Sport Conditioning

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.

Learning Objectives

- 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.
- 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.
- Students will be expected to describe, teach and evaluate safe and effective exercise techniques based upon the sport’s demands.
- Students will be expected to select and administer appropriate tests to maximize test reliability and validity.
- Instructor will use different media to support material covered, such as, guest speakers, videos, class discussion, testing and field application.

Major Course Requirement

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.

Methods and Percentage of Final Course Assessments (Approximate)

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

Tests (3 @ 50 pts each)  
150 pts  
25%

Total  
520 pts  
100%

Final (Comprehensive) – A

**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).

**Required or Recommended Readings**


**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.

**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
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.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for the 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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. April 6, 2018 is the last day to drop a class with an automatic grade of “W” this term.

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

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.

Syllabus

Week 1: Introduction/Fundamentals of Strength and Conditioning

Week 2: Biomechanics and Movement

Week 3: Periodization

Week 4: Conducting a Sports Needs Analysis/Athletic Testing/Assessment

Week 5: Warmup and Flexibility

Week 6: Resistance Training/Nontraditional Training

Week 7: Adaptations to Anaerobic Training Programs

Week 8: Spring Break

Week 9: Speed/Power Development

Week 10: Adaptations to Aerobic Endurance Training Programs
Week 11: Aerobic Conditioning

Week 12: Agility/Plyometric Training

Week 13: Program Design for Resistance Training

Week 14: Group Presentations

Week 15: Group Presentations