Department Of Kinesiology and Health Science  
KIN 450-001 Personal Training Certification Preparation  
Spring 2016

**Instructor:** James Rowe, Ph.D.  
**Course Time & Location:** MW 12-1:15pm; HPE 224

**Office:** EDAN 107  
**Office Hours:** 11:00-11:45am; 1:30-2:15pm  
MW 10-11am  
TR

**Office Phone:** 936-468-1864  
**Credits:** 3 hours

**Other Contact Information:** 936-468-3503  
Email: rowej@sfasu.edu

**Prerequisites:** Senior level classification with completion of KIN 207, 214, 234, 236, and KIN 251 or consent of instructor.

**I. Course Description:** (brief paragraph)  
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 the fitness professional practitioners.

**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). In addition, this course links with the KHS departmental standards for the Fitness and Human Performance Program.

**Program Learning Outcomes:**
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate and understanding of 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.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

**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
2. Students will be able to explain, demonstrate, and implement practices and procedures that facilitate lifetime health and physical activity. PLO# 1, #2
3. Students will possess and be able to demonstrate practical skills in teaching, evaluating and motivating clients in healthy activities. PLO #4, #5
4. Students will be able to demonstrate skill in teaching, evaluating, and motivating clients in healthy physical activities. PLO #1, #2, #4
5. Students will demonstrate an understanding of physiological system interactions and the cause and effect phenomenon. PLO #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
7. Students will be able to explain proper training techniques in compliance with safe professional practices. PLO #1

**Fitness and Human Performance Program Standards**
1. The student will demonstrate knowledge and abilities in exercise physiology and related exercise science.
2. The student will demonstrate knowledge and abilities associated with physiological risk factors.
3. The student will demonstrate knowledge and abilities associated with exercise prescription and programming

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 with coaches, as well as personal observations, library and Internet research reports will be a part of this course. 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.

IV. Evaluation and Assessments (Grading): The student's course grade will be determined based on the following course activities, and weighted as indicated.

<table>
<thead>
<tr>
<th>COURSE ACTIVITIES</th>
<th>GRADE POINTS</th>
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<tbody>
<tr>
<td>Exam 1 (Chapters 1-6; 30 – 50 questions; multiple choice)</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2 (Chapters 7-11; 30 – 50 questions; multiple choice)</td>
<td>50</td>
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<tr>
<td>Exam 3 (Chapters 13-15; 30 – 50 questions; multiple choice)</td>
<td>50</td>
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<tr>
<td>Exam 4 (Chapters 16-18; 21; 30 – 50 questions; multiple choice)</td>
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<tr>
<td>Exam 5 (Chapters 19-20; 30 – 50 questions; multiple choice)</td>
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<td>Personal Training Project: Students will work an array of fictional individuals, apparently healthy and special populations. The students will have to come up with an 8-week exercise program.</td>
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<tr>
<td>Total</td>
<td>300</td>
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Grading Scale
A= 300 - 270
B= 269 - 240
C= 239 - 210
D= 209 - 180
F= 179 - 0

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18 m</td>
<td>MLK Day; No Classes</td>
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<tr>
<td>1/20 w</td>
<td>Introduction to Personal training- a review of the syllabus, what personal training is, what is expected of the class, and what will be covered.</td>
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<tr>
<td>1/25 m</td>
<td>Functional anatomy (1)- Joint movements, anatomy, and biomechanical terms will be reviewed.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>1-27 w</td>
<td>Biomechanics (2): In terms of personal training, the concepts of force, energy, work, power, torque, stability and momentum will be covered.</td>
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</tbody>
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| 2/1 m  | Muscle Physiology (3): Concepts of muscle tissue, force production, contraction, and fiber types will be discussed.  
          | Endocrine System (4): A brief discussion of hormonal function in a personal training context.               |
| 2/3 w  | Bioenergetics (5): The majority of the class will be spent discussing the simple human energy systems and how they apply to training. |
| 2/8 m  | Cardiovascular Physiology (6): Cardiovascular physiology will be discussed regarding its applications to training.  
          | Review for Exam 1                                                   |
| 2/10 w | Exam 1                                                               |
| 2/15 m | Nutrition & Supplementation (7, 8, & 9): Basic concepts of nutrition and supplementation will be covered focusing on how it applies to being a personal trainer. |
| 2/17 w | Body Composition (10): A discussion of body fat, composition, and various measuring methods will be discussed. |
| 2/22 m | Weight Management (11): Techniques and strategies regarding weight management will be discussed in a personal training context.  
          | Review for Exam 2                                                   |
| 2/24 w | Exam 2                                                               |
| 2/29 m | Pre-Exercise Screening & Test Considerations (13): Pre-Exercise necessities will be reviewed. |
| 3/2 w  | Assessment of Physical Fitness (14): Review Fitness assessment concepts previously discussed. |
| 3/7 m  | Exercise Programming Components (15): Students will be instructed on exercise programming.  
          | Review for Exam 3                                                   |
| 3/9 w  | Exam 3                                                               |
| 3/14 m | Spring Break; No Class                                              |
| 3/16 w | Spring Break; No Class                                              |
| 3/21 m | Flexibility Assessment & Programming (16): Testing, assessing, and programing for flexibility will be discussed. |
| 3/23 w | Programming For Cardiovascular Fitness (17): A more in depth investigation of aerobic training will commence. |
| 3/28 m | Easter Holiday; No Class                                            |
| 3/30 w | Anaerobic Training (18): General concepts regarding anaerobic training will be lectured. |
| 4/4 m  | Creating an Exercise Program (21): General “how to” aspects of exercise training will be lectured.  
          | Review for Exam 4                                                   |
| 4/6 w  | Exam 4                                                               |
| 4/11 m | Begin Exercise Program Presentations.                               |
| 4/13 w | Continue Exercise Program Presentations.                            |
| 4/18 m | Continue Exercise Program Presentations.                            |
| 4/20 w | Conclude Exercise Program Presentations.                            |
| 4/25 m | Resistance Training Techniques (19): General discussion of proper technique for various resistance training exercises and explanation of why these techniques are required. |
| 4/27 w | Resistance Training Techniques part II (19): Continued discussion of proper technique for various resistance training exercises and explanation of why these techniques are required. |
| 5/2 m  | Functional Training Concepts (20): Functional training will be discussed in regards to personal training. |
| 5/4 w  | Review for FINAL EXAM.                                              |
| 5/9 m  | FINAL EXAM (1 – 3 PM)                                               |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required:**

4. Reading assignments will be made throughout the semester and correspond to the lecture topics.

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:

**Found at** [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7

Attendance and participation, and, if indicated in the syllabus, submission of completed assignments are required at all times. 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. One unexcused absence will be given to each student for the entire semester, use it wisely!!!!! This CANNOT be used on an exam day!!!! University travel, health or family emergencies, and legal obligations will be the only excused absences allowed (written documentation required for all). Each unexcused absence beyond 1 will result in a loss of 20 points (5%) from final grade. Arriving late to class and early departure is unacceptable. After 2 such occurrences will result in an unexcused absence and the grade will be reduced accordingly. Students arriving late MUST check in with the instructor or they will be counted absent. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with excused absences may be permitted to make up work for up to 3 weeks during a fall/spring semester or 1 week of a summer term, depending on the nature of absence and the work missed. Make up work must completed as soon as possible after returning from an excused absence. No exceptions will be made for any of the above policies.

Academic Accommodation for Students with Disabilities: Policy 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 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/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.
Student Academic Dishonesty: 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 policy 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 (2) incorporating the words or ideas of an author into one’s paper without giving the author due 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).

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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 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 for the purpose of computing the grade point average.

Student Code of Conduct: 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers 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/ <http://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 SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Undergraduate Teacher Certification:
The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout.
(http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

Course Rationale:
Research indicates that daily health/fitness related behaviors determine the quality and longevity of our life. This course is designed to provide information to create awareness of and motivation toward development of positive health and fitness behaviors. The practice of long-term positive health and fitness behaviors are essential to an individual’s physical, emotional, social, occupational, environmental, intellectual, and spiritual well-being.

Insurance:
Physical activity by its very nature may put you at some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Cell phone/laptops:
Cell phone use is not permitted during class; this includes texting, recording and/or picture taking. Laptops may be used for NOTE TAKING ONLY.

Professionalism:
You are working towards a degree to be a professional, so you should look and speak that way. No sagging pants. No caps or hats in the classroom and building or unprofessional attire!!

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period.

Exam Conduct:

• You may not wear sunglasses during an exam.
• You will be asked to remove your hat/jacket.
• You must place all class materials out of sight in a backpack at the front of the classroom.
• Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
• Students who leave the room for any reason will receive a “0” for the exam.
• No food or drinks will be allowed during exams - this includes water and gum – students will receive a “0”.
• Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor.
• All cell phones and electronic devices must be turned off and left at the front of the classroom.
• All small electronic devices will be placed in a plastic bag (labeled with the student’s name) and put in a cart at the front desk. Upon completion of the exam students may pick up their devices.
• Students who do not bring electronic devices to class MUST still provide proof that he/she is not carrying a device (emptying pockets, etc.).
• Students who DO NOT turn in his/her electronic devices OR provide proof of no electronic device will NOT be permitted to take the exam and will receive a “0”.
• Use of such devices during examination may be construed as cheating and result in associated disciplinary action.

Technical Support:
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.