biomechanics of Conditioning Exercises (Ch. 4) Movement analysis
  - Functional Movement Training - Mike Boyle/Functional Training (Handout – Boyle) – Power
  - Upper Body – Functional Training - Power
  - Resistance Training & Spotting Techniques (Chapter 14)/ DWC Upper Weight Rm

**Week #4**
- Resistance Program design (Ch. 15)/DWC Lower Weight room
Olympic/Power lifts – DWC Multipurpose Rm 243/Olympic Lifting Tests – DWC Lower Weight room
Plyometrics – (Ch. 16)/Plyometrics – IH Gym/Periodization (Ch. 19)
Age & Sex-Related Differences & their Implications for Resistance Exercise (Ch. 7)
Performance-enhancing Substances (Ch. 9)

Week #5
Rehabilitation & Reconditioning (Ch. 20)
**Resistance & Plyometric Program Due/Test #3**
Project Presentations
**Comprehensive Final**

XIII. **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.tamuccd.edu/provost/university_rules/index.html](http://www.tamuccd.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIV. **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.