Course Name: Sports Conditioning  
Course Number: KINE 2225.001  
Location: IH263  
Professor: Dr. Dan Newmire PhD, CSCS, CISSN  
Meeting Time: T, Th 9:30-10:45 AM; 8/26 to 12/12  
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Office Hours: Make an appointment by email  
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I. Course Description:  
(KINE 2225; Sports Conditioning): This course is designed to provide a comprehensive overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for either the nationally accredited Certified Strength and Conditioning Specialist (CSCS) or the NSCA certified personal trainer (CPT) exams.

II. Rationale  
The primary goal of this class is to acquaint students with a basic fundamental knowledge, understanding of basic resistance programming. Students will apply scientific knowledge to train athletes for the primary goal of improving athletic performance. They will conduct sport-specific testing sessions, design and implement safe and effective strength training and conditioning programs and provide guidance regarding nutrition and injury prevention.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors  
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 & CAATE Competencies & Proficiencies

1. TExES Competencies:
   Domain I – Movement Skills and Knowledge
   - Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.
   Domain II – Health Related Physical Fitness
   - 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.
   - Competency 009: The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.
   Domain III – The Physical Education Program
   - Competency 013: The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.
   Domain II – Medical Sciences
   - Competency 004: The teacher understands the anatomical structures of the human body and their relationship to the physiological functions and processes that maintain homeostasis.

V. Course Objective and Outcomes
This course is designed to enable students to:
1. Apply scientific knowledge to train athletes and clients for the primary goals of improving athletic performance and fitness.
2. Learn how to conduct sport-specific testing sessions.
3. Learn how to demonstrate and teach proper exercise techniques.
4. Learn how to design and implement safe and effective strength training and conditioning and personal training programs.
5. Learn how to provide guidance regarding nutrition and performance-enhancing substances.
6. Apply exercise prescription principles for training variation, injury prevention, and reconditioning.

VI. Course Topics
The major topics to be considered are:
1. Structure and Function of Body Systems
2. Biomechanics of Exercise
3. Bioenergetics of Exercise Training
4. Endocrine Response to Training
5. Adaptations to Anaerobic Training Programs
6. Adaptations to Aerobic Endurance Training Programs
7. Age and Sex-Related Differences and their Implications for Resistance Exercise
8. Nutrition Strategies to Maximize Performance
9. Performance Enhancing Substances and Methods
10. Principles of Test Selection and Administration
11. Administration, Scoring, and Interpretation of Selected Tests
12. Warm-Up and Flexibility Training
13. Exercise for Free Weight and Machine Training
14. Exercise Technique for Non-traditional Training
15. Program Design for Resistance Training
16. Program Design and Technique for Aerobic Endurance Training
17. Periodization

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; video).
B. Clinical Experiences (cooperative groups; student demonstrations or presentations; lab exercise; value clarifications).

VII. Required Text:

VIII. Supplementary Texts:

IX. Bibliography:

IX. GRADING:
**Section Exams (200-280 pts):**
There will be 1 exam for each section in the text. The exams will be variable in material covered and the points assigned to each. This point distribution is based on the distribution of points in the actual CSCS exam.

- Exam 1 (Chapters 1-4) 50-70 pts
- Exam 2 (Chapters 5-8) 50-70 pts
- Exam 3 (Chapters 9-13) 50-70 pts
- Exam 4 (Chapters 14-18) 50-70 pts
- Exam 5 (Chapters 19-24) 50-70 pts

**Exercise Analysis (25 pts):**
Over the course of the semester we will learn and review proper technique for several exercises. We will watch an NSCA produced instructional video of these exercises in class. For the following class period you will need to complete each exercise and analyze the exercise. *The analysis will come in the form of a written critique of each exercise. You should address such things as: The general description, perceived difficulty, ability of the exercise to target specific musculature, potential pitfalls with technique, alternatives, dangers, personal experience, gym observations, etc.*

**Program Design Project (75 pts):**
The program design project provides experience in administering and/or observing athletic or general population performance tests and designing a resistance training program to meet the goals and needs of an athlete. Throughout the duration of this course, you must administer or observe (record) 4-6 appropriate performance tests and/or exercise program training days administered to a participant. After administering the performance pre-tests to the athlete and evaluating the results from the tests, you must design a 12-week resistance training program for the athlete. Areas of emphasis for the evaluation of the program will include (a) selection of appropriate performance pre-tests, (b) selection of appropriate program design variables for resistance training (exercise selection, training frequency, exercise order, training load and repetitions, volume, and rest periods), and (c) appropriate rationale for each selection, you will present this information in a power point presentation at the end of the semester for the class.

**Participation (15 pts):**
You will be graded on your participation throughout the semester. You are required to participate in all class and lab activities unless prior arrangements are made. *Late work is not acceptable.* Late work is subject to a minimum point reduction at the rate of 10% per day. An item is considered late if it is not turned in at the beginning of class or at another assigned time. If you foresee any issue with completing and turning in an assignment on time it is advisable to contact the course instructor as soon as possible.

*Grades will be assigned based on the assessments listed above. Final letter grade assignment will be based on the following percentages of total available points (315-395 pts):*

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

*Everything you turn in should be typed and presented in a professional manner.*

**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.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in the actions listed below at the discretion of the instructor:

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
A. Written reprimand;
B. Requirement to re-do work in question;
C. Requirement to submit additional work;
D. Lowering of grade on work in question;
E. Assigning grade of “F” to work in question;
F. Assigning grade of “F” for course;
G. Recommendation for more severe punishment.

If the instructor 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.

What is also considered dishonest with reference to this class?
1. using an assignment from a previous semester, no matter where it came from, to produce your own (my electronic checker will catch this)
2. file swapping with a partner to produce your work, loaning your work to another person to "model" as the borrower may take more than you think putting you both in trouble
3. changing a few words on someone else’s assignment and submitting it as your own
4. failure to properly cite resources in your lab report or assignments
5. using any form of outside help other than your mind on any test or quiz, calculators without Internet or note-taking capabilities might be allowed at the professor’s discretion.
6. unethically obtaining copies of exams etc.
7. photographing or copying ANY quiz or test materials for any purpose with ANY device
8. anything else that falls under the umbrella of dishonest conduct that common sense would dictate as unethical

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. The last day to drop a class with an automatic grade of “W” is (November 8th).

Preferred methods of scholarly citations
APA formatting will be the preferred method of citation and formatting (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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.C0.03, 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 Procedure 13.02.99.C0.03, Student Grade Appeals. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/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.

**Tentative Schedule**, actual schedule will be based on class progress. Exams will occur on the class period after material is covered (see exams above) unless otherwise announced.