I. Course Description - The purpose of this course is for the student to gain the knowledge in the basics of weight training and the development of personal weight training programs. James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes - Knowledge of both the short and long-term benefits associated with weight training. - The skills needed to develop a personal weight training program from information learned throughout lecture and lab. - A general knowledge of safety, equipment, and programs associated with weight training.

Course Justification – KINE-2121L is a physical activity based class that meets for 150 minutes each week for 8 weeks. Outside class assignments consisting of reading assignments, journaling, studying for exams, and practicing physical skills to achieve proficiency. The outside class assignments would require at least 2 hours outside work each week.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology: This is an activity course. You are expected to be on time, dressed out, and participate every day. All bags and other equipment will be stored in the locker room. No food or beverages will be allowed in the weight room other than water.

IV. Evaluation and Assessments (Grading): - Students will keep a journal of daily progress of workouts. Reps, sets, and weights will be recorded and kept by the students and will be turned in at the conclusion of class.

Grading:
60% Attendance/Participation (240 points)
   Attendance breakdown
   o You will be allowed 2 absences.
   o After 2 missed classes you will lose 17 points per missed class out of the 240 total points for attendance.
20% Quizzes/Outside Readings (80 points)
20% Skills/Final Exam (80 points)
Total - 400 Points

V. Tentative Course Outline/Calendar: Students will be engaging in weight training workouts provided by the instructor. Each class will consist of a short lecture followed by a workout. A final exam will be given at the conclusion of the course.

Week 1: Syllabus/Introductions; Getting Familiar with the Weight Room/Keys to Successful Training
Week 2: Warm Up and Cool Down; Stretching/Foam Rolling
Week 3: Teaching the Squat/Deadlift; Teaching the Bench Press
Week 4: Managing Weight; How to Diet/How to Bulk
Week 5: Squat/Deadlift Review; Bench Press Review;
Week 6: Defining Bodybuilding and Powerlifting; Bodybuilding Routines/Powerlifting Routines
Week 7: Forms of Cardio; HIIT/Interval Training/Steady State Cardio, Open Forum/Review; Skills/Final Exam

VI. Readings: No readings required

VII. Course Evaluations:
“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance Policy 6.7 - Attendance and participation are required and expected. As this course is designed to apply physiological theories to real world scenarios, your presence in class is essential to your understanding of these processes. University travel and legal obligations will be the only excused absences allowed (written documentation required). There is no make up for missed classes. Arriving late to class and early departure is unacceptable. No exceptions will be made for any of the above policies.

Students with Disabilities Policy 6.1 & 6.6 - To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Academic Integrity Policy 4.1 - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Withheld Grades Semester Grades Policy 5.5
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. becomes an F.

Acceptable Student Behavior Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History/. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA