Office: HPE 216
Phone: 936-468-1641
Email: whitehearh@sfasu.edu (please use this email, not D2L)

**Course Time and Location:** TR 11:00am - 12:15pm - HPE 203

**Office Hours:** MW 12pm-1pm, TR 10am-11am, Thurs 3pm-4pm

**Credits:** 3 credit hour lecture

**NOTE:** I communicate best in person/email. Do not leave messages with the front office. I will respond within 24-48 hours of the first email Monday - Friday. I will most likely not respond after 7pm each night.

I. **Course Description:**

This course will prepare students for and lead toward the Certified Personal Trainer (CPT) credential. This course is a learn-by-doing, hands-on course that emphasizes practical knowledge and exercise theory necessary for fitness professional practitioners.

**Course Justification**

KIN 450 “Personal Training Preparation” (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 16 weeks, and also meets for a 2-hour final examination. Students have weekly chapter reading assignments and mandatory practical testing practice in the weight room each week. The students are expected to take three general exams throughout the semester and a final examination. Each student is to prepare one exercise to “train” another classmate in a practical test. There are four practical tests within the semester. Outside work and assignments consist of reading the assigned chapters, studying for exams, practicing for practical tests, and 10 hours of observation within a health professional field of their choice. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

**Diversity Statement**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. **Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

This course links with Stephen F. Austin’s initiative #4 (e.g. develop a learner centered environment). This course also links with Stephen F. Austin’s College of Education goal and initiative #2 (e.g. prepare educators and industry professionals).

**Program Learning Outcomes:**

1. The student will identify and analyze critical components of physical movements (PPP Standard 1).
2. The student will demonstrate an understanding of the basic principles of physical fitness and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress (PPP Standard 1, 2, 3, 4).
3. The student will apply knowledge of principles and stages of motor development (PPP Standard 4).
4. The student will demonstrate knowledge of kinesiological principles and content (PPP Standard 1, 2, 3, 4).

**Student Learning Outcomes:**

1. Students will be able to articulate a sound understanding of and appreciation for the benefits of physical activity and physical fitness. PLO #2, PPP Standard 1.
2. Students will be able to explain, demonstrate, and implement practices and procedures that facilitate lifetime health and physical activity. PLO #1 #2, PPP Standard 1, 3.
3. Students will possess and be able to demonstrate practical skills in teaching, evaluating and motivating clients in healthy activities. PLO #4 #5, PPP Standard 1, 2, 3, 4.
4. Students will be able to demonstrate skill in teaching, evaluating, and motivating clients in healthy physical activities. PLO #1 #2 #4, PPP Standard 1, 2, 3, 4.
5. Students will demonstrate an understanding of physiological system interactions and the cause and effect phenomenon. PLO
#1 #2, PPP Standard 1, 2.
6. Students will be able to present clients with didactic materials so they understand and may help themselves live healthier lives. PLO #5, PPP Standard 3, 4.
7. Students will be able to explain proper training techniques in compliance with safe, professional practices. PLO #1, PPP Standard 2, 3, 4.

**III. Course Assignments, Activities, Instructional Strategies, Use of Technology:**

A variety of instructional activities will be used, including: lecture, discussion, videos, and demonstration. Personal interviews and observation hours will also be a part of this course. Extra credit quizzes will be given throughout the semester. There will be **NO** make-ups for extra credit quizzes.

In accordance with the American Disabilities Act, an appropriate adjustment will be arranged for individuals with a disability that might prevent or eliminate them from participating in certain activities during the semester. It should be noted that students have an obligation to advise or disclose information to the instructor about their specific disability so that correct accommodation may be made.

Activities: There will be three exams throughout the semester, a project where the student will create a 12-week exercise prescription for an individual, a 10-hour job shadow experience, and a cumulative final exam.

**IV. Evaluation and Assessments:**

The student’s course grade will be determined based on the following course activities and weighted as indicated.

1. 3 exams (100 points each)
   
   - **Exam 1** - Chapter 3: Anatomy and Kinesiology
     Chapter 4: Biomechanical Principals of Training
     Chapter 5: Exercise Physiology
   
   - **Exam 2** – Chapter 13: Comprehensive Program Design
     Chapter 14: Resistance Training Programs
     Chapter 10: The Initial Consultation
     Chapter 11: Preparticipation Physical Activity Screening Guidelines
   
   - **Exam 3** – Chapter 12: Client Fitness Assessments
     Chapter 15: Cardiorespiratory Training Programs
     Chapter 19: Functional Movement

2. Job Shadow Experience (50 points) - obtain ten hours job shadowing a personal training, strength coach, physical therapist or other **PRE-APPROVED** professional.

3. Practical Test (4/50 points each) (200 points total) - The student will be required to "train" a fellow student on an exercise which has been practiced. The "trainer" will be expected to demonstrate the exercise with proper form, explain the exercise, what muscle groups the exercise utilizes, as well as explain and demonstrate sets/reps, and show proper spotting technique.

4. MANDENTORY ATTENDANCE for Practical Exercise Training Practice (100 points)

5. Lab (110 points)

6. **TOTAL POINTS: 760**

**Grading Scale:**

- A = 90% and above
- B = 80% - 89.9%
- C = 70% - 79.9%
- D = 60% - 69.9%
- F = 59.9% and below
**Methods of Instruction:**
The course syllabus, course assignments, email, and grades will be available on the Desire2Learn (D2L) as well as in class.

## V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Syllabus &amp; Introductions</td>
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<tr>
<td>2</td>
<td>1/21</td>
<td>Chapter 3: Anatomy and Kinesiology</td>
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<td></td>
<td>1/23</td>
<td>Chapter 4: Biomechanical Principles of Training – Guest Speaker</td>
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<tr>
<td>3</td>
<td>1/28</td>
<td>Chapter 5: Exercise Physiology</td>
<td>EXAM 1 (D2L) 1/30/20 EXAM DUE BY 11:59pm</td>
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<tr>
<td></td>
<td>1/30</td>
<td>Weight Room Orientation - MANDENTORY ATTENDANCE (1)</td>
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<td>4</td>
<td>2/4</td>
<td>Chapter 13: Comprehensive Program Design</td>
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<td></td>
<td>2/6</td>
<td>Practical Training Practice #1 – Upper Body - MANDENTORY ATTENDANCE (2)</td>
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<td>5</td>
<td>2/11</td>
<td>Chapter 14: Resistance Training Programs</td>
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<td>2/13</td>
<td>Practical Training Practice #2 – Upper Body - MANDENTORY ATTENDANCE (3)</td>
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<tr>
<td>6</td>
<td>2/18</td>
<td>Practical Training Test #1 – Upper Body</td>
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<td>7</td>
<td>2/25</td>
<td>Chapter 10: The Initial Consultation</td>
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<td>2/27</td>
<td>Practical Training Practice #3 – Lower Body - MANDENTORY ATTENDANCE (4)</td>
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<td>8</td>
<td>3/3</td>
<td>Chapter 11: Preparticipation Physical Activity Screening Guidelines</td>
<td>EXAM 2 (D2L) 3/5/20 EXAM DUE BY 11:59pm</td>
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<td>3/5</td>
<td>Practical Training Practice #4 – Lower Body - MANDENTORY ATTENDANCE (5)</td>
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<td>9</td>
<td>3/10</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>3/17</td>
<td>Practical Training Test #2 – Lower Body</td>
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<td>3/19</td>
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<td>11</td>
<td>3/24</td>
<td>Chapter 12: Client Fitness Assessments</td>
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<td>3/26</td>
<td>Chapter 19: Functional Movement</td>
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<td>12</td>
<td>3/31</td>
<td>Practical Training Practice #6 - Functional Movement - MANDENTORY ATTENDANCE (6)</td>
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<td>4/2</td>
<td>Practical Training Practice #7 - Functional Movement - MANDENTORY ATTENDANCE (7)</td>
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<tr>
<td>13</td>
<td>4/7</td>
<td>Practical Training Test #3 - Functional Movement</td>
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<td>4/9</td>
<td>Easter Holiday</td>
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<td>14</td>
<td>4/14</td>
<td>Chapter 15: Cardiorespiratory Training Programs</td>
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<td>4/16</td>
<td>Practical Training Practice #8 - Any Exercise - MANDENTORY ATTENDANCE (8)</td>
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<td>15</td>
<td>4/21</td>
<td>Practical Training Practice #9 - Any Exercise - MANDENTORY ATTENDANCE (9)</td>
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<td>4/23</td>
<td>Practical Training Practice #10 - Any Exercise - MANDENTORY ATTENDANCE (10)</td>
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<tr>
<td>16</td>
<td>4/28</td>
<td>Practical Training Test #4 – Any Exercise</td>
<td>EXAM 3 (D2L) 4/30/20 EXAM DUE BY 11:59pm</td>
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<td>4/30</td>
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<td>OBSERVATION HOURS DUE AT THE BEGINNING OF CLASS – 5/9/19</td>
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<tr>
<td>17</td>
<td>5/5</td>
<td>Final Exam Time</td>
<td>10:45-1:15</td>
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VI. Readings (Required and recommended- including texts, websites, articles, etc.)

Required:


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins 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: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Attendance will be taken the first 12 days of class. Students must be present and participate those days to be counted as present for Financial Aid purposes. There will be no grades associated with attendance. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

If notice is not given for an excusable absence and the student misses an exam, (Example: University Excuse or Doctor’s note) that student WILL NOT be allowed to make it up!

Academic Accommodation for Students with Disabilities (Policies 6.1 and 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 235, 468-3004 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/disabilityservices/.

Student Academic Dishonesty (Policy 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- Using or attempting to use unauthorized materials on any class assignment or exam falsifying or inventing of any information, including citations, on an assignment; and/or
- 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 one’s own. Examples of plagiarism include, but are not limited to:
• Submitting an assignment as one’s own work when it is at least partly the work of another person;
• Submitting a work that has been purchased or otherwise obtained for Internet or another source; and/or
• Incorporating the words or ideas of an author into one’s paper or presentation without giving author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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 becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.


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. 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 policy 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 at SFA.

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.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. 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 http://www.tx.nevinc.com/PageView.aspx?f=GEN_Tests.html). 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 SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.