DEPARTMENT OF KINESIOLOGY AND HEALTH SCIENCE
KINE 4350-002 Personal Training Certification Preparation Fall 2021

Instructor: Jeselyn Villarreal  
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Course Time and Location: TR 11:00 am – 12:15 pm  
Online/HPE Basketball Gym Court 4/HPE Weight Room  
Office Hours: W 12:00 pm-1pm  
Credits: 3 credit hour lecture

NOTE: I communicate best via email. I will respond within 24-48 hours of the first email Monday - Friday. I will most likely not respond after 6:00 pm each night.

1. 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

KINE 4350 “Personal Training Preparation” (3 credits) typically meets twice each week (Tuesday/Thursday) online via D2L and Face to Face in up to 75-minute segments for 16 weeks. Students have weekly chapter reading assignments and mandatory practical testing practice in the HPE building 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 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, practical training sessions where students will engage in mock training sessions, a 10-hour job shadow experience, and a cumulative final exam.

This course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice.

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 Principles 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 17: 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. Concept Mapping (50 points) - The student will be expected to map out an initial consultation from beginning to end for a new client, patient, or athlete, depending on their future career path. In this assignment the student will make up the health information for said individual for each of the initial consultation paperwork, including questions that need to be asked and possible answers. They will then establish goals and possible programming/referral ideas (additional services that might be beneficial to the client like massage therapy, group fitness classes, nutrition education, smoking cessation programs, etc.) for the individual for moving forward.

5. MANDATORY ATTENDANCE for Practical Exercise Training Practice (100 points)

6. TOTAL POINTS: 700

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>24-Aug</td>
<td>Syllabus &amp; Introduction: Mandatory Attendance (1)</td>
<td>Face to Face/Basketball Gym*</td>
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<tr>
<td></td>
<td>26-Aug</td>
<td>Ch. 3: Anatomy and Kinesiology</td>
<td>Online</td>
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<tr>
<td>2</td>
<td>31-Aug</td>
<td>Ch. 4: Biomechanical Principals of Training</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>2-Sept</td>
<td>Ch. 5: Exercise Physiology</td>
<td>Face to Face/Basketball Gym*</td>
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<td>3</td>
<td>7-Sept</td>
<td>Fitness Orientation: Mandatory Attendance (2)</td>
<td>Face to Face/Basketball Gym*</td>
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<td></td>
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<td>Exercise Training Fabric</td>
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<td>Effective Communication and Cuing: Article – video discussion future</td>
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<td>Intro to bodyweight movement and strength training machines (bring mat)</td>
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<td></td>
<td>9-Sept</td>
<td>Ch. 13: Comprehensive Program Design</td>
<td>Online</td>
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<td>EXAM 1 (D2L) DUE 9/12 BY 11:59PM</td>
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<td>4</td>
<td>14-Sept</td>
<td>Practical Training Practice #1 - Upper Body - Mandatory Attendance (3) (bring mat)</td>
<td>Face to Face/Basketball Gym*</td>
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<td></td>
<td>16-Sept</td>
<td>Ch. 14: Resistance Training Programs</td>
<td>Online</td>
</tr>
<tr>
<td>5</td>
<td>21-Sept</td>
<td>Practical Training Practice #2 - Upper Body - Mandatory Attendance (4) (bring mat)</td>
<td>Face to Face/Basketball Gym*</td>
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<td></td>
<td></td>
<td>Practical test #1 (sign up)</td>
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<td></td>
<td>23-Sept</td>
<td>Practical Training Test #1 - Upper Body Group 1</td>
<td>Face to Face/Basketball Gym*</td>
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<tr>
<td></td>
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<td>Effective Communication and Cuing: Article – video discussion</td>
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<tr>
<td>6</td>
<td>28-Sept</td>
<td>Practical Training Test #1 - Upper Body Group 2</td>
<td>Face to Face/Basketball Gym*</td>
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<tr>
<td></td>
<td></td>
<td>Effective Communication and Cuing: Article – video discussion</td>
<td>Face to Face/Basketball Gym*</td>
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<td></td>
<td>30-Sept</td>
<td>Ch. 10: The Initial Consultation</td>
<td>Online</td>
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<td>Online Video Discussion (D2L) DUE 9/28 BY 11:59PM</td>
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<tr>
<td>7</td>
<td>5-Oct</td>
<td>Practical Training Practice #3 - Lower Body - Mandatory Attendance (5) (bring mat)</td>
<td>Face to Face/Basketball Gym*</td>
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<tr>
<td></td>
<td>7-Oct</td>
<td>Ch. 11: Pre-participation Physical Activity Screening Guidelines</td>
<td>Online</td>
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<tr>
<td>8</td>
<td>12-Oct</td>
<td>Practical Training Practice #4 – Lower Body - Mandatory Attendance (6) (bring mat)</td>
<td>Face to Face/Basketball Gym*</td>
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<tr>
<td></td>
<td>14-Oct</td>
<td>Practical Training Test #2 - Lower Body Group 1</td>
<td>Face to Face/Basketball Gym*</td>
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<td>Concept Mapping – The Initial Consultation</td>
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<tr>
<td>9</td>
<td>19-Oct</td>
<td>Practical Training Test #2 - Lower Body Group 2</td>
<td>Face to Face/Basketball Gym*</td>
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<tr>
<td></td>
<td></td>
<td>Concept Mapping – The Initial Consultation</td>
<td>Face to Face/Basketball Gym*</td>
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<td></td>
<td>21-Oct</td>
<td>Ch. 12: Client Fitness Assessments</td>
<td>Online</td>
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<td>Ch. 17: Functional Movement</td>
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<td>10</td>
<td>26-Oct</td>
<td>Practical Training Practice #5-Functional Movement-Mandatory Attendance (7) (bring mat)</td>
<td>Face to Face/Basketball Gym*</td>
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<tr>
<td></td>
<td>28-Oct</td>
<td>Practical Training Practice #6-Functional Movement-Mandatory Attendance (8) (bring mat)</td>
<td>Face to Face/ Basket Ball Gym*</td>
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<td>Practical test #3 (sign up)</td>
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<tr>
<td>11</td>
<td>2-Nov</td>
<td>Practical Training Test #3 - Functional Movement Group 1</td>
<td>Face to Face/ Basketball Gym*</td>
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<td></td>
<td>4-Nov</td>
<td>Practical Training Test #3 - Functional Movement Group 2</td>
<td>Face to Face/ Basketball Gym*</td>
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<tr>
<td>12</td>
<td>9-Nov</td>
<td>Practical Training Test #3 - Functional Movement Group 2</td>
<td>Face to Face/ Basketball Gym*</td>
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<td></td>
<td>11-Nov</td>
<td>Ch. 15: Cardiorespiratory Training Programs</td>
<td>Online</td>
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<td>13</td>
<td>16-Nov</td>
<td>Practical Training Practice #7 – Any Exercise – Mandatory Attendance (9) (bring mat)</td>
<td>Face to Face/ Basketball Gym*</td>
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<td></td>
<td>18-Nov</td>
<td>Practical Training Practice #8 - Any Exercise - Mandatory Attendance (10) (bring mat)</td>
<td>Observation Hours DUE 11/18 BY 11:59PM (D2L,drop box)</td>
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<td>Practical test #4 (sign up)</td>
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<td>Nov 23-25</td>
<td>Thanksgiving Break</td>
<td>No Class</td>
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<tr>
<td>14</td>
<td>30-Nov</td>
<td>Practical Training Test #4 – Any Exercise Group 1</td>
<td>Face to Face/ Basketball Gym*</td>
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<tr>
<td></td>
<td>2-Dec</td>
<td>Practical Training Test #4 – Any Exercise Group 2</td>
<td>Face to Face/ Basketball Gym*</td>
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<td>Face to Face/ Basketball Gym*</td>
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<tr>
<td>15</td>
<td>7-Dec</td>
<td>Review for Final Exam</td>
<td>Face to Face/ Basketball Gym*</td>
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<td></td>
<td>9-Dec</td>
<td>Final Exam</td>
<td>FINAL EXAM (D2L) DUE 12/9 BY 11:59PM</td>
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*If face-to-face practical sessions cannot be attended, student may request in-advance approval to submit a recording of their practical session. Video submissions will be due by the deadline listed on the syllabus. Late submissions will not be accepted.
VI. Readings (Required and recommended- including texts, websites, articles, etc.)

Required:

ACSM’s Resources for the Personal Trainer, 5th Ed. Lippincott, Williams & Wilkins, ISBN: 9781496322890

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.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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.

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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac3ext.ViewTAC?ac_view=4&tti=19&pt=7&ch=247&rl=Y.

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.nesinc.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.

**Mental Health Statement**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741