

# COLLEGE OF EDUCATION

## CONCEPTUAL FRAMEWORK

### MISSION

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

### VISION

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

### PHILOSOPHY, PURPOSE AND GOALS

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.

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The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. It is the critical building block that enables individuals and societies to flourish in a global community.

## **Health and Human Performance Course Syllabus**

- 1. Course Number:** KINE 5600/6600  
**Course Title:** Physiological Basis of Training and Conditioning  
**Credit Hours:** 3 semester hours (Lecture)  
**Prerequisite:** HLHP 3680  
**Corequisite:** None

**2. Date Syllabus Prepared-** December 2010

**3. Supplemental Text** - Wilmore, Jack and David Costill (2004) Physiology of Sport and Exercise, 4th Edition, Wm. C. Brown Publishers .

**4. Course Description**

This course will introduce students to the physiological basis of training, conditioning, and adaptations. This will include the study of physiological responses to acute exercise, physiological adaptations to physical training, optimizing sport performance, special considerations, and detraining.

**5. Course Objectives:** The student will:

1. Demonstrate an understanding of the basic metabolic, circulatory, respiratory, muscular, and environmental responses to acute and chronic exercise.
2. Demonstrate an understanding of physiological adaptations that are associated with human physical activity and their influence upon performance.
3. Demonstrate an understanding various exercise training programs as it relates to physical activity and performance.
4. Demonstrate an understanding of training, overtraining, and detraining as it relates to physical performances.

**6. Course Content**

- Week 1** Muscle Metabolism: The energy for exercise (Chapter 2)  
**Week 2** Neuromuscular Adaptations (Chapters 1, 5)  
**Week 3** Cardiovascular Regulation and Adaptations (Chapter 4)  
**Week 4** Endocrine Control (Chapter 6)  
**Week 5** Respiration and Acid-Base Balance  
**Week 6** Muscular Strength and Power (Chapter 7)  
**Week 7** Muscular Adaptations to Anaerobic and Aerobic Training (Chapter 8)  
**Week 8** Cardiorespiratory Endurance and Aerobic Power (Chapter 9)  
**Weeks 9** Detraining, Overtraining (Chapter 11)  
**Week 10** Nutrition, Ergogenic Aids, Body Composition (Chapters 10, 12, 13)  
**Week 11** Environmental Factors (Chapter 14)  
**Week 12, 13** Special Athletes: Young, Masters, Female (Chapters 15, 16, 17)  
**Weeks 14, 15** Assessing Human Performance through physiological testing (chapter 19)

## 7. Course Requirements

Students are required to complete designated readings in the course text, participate and complete a write up on the human performance assessment testing, and three written exams.

## 8. Grading and Evaluation Procedures

	Possible Pts.	Total Points
HLHP 5600		
Biographical sketch (2)	25	50
Review Outline (1)	25	25
Mid-Term	125	125
Final	150	<u>150</u>
Semester Total		350
HLHP 6600		
Biographical sketch (3)	25	75
Review Outline (2)	25	50
Mid-Term	125	125
Final	150	<u>150</u>
Semester Total		400

### Grading Scale

- A = 90%
- B = 89 – 80%
- C = 79 -70%
- D = 69 - 60%
- F < 60%

## 9. Class Policy Statement

The tests will cover material that is presented in the course text, lecture, and class discussions, testing experiences, and laboratory assignments.

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There can be unannounced quizzes, point totals would be added to grading scale and percentages would dictate corresponding grade.

Cell Phone Use: There will be no cell phone use during class; this includes all forms of cell phone communications. Please turn your phone off or on mute during the class period.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

## **10. Justification for Graduate Credit**

The content of this course is of sufficient depth and complexity to justify graduate credit; The course material goes well beyond the introductory level and requires students to consider the complex responses associated with exercise and training, neuromuscular adaptations, and physiological responses. The prerequisite for this course is the Auburn University undergraduate course HLHP 3680 or equivalent. Students are required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Rigorous standards are applied to the evaluation of human performance testing write-ups, exams and class performance.