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

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.

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 demonstrate and understanding of the physiological principles of exercise.
2. The student will be prepared to pass state/national accredited certifications.
3. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.

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

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 opportunities will be given throughout the semester. There will be NO make-ups for missed course work.

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 observation 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 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 17: Functional Movement

2. Observation Hours (50 points) - obtain ten hours observation in a personal training, strength coach, physical therapist, or other **PRE-APPROVED** professional setting.

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. MANDATORY ATTENDANCE for Practical Exercise Training Practice (10/10 points each) (100 points total)

5. TOTAL POINTS: 650

**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.

**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>18-Jan</td>
<td>Syllabus &amp; Introduction: Mandatory Attendance (1) Ch. 3: Human Kinesiology</td>
<td>Face to Face/HPE 222</td>
</tr>
<tr>
<td>2</td>
<td>23-Jan</td>
<td>Ch. 4: Biomechanical Principals of Training – Guest Lecture</td>
<td>Face-to-Face/HPE 222</td>
</tr>
<tr>
<td>3</td>
<td>30-Jan</td>
<td>Weight Room Orientation: Mandatory Attendance (2) Exercise Training Rubric – Group 1</td>
<td>Face to Face/HPE Weight Room</td>
</tr>
<tr>
<td>1-Feb</td>
<td></td>
<td>Weight Room Orientation: Mandatory Attendance (2) Exercise Training Rubric – Group 2</td>
<td><strong>EXAM 1 (D2L) DUE Sunday 1/29 BY 11:59PM</strong></td>
</tr>
<tr>
<td>4</td>
<td>6-Feb</td>
<td>Ch. 13: Comprehensive Program Design</td>
<td>Online Video Lecture</td>
</tr>
<tr>
<td>5</td>
<td>13-Feb</td>
<td>Ch. 14: Resistance Training Programs</td>
<td>Online Video Lecture</td>
</tr>
<tr>
<td>15-Feb</td>
<td></td>
<td>Practical Training Practice - Upper Body - Mandatory Attendance (4) – Group 2</td>
<td>Face to Face/HPE Weight Room/CH. 14 REVIEW</td>
</tr>
<tr>
<td>6</td>
<td>20-Feb</td>
<td>Practical Test #1 - Upper Body – ALL GROUPS</td>
<td>Face to Face/HPE Weight Room</td>
</tr>
<tr>
<td>22-Feb</td>
<td></td>
<td>TACSM Conference – NO CLASS</td>
<td>Online Video Lecture</td>
</tr>
<tr>
<td>7</td>
<td>27-Feb</td>
<td>Ch. 10: The Initial Consultation</td>
<td>Face to Face/HPE Weight Room/ CH. 10 REVIEW</td>
</tr>
<tr>
<td>29-Feb</td>
<td></td>
<td>Practical Training Practice - Lower Body - Mandatory Attendance (5) – Group 2</td>
<td>Face to Face/HPE Weight Room/ CH. 10 REVIEW</td>
</tr>
</tbody>
</table>
V. Readings (Required and recommended - including texts, websites, articles, etc.)

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

VI. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.
VII. **Student Ethics and Policy**

**Institutional Absence: (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date. More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences)

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of the faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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 coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

**Students with Disabilities**: 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**: SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**

Other SFA policy information is found in the [Handbook of Operating Procedures (HOP)](https://www.sfasu.edu/docs/hops/02-206.pdf).
Resources:

On-campus Resources:
The Dean of Students Office  
(Rusk Building, 3rd floor lobby)  
www.sfasu.edu/deanofstudents  
936.468.7249  
dos@sfasu.edu

SFASU Counseling Services • www.sfasu.edu/counselingservices  
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

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

The Health and Wellness Hub “The Hub”  
Location: corner of E. College and Raguet St. To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:  
Health Services  
Counseling Services  
Student Outreach and Support  
Food Pantry  
Wellness Coaching  
Alcohol and Other Drug Education  
www.sfasu.edu/thehub  
936.468.4008  
thehub@sfasu.edu

Crisis Resources:  
Burke 24-hour crisis line 1(800) 392-8343  
National Suicide Crisis Prevention: 9-8-8  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741