



Santa Rosa City Schools Course Proposal

Proposal Submitted By (School):

Maria Carrillo High School

Course Title & Course ID (Only if it is a revision or title change to a current course):

Personal Fitness Training

<p>In the needs statement below indicate if the course is a:</p>	<p>Answer Below:</p>
<p>Addition, Revision, Deletion, Pilot, or Title Change? (Pick one)</p>	<p>Addition</p>
<p>What year will the course be initially offered?</p>	<p>2020-2021</p>
<p>What prerequisite, if any, are there for this course and how does the course fit into continuous improvement at your school site?</p>	<p>Prerequisite is Sports Medicine. Personal Fitness Training will take the place of Athletic Training. By adding this sequential course, we will have the required elements to offer a Patient Care Pathway that aligns with our efforts in preparing students in transition beyond high school.</p>

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved.

Our District's goal is to create a CTE pathway with Sports Medicine and Personal Fitness Trainer. Personal Training careers are projected to have a faster than average growth; increasing by 13% by 2028 (US Dept. of Labor, Bureau of Labor Statistics). In the United States, there are approximately 340,000 personal trainers, charging \$40-90 per hour session. More than 1 in 3 Americans are obese, which means we need more personal trainers to help decrease the obesity epidemic. A high school or college degree is not enough to set you apart. The National Academy of Sports Medicine is the gold standard, and this course is based around health and

movement assessments that apply to the general population.

Ideally, students would take Sports Medicine, and then take Personal Training. Upon completion, they are able to take the certification exam to become a Certified Personal Trainer and potentially get a job right away. With this certification, students will be more marketable when applying for careers in the healthcare field.

Graduation Requirements: Specify which requirement is met. (High School only)

Elective

UC a-g Requirements: Specify which requirement is met. (High School only)

G -Elective

Explain the rationale for course addition or modification

We want students to build a foundation for their entry into the healthcare field. This course will be the “capstone” course in a Patient Care Pathway. Upon completion of this course and high school graduation, **students will be able to take the certification exam and either start working as a Certified Personal Trainer or become more marketable when applying for careers in the healthcare field.**

Explain the measurable learning outcomes

1. Develop practical skills in teaching, evaluating, and motivating participants in healthy activities.
2. Properly screen and identify possible contraindications.
3. Demonstrate the knowledge and ability to instruct proper performance of injury prevention techniques in exercise.
4. List and differentiate between the roles and responsibilities of other health care professionals who make up the sports medicine team (e.g., physicians, physical therapists, occupational therapists, nurses, EMTs, etc.).
5. Analyze the different types of job opportunities and settings available to the athletic trainer as well as other members of the sports medicine team.

Course Description (To be used in the course catalog)

Personal Fitness Trainers are responsible for applying fundamental exercise science and fitness program design principles for the achievement of health and fitness goals of clients and fitness enthusiasts in a public or private setting. Personal trainers implement and promote the use of safe and effective exercise prescription through appropriate client screening, consultation, and evaluation. Personal trainers motivate and educate their clients, and other fitness enthusiasts, in an effort to improve levels of fitness and maintain enhanced health and well-being. The information covered by this class will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility,

balance, core function, cardiorespiratory fitness, and muscular endurance and strength.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Unit 1: Anatomy and Physiology

Topics include:

- Major body systems and general functions of each: Integumentary, Muscular, Skeletal, Nervous (Including senses), Cardiovascular, Endocrine, Lymphatic, Immune, Respiratory, Gastrointestinal, Urinary, and Reproductive.
- Skeletal structures and the role of the skeletal system.
- Major primary, secondary, and stabilizing muscles.
- The different types of joints.
- The structure, role and function of skeletal muscle.
- The interrelation of muscle, bone, and connective tissue in force production.
- Terminology used to describe body part locations, reference positions, planes of motion, and anatomical directions.
- The reactions and functions of the muscular, skeletal, and cardiorespiratory systems with and without exercise conditioning.
- The physiological effects of aging on the body.
- Common suffixes, roots, and prefixes used in medical terms related to personal training.
- Common conditions, diseases and disorders that affect each body system.

Assignments include:

- Students will demonstrate knowledge of human anatomy and physiology via a practical lab exam using components of a disarticulated skeleton, anatomical models and/or diagrams.
- Students will research conditions/diseases and present their findings. Presentations must include relevant anatomy, mechanism of injury, signs and symptoms, and treatment.

Unit 2: Kinesiology and Biomechanics

Topics include:

- Functional anatomy, muscle contractions, and the effects of stress placed on joint structures during exercise movements
- Neuromuscular function and the physiology of exercise in relation to exercise programs and environmental factors
- The roles of muscles during balance and flexibility training
- Muscle movement types including compound movements and muscle isolations
- Key biomechanical and scientific principles

Key assignments include:

- Demonstrate various exercises/stretchers focusing on the objective and benefit of each move and its proper form. Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients. Perform a flexibility assessment on student partners.
 - *Within this assignment, students will:*
 - Follow precisely a complex multi-step procedure when taking measurements and performing the technical tasks.

- Identify the impact of force and motion, as well as stability and instability in physical systems.

Unit 3: Nutrition

Topics include:

- Common vitamins, minerals, proteins and their effect on the body
- The recommended daily amounts for common nutrients
- Common weight loss diet plans, the benefits and risks
- Balancing carbohydrates, fats, and proteins in a healthy eating plan
- Nutritional requirements during physical activity (Hydration, energy needs)
- Common supplements used to improve health and fitness
- Enzymes in their role as a catalyst in cellular reactions and nutrients used as fuels during exercise
- The basics of the food pyramid
- High-energy phosphates and interactions between aerobic and anaerobic ATP production during exercise
- The relationship of calories to energy
- Guidelines and standards by accepted organizations (i.e. American Dietetic Association, U.S. Department of Agriculture, American Heart Association)

Key assignments include:

- Students will create specific menus and recipes for clients, identifying ingredients needed to prepare healthy meals. Students will analyze recipes and menus for caloric, fat, protein, carbohydrate, sodium and fiber content.
 - Within this assignment, students will:
 - Use existing and emerging technology, to investigate, research, and produce products as required in the workplace environment.
 - Conduct research to create alternative solutions to answer a question or problem unique to the client using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - Apply mathematical computations used in the health care delivery system.
 - Integrate and evaluate multiple sources of information in order to address a clients needs.
- Students will complete a food journal for one week and analyze the nutritional content using online nutritional analysis calculators. Students will write a reflective essay on the findings, suggestions on how to improve their nutrition, and their personal nutrition goals for the year.
 - *Within this assignment, students will:*
 - Acquire and use accurately terminology and protocols at the career and college readiness level for communicating effectively.
 - Use existing technology, to investigate and research services required in the profession.
 - Apply mathematical computations used in the health care delivery system.
 - Represent inequalities describing nutritional and cost constraints on combinations of different foods.

Unit 4: Health Psychology and Behavior

Topics include:

- Psychological factors that influence an individual's self-image and their impact.
- Factors that indicate a client's readiness to change (risk factors, exercise clearance, exercise adherence, and fitness parameters assessment)
- Methods used to help clients to clarify and refine needs and motivations.

- Healthy and unhealthy lifestyle choices and their impact.
- The components of physical fitness as it relates to a wellness program.
- Common forms of stress and the impact on wellness.
- The characteristics of wellness.
- Holistic health.

Assignments include:

- Assist a "client" in setting achievable personal goals, including short and long term goals, listing common barriers and solutions for achieving their personal goals.
- Research the negative effects of unmanaged stress, substance abuse, and disease to overall wellness.

Key assignments include:

- Students will analyze the influence of culture, media, technology, and other factors on personal health and body image. Students will write an analysis of cultural and media influences that affect body image, self-assess how they feel about their own body image and how this affects their self-esteem, and describe and share how they can help others think about their bodies in positive ways.
 - *Within this assignment, students will:*
 - Communicate clearly, effectively, and with reason.
 - Practice professional and ethical behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with workplace norms.
 - Research wellness strategies for the prevention of injury and disease.
 - Demonstrate command of the conventions of standard English grammar.
 - Integrate and evaluate multiple sources of information presented in different media or formats in order to address the issues.
 - Conduct research to narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the issue under investigation.
- Using a discussion format, students will contribute ideas regarding what physical and emotional signs can indicate the presence of stress. Students will identify health-related conditions brought on by stress and ways to manage stress effectively and positively. Students will create a stress management techniques document that students can use as a point of reference for dealing with their own circumstances, as well as to serve a study guide to demonstrate mastery of stress management strategies
 - *Within this assignment, students will:*
 - Communicate clearly, effectively, and with reason.
 - Reflect on personal health and well-being.
 - Use medical terminology for communicating effectively in orally.
 - Identify effective personal health practices as they relate to the professional environment.
 - Implement wellness strategies for the prevention of injury and disease.
 - Initiate and participate effectively in a collaborative discussion with diverse partners, building on others ideas and expressing their own clearly and persuasively.

Unit 5: Health Assessment

Topics include:

- Trends in technology and how technology can be used to increase personal fitness
- The process of conducting an initial health and fitness evaluation

- Client screening procedures including a medical and health history to identify possible contraindications for exercise, including identifying muscle imbalances through the administration and analysis of the overhead squat assessment
- Physical limitations of individual clients and specialize training needs
- The relationship between BMI, waist to hip ratio, circumference measures, body weight, and determination of appropriate body weight
- Common eating disorders and their effect on wellness

Assignments include:

- Demonstrate how to perform fitness and health assessments, including posture, cardiorespiratory endurance, joint range of motion (ROM), body-fat analysis, blood pressure, and body measurements.

Key assignments include:

- Using a plumb line, students will observe a classmate from the anterior, posterior, sagittal and transverse views. Students will note any postural deviations and devise plans to address those issues in an exercise program.
 - *Within this assignment, students will:*
 - Acquire and use accurately terminology and protocols for communicating effectively.
 - Conduct research to create alternative solutions to solve a problem unique to the client using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - Demonstrate the principles of body mechanics as they apply to the positioning of patients.
 - Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - Follow precisely a complex multistep procedure when taking measurements or performing technical tasks.
- Students will practice/demonstrate using skin fold calipers to accurately calculate an individual's body density.
 - *Within this assignment, students will:*
 - Work productively in teams while integrating cultural competence.
 - Conduct short research to create alternative solutions to answer a question using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - Recognize and practice components of an intake assessment relevant to patient care.

Unit 6: Professional, Legal, and Ethical Responsibilities

Topics include:

- The personal trainers' scope of practice
- The Physical Trainer Code of Ethics
- The implications of the Health Insurance Portability and Accountability Act (HIPAA)
- Major local, district, state, and federal regulatory agencies, entities that affect the industry
- Common laws and regulations that affect personal trainers

Key assignments include:

- Students will debate the legal and ethical implications of decisions made in patient care including how a medical provider or patient's personal belief system may impact the patient.
 - *Within this assignment, students will:*

- Communicate clearly, effectively, and with reason.
- Utilize critical thinking to make sense out of problems and persevere in solving them.
- Conduct research to create alternative solutions to solve a problem unique to the client using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- Adhere to role and responsibilities that contribute to the design and implementation of treatment planning.
- Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.
- Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolving contradictions when possible.

Unit 7: Training Methodologies/Program Design

Topics include:

- The benefits, disadvantages, and risks of various training methodologies, i.e. Flexibility, Cardiorespiratory, Weight, Core, Balance, and Resistance Training
- Principles of exercise prescription development, including resistance and weight training, flexibility, and cardiovascular programming
- Appropriate program modifications for special populations. (e.g., older adult, hypertension, diabetes, asthma, obesity, basic orthopedics, youth, and pregnancy)
- How various disease conditions can affect physical fitness and training plans
- Resistance and weight training program requirements for all age groups utilizing free weights, various modes of exercise machines, and exercise balls, bands and rollers including correction of contraindicated exercise techniques.
- Isometric, dynamic, and isokinetic exercise
- The benefits of stretching and flexibility, as well as flexibility techniques targeted at specific muscle groups utilizing self and partner techniques
- Periodization with preparatory, competition, and transitional phases on for exercise variety and adherence.

Key Assignments include:

- In teams, students will develop workouts incorporating speed and agility drills appropriate to the various levels of conditioning within the class. As another team completes the workout, students will properly record the results of each drill.
 - *Within this assignment, students will:*
 - Work productively in teams while integrating cultural competence.
 - Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
 - Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
 - Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
- Students will design resistance training programs and implement biomechanical

elements into creating safe, effective and efficient exercise movements, including those that incorporate mind-body exercise techniques into workouts that address clients' needs for stress relief.

- *Within this assignment, students will:*
 - Conduct short research to create alternative solutions to answer a client's unique needs using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.
 - Implement wellness strategies for the prevention of injury and disease.
- Students will demonstrate how specific exercises should be modified for various clients with specific injuries or conditions.
 - *Within this assignment, students will:*
 - Utilize critical thinking to make sense of client limitations and problems, and persevere in solving them.
 - Conduct short research to create alternative solutions using creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
 - Implement wellness strategies for the prevention of injury and disease.
 - Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
- Students will design one workout from each of the 3 levels of the NASM OPT (Stabilization, Strength and Power). These training programs are constructed with the needs and goals of the designated training partner in mind. All resistance training sections must be full body. All training programs will be submitted online.

Standards:

CTE Standards - Health Science and Medical Technology

2.0 Communications - Acquire and accurately use Health Science and Medical Technology sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written and multimedia formats.

3.0 Career Planning and Management - Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology - Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Health Science and Medical Technology sector workplace environment.

5.0 Problem Solving and Critical Thinking - Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Health Science and Medical Technology sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety - Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Health Science and Medical Technology sector workplace environment.

7.0 Responsibility and Flexibility - Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility,

and respect in the Health Science and Medical Technology sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities - Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contraindications when possible, consistent with applicable laws, regulations and organizational norms.

9.0 Leadership and Teamwork - Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA career technical student organization.

10.0 Technical Knowledge and Skills - Apply essential technical knowledge and skills common to all pathways in the Health Science and Medical Technology sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstrations and Application - Demonstrate and apply the knowledge and skills contained in the Health Science and Medical Technology anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings through the Cal-HOSA career technical student organization.

B. Patient Care Pathway The standards for the Patient Care pathway apply to occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway. Sample occupations associated with this pathway:

B1.0 Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment

B1.1 Know relationship and use of an integrated health care delivery system.

B1.2 Understand the range between prevention, diagnosis, pathology, and treatment procedures.

B1.3 Understand the significance of nontraditional approaches to health care in relationship to delivery systems.

B1.4 Illustrate the value of preventive and early intervention in relationship to health care practices. B1.5 Describe the importance of reimbursement systems in relationship to the delivery of patient care. B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.

B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.

B2.2 Describe basic stages of growth and development.

B2.3 Recognize common disease and disorders of the human body.

B2.4 Compare normal function of the human body to the diagnosis and treatment of disease and disorders.

B3.0 Know how to apply mathematical computations used in health care delivery system.

B3.1 Apply mathematical computations related to health care procedures (metric and household, conversions and measurements).

B3.2 Analyze diagrams, charts, graphs, and tables to interpret health care results.

B3.3 Record time using the 24-hour clock. 11 HSMT | California Career Technical Education Model Curriculum Standards

B4.0 Recognize and practice components of an intake assessment relevant to patient care.

B4.1 Conduct basic interview to acquire new knowledge (e.g., medical and family histories).

B4.2 Identify and summarize major life events as they impact health care practices and patient outcomes.

B4.3 Observe patient actions, interests, and behaviors while documenting responses.

B4.4 Collect and synthesize information or data about the patient's symptoms and vital signs.

B4.5 Evaluate information gathered and connect patient data to appropriate system of care.

B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

B5.1 Use medical terminology in patient care appropriate to communicate information and observations.

B5.2 Accurately spell and define occupationally specific terms related to health care.

B5.3 Use roots, prefixes, and suffixes to communicate information.

B5.4 Use medical abbreviations to communicate information.

B5.5 Know the basic structure of medical terms.

B5.6 Demonstrate the correct pronunciation of medical terms.

B5.7 Practice word building medical terminology skills.

B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.

B6.1 Observe and document the ability of patients to comprehend and understand procedures and determine how to adjust communication techniques.

B6.2 Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.

B6.3 Formulate appropriate responses to address the patients concerns and questions in a positive manner.

B6.4 Employ sensitivity and withhold bias when communicating with patients.

B6.5 Report patient's progress and response to treatment goals.

B6.6 Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.

B7.0 Apply observation techniques to detect changes in the health status of patients. B7.1 Demonstrate observation techniques.

B7.2 Differentiate between normal and abnormal patient health status.

B7.3 Document the patient findings and report information appropriately.

B7.4 Plan basic care procedures within the scope of practice to assist with patient comfort.
12 Health Science and Medical Technology | HSMT

B8.0 Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.

B8.1 Explain the principles of body mechanics.

B8.2 Determine appropriate equipment for transportation and transfer, including the modification of equipment and techniques to accommodate the health status of the patient.

B8.3 Demonstrate appropriate transport and transfer methods to accommodate the health status of the patient.

B8.4 Evaluate equipment for possible hazards.

B8.5 Integrate proper body mechanics, ergonomics, safety equipment, and techniques to prevent personal injury to patients and clients.

B9.0 Implement wellness strategies for the prevention of injury and disease.

B9.1 Know and implement practices to prevent injury and protect health for self and others.

B9.2 Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).

B9.3 Identify practices to prevent injuries and protect health, for self and others (i.e., seatbelts, helmets, and body mechanics).

B9.4 Know how to access available wellness services (i.e., screening, exams, and immunizations).

B9.5 Identify alternative/complementary health practices as used for injury and disease prevention.

B9.6 Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.

B10.0 Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.

B10.1 Describe the infection control cycle with consideration of the various types of microorganisms. B10.2 Demonstrate use of facility policies and procedures of infection control while performing patient care.

B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.

B10.4 Demonstrate the use of appropriate personal protective equipment (PPE).

B10.5 Practice proper hand hygiene.

B10.6 Use various manual and mechanical decontamination and sterilization techniques and procedures.

B10.7 Document and analyze sanitation and infection control procedures. 13 HSMT | California Career Technical Education Model Curriculum Standards

B11.0 Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.

B11.1 Describe basic emergency procedures used to respond to a hazardous spill.

B11.2 Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.

B11.3 Adhere to the health care setting's waste management program (e.g., recycling and reduction of regulated medical, solid, hazardous, chemical, and radioactive waste materials).

B11.4 Apply protective practices and procedure for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.

B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contribute to the design and implementation of treatment planning.

B12.1 Understand scope of practice and related skills within prevention, diagnosis, pathology, and treatment occupations.

B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated health care delivery system

B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment. B12.4 Follow appropriate guidelines for implementation of various procedures.

B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

B13.1 Utilize culturally appropriate community resources.

B13.2 Recognize complementary and alternative medicine as practiced within various cultures.

B13.3 Develop ethnographic skills, by location and information retrieval, carefully observe social behavior, and manage stress and time.

B13.4 Ask questions and explore aspects of global significance.

B13.5 Analyze data using relevant concepts.

B13.6 Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

11 Elements of High Quality CTE

1. Leadership at all levels
 - a. Professional Development → CEUs
 - b. Support at all levels → support from department and administration
2. High Quality Curriculum and Instruction
 - a. Work-based learning → mixture between lecture and lab where they will be practicing the information and skills they learned in lecture.
 - b. Master schedule is sequenced
 - c. All aspect of the industry taught → this is an in depth course to the personal training field, especially the NASM certification
 - d. Technology embedded → mixture between lecture/videos, apps on the iPad for anatomy and NASM test practice, etc.
 - e. Industry certification → students can take the exam once they turn 18 to become certified personal trainers.
3. Career Exploration and Guidance
 - a. Students counseled/guided → guest speakers to come in and talk about their career choices and give students insight to different personal training certifications
4. Student support and student leadership development
 - a. Leadership activities embedded curriculum
 - b. All students participate thought individual, partner or group activities
 - c. Special population students are aware → use UDL strategies to reach all students
5. Industry partnerships
 - a. Business/industry participation → guest speakers or field trips to different gyms, rec centers, etc.
 - b. Industry approved curriculum → use textbook to create course
 - c. Labor market demand → the obesity crisis is growing. By “creating” more personal trainers, we will have more people in the workforce to help decrease this crisis
 - d. Industry standards/competencies
6. System alignment and coherence
 - a. Program of study to postsecondary → students will gain a basis of knowledge of anatomy, exercises, assessments, leadership and communication skills they will take with them to the postsecondary level.
 - b. CTE Program sequence includes at least one CTE course → Sports Medicine
7. Effective Organizational Design
 - a. Course access → I plan on using Google classroom to give students better access to class material
8. System responds to economic demands
 - a. Track labor market demands → it is estimated that personal training careers will grow by 29% by 2020.
 - b. Sufficient funding for program → CTEIG and Perkin’s Grant

- 9. Skilled Faculty and Professional Development
 - a. Appropriate teacher credentials → I will have my certification by the end of Summer 2020
 - b. CTE Staff meetings
 - c. Professional development activities
 - d. Record of staff meetings
- 10. Evaluation, accountability, and continuous improvement
 - a. Annual course reviews
 - b. Classroom observations
 - c. Teacher evaluations
- 11. CTE Promotion, Outreach, and Communication
 - a. Community Classroom/Internships → students can volunteer to can experience with our Certified Athletic Trainer
 - b. Work/Project based learning
 - c. Classroom/teacher websites → Google classroom

Budget

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	Dependent on course requests	
Instructional Material Supplies per student (textbooks, software, etc.)	\$80 per student x 35 students = \$2800	n/a
Services (training, equipment maintenance, contracts, etc.)	n/a	n/a
Capital Outlay (remodeling, technology, etc.)	n/a	n/a
Total Projected Costs	\$2800	

Instructional Materials

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook		NASM Essentials of Personal Fitness Training, 6th Edition	ISBN-13: 978-1284160086	National Academy of Sports Medicine (NASM) Clark, Sutton, Lecett		Need 35
Course Reader	n/a	Personal Training Certification Course	n/a	Stephanie Thomas	n/a	Need 35
Textbook		Exercise Technique Manual for Resistance Training, 3rd edition	ISBN-13: 978-1492506928	National Strength and Conditioning Association (NSCA)		Need 15

Daniel Bartholomew	Elsie Allen	will sign Dec 9 th
Spiers, Colleen	Maria Carrillo HS	will sign Dec 9 th
Tom Gutsch	Santa Rosa HS	will sign Dec 9 th

App for iPads		NASM CPT Pocket Prep		Pocket Prep, Inc.		Need 33
---------------	--	-------------------------	--	-------------------	--	---------

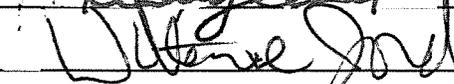
Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	Perkins' Grant
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	CTEIG
Department Funds	
Other (be specific)	

Appendix of Additional Documents

<u>* Required additional documents include meeting minutes where the course was discussed and approved</u>
<u>AC Minutes November 6, 2019</u>

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	Elsie Allen HS	Approved
	Maria Carrillo	approved
	MHS	Approved
	Piner HS	approved
	Santa Rosa HS	" " "
	RHS	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
Bao Alderson	Montgomery HS	Will sign AA Dec 9th Approved by email 11/20/19
Maureen McCabe	Santa Rosa HS	Will sign Dec 9th