# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. Course or program | **HPE 244 Group Exercise iNSTRUCTION** CHW concentration in Wellness and Movement Studies | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. Proposal type | **Course: creation**  **Program: revision** | | | |
| A.3. Originator | **Karen Castagno & Kristen Pepin** | [Home department](#home_dept) | **Health and Physical Education** | | |
| A.4. Context and Rationale | **This course has been offered as HPE 250 (workshop) for one semester. It is requested to turn this offering into an official course.**  **This course was created to provide Community Health and Wellness (CHW) majors concentrating in Wellness and Movement Studies (WMS) opportunities to be introduced to and become competent in a variety of standards and competencies including the Community Health and Wellness- Wellness and Movement Studies Outcomes (WMSO). Course objectives and WMSO are based off of industry standards from professional organizations such as the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), National Academy of Sports Medicine (NASM), and the American Society of Exercise Physiologists (ASEP). Careers in this field require professionals to be trained to teach science-backed movements and exercises for diverse populations including elders and individuals with disabilities. Students in this course learn how to design, implement, and assess programs for general and diverse populations. Experiential activities help students to design programs that are engaging, target participant affect, and exercise adherence. This course provides CHW-WMS students with the foundational knowledge, business skills, and professional responsibilities required to be fitness leaders in a growing industry.**  **Faculty have met with professionals in the community that have supervised RIC practicum students and CHW interns. The feedback received suggested students need to be more prepared to lead group exercise classes. After reading the course evaluations from Fall 2016 and interviewing recent graduates, the students who took the course agreed with the professionals in the field. Professionals, students, and faculty feel this course should be offered more regularly- either as a program requirement or concentration elective.** | | | | |
| A.5. Student impact | **Students in the CHW-WMS program as well as students interested in group dynamics/ instruction may find this to be a very interesting elective.** | | | | |
| A.6. Impact on other programs | **Students earning their degree in Youth Development could take this course as a concentration elective to further their knowledge in movement settings and group instruction strategies.** | | | | |
| A.7. Resource impact | [*Faculty PT & FT*:](#faculty) | **This course has typically been taught by an adjunct instructor, the department would prefer it to be taught by a full-time faculty member. Implementation of this course will not financially impact the department or college.** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*:](#facilities) | **None** | | | |
| A.8. Semester effective | **Fall 2018** | A.9. Rationale if sooner than next Fall | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old (for revisions only) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. Course prefix and number | **HPE 250 - Topics** | **HPE 244** |
| B.2. Cross listing number if any |  |  |
| B.3. Course title | **Group Fitness Instruction** | **Group Exercise Instruction** |
| B.4. Course description |  | Students will learn to design and teach group exercise classes based on advanced exercise physiology concepts and professional standards. |
| B.5. Prerequisite(s) | **none** | **HPE 205, HPE 243, or consent of department chair** |
| B.6. Offered | **Spring** | **Spring** |
| B.7. Contact hours | **3** | **3** |
| B.8. Credit hours | **3** | **3** |
| B.9. Justify differences if any |  | |
| B.10. Grading system | **Letter grade** | **Letter grade** |
| B.11. Instructional methods | **Fieldwork | Lecture |** | **Fieldwork | Lecture | Hybrid |** |
| B.12.Categories | **Program elective for major/minor | Free elective** | **Program elective for major/minor |Free elective** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. General Education  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. How will student performance be evaluated? | **Attendance | Class participation | Papers | Class Work | Quizzes |**  **Performance Protocols | Projects |**  **Discussion Boards |** | **Attendance | Class participation | Papers | Class Work | Quizzes |**  **Performance Protocols | Projects |**  **Discussion Boards |** |
| B.16. Redundancy statement |  |  |
| B. 17. Other changes, if any |  | |

| B.18**. Course learning outcomes: List each one in a separate row** | [**Professional Org.Standard(s), if relevant**](#standards) | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| The experiences in this course are designed to enable each student to experience, research, and rehearse various class styles and class structures to prepare the most safe and effective group instruction. | Wellness and Movement Studies Concentration Outcomes (WMSO) 4 | Written Assignments / Presentations |
| The experiences in this course are designed to enable each student to develop a basic understanding of group exercise principles and professional responsibility. | WMSO 3,4,6 | Blackboard assignments, in-class participation, quizzes |
| The experiences in this course are designed to enable each student to apply basic concepts of anatomy, kinesiology, and biomechanics, and fitness principles in a group exercise environment. | WMSO 3 | Blackboard assignments, in-class participation, quizzes |
| The experiences in this course are designed to enable each student to understand and evaluate leadership in a group exercise environment. | WMSO 1,6 | Reflective piece/ peer evaluation |
| The experiences in this course are designed to enable each student to observe effective teaching styles and strategies in a group exercise environment (i.e. group exercise structure, demonstrations, and proper cueing). | WMSO 1,2,4,5,6 | Final Group Fitness Presentation |

| B.19. **Topical outline: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Introductions & Syllabus    1. Content    2. Group exercise instruction techniques and experiences 2. Guidelines for Group Exercise    1. General population with/without special considerations    2. Youth    3. Adults    4. Older populations    5. Individuals with disabilities 3. Legal and Professional Responsibilities    1. Scope of practice    2. National and state licensure    3. First aid/CPR    4. Professionalism    5. Continuing education and professional development    6. Developing appropriate relationships with group members and building rapport 4. Group Exercise Profiles    1. Instructor    2. Avid participant    3. Inconsistent participant    4. Cognitive learners 5. Fitness Styles and Participant preferences    1. Learning styles    2. Methods of instruction    3. Intro to exercise delivery techniques 6. Class Design & Programming    1. Assessing the target population    2. Creating versatile plans that can be modified based on audience    3. Transitions    4. Objectives    5. Informal assessments 7. Accommodations    1. Group size, space, target audience    2. Special populations 8. Health screening tools/evaluation    1. Blood pressure, heart rate, cardiovascular endurance    2. Standards and guidelines for working with all populations    3. Sample data analysis 9. Participant Adherence    1. Variables that contribute to adherence: communication, motivation, environment    2. How instructors can try to manipulate variables to meet the needs of populations 10. Choreography and Cues     1. Learning about flow     2. Structuring techniques in class design     3. Selecting appropriate music and moves     4. Analyzing skills to determine cues 11. HiLo/Hip Hop     1. Using dance and upbeat music for exercise     2. Determining and finding appropriate music 12. Step Aerobics     1. Classic/Traditional aerobic routines, music, and styles     2. Modified aerobic routines, current music and styles 13. Aqua Aerobics     1. Increasing participant comfort levels in the pool     2. Exposure to a variety of pool activities     3. How to be a lead instructor in the water     4. Group organization and in-water formations 14. Cardio kickboxing     1. Practicing mirroring, instructing while moving     2. Learning functional movements in self-defense that can be used to improve levels of fitness     3. Differentiate between kickboxing and cardio kickboxing 15. Circuit     1. Purpose     2. Pros/Cons     3. Organization, recommended times, sets, and repetitions     4. Space requirements 16. Mat Pilates     1. Target audience     2. Structure and format of class     3. Equipment requirements and certifications 17. Muscle Conditioning     1. Developing strength in group settings     2. Maintaining strength gain while improving endurance     3. Effective exercises for small and large group classes     4. Easily diversified exercises 18. Calisthenics     1. Body weight exercises     2. Exercising on a budget     3. Exercising on campus     4. Exercising in small locations 19. Specialty Classes     1. Exploring common and uncommon group exercise classes     2. Discussion on where to research current trends and consistent classes     3. Determining popularity amongst classes     4. Pros/Cons of trying something new 20. Science Connections     1. Anatomy: muscles, bones, joints, connective tissues, body planes, rotation, anatomical terms     2. Biomechanics: stability, force, rotation, momentum, levers     3. Kinesiology: movement/task analysis, observations, feedback, data collection 21. Exercise Science for Group Fitness Instructors (GFI)     1. Body systems (More focus on musculoskeletal system)     2. Brain-body connections     3. Physiological changes during exercise 22. Introduction to Sport Nutrition     1. Examples of balanced diets     2. Modifying nutrition for fitness     3. Hydration     4. Discussion on fad diets and current trends 23. Conflict Resolutions for GFI     1. Group management skills     2. Group dynamics and stages of development 24. Professional Development     1. Job descriptions and searches     2. Test preparation & certification requirements     3. Continuing education     4. Resume builders     5. Student led group exercise classes |
|  |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.4. [Course requirements](#course_reqs) for each program option | **Core Courses**  BIOL 108  BIOL 231  BIOL 335  ENGL 230 OR MKT 201  HPE 102  HPE 205  HPE 221  HPE 233  HPE 303  HPE 406  HPE 410  PSYC 215 OR PSYC 110  **Concentration Requirements**  HPE 140  HPE 201  HPE 243  HPE 278  HPE 301  HPE 411  HPE 420  HPE 421  HPE 427  HPE 430  **Concentration Electives (choose 2)**  HPE 151  HPE 247  HPE 307  HPE 308  HPE 323  HPE 404  HPE 408  HPE 451  SOC 217 | **Core Courses**  BIOL 108  BIOL 231  BIOL 335  ENGL 230 OR MKT 201  HPE 102  HPE 205  HPE 221  HPE 233  HPE 303  HPE 406  HPE 410  PSYC 215 OR PSYC 110  **Concentration Requirements**  HPE 140  HPE 201  HPE 243  HPE 278  HPE 301  HPE 309  HPE 411  HPE 420  HPE 421  HPE 427  HPE 430  **Concentration Electives (choose 2)**  HPE 151  HPE 244  HPE 247  HPE 307  HPE 308  HPE 310  HPE 323  HPE 404  HPE 408  HPE 451  SOC 217 |
| C.5. [Credit count](#credit_count) for each program option | **82-84** | **85-87** |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Robin Kirkwood Auld | Chair of HPE Department |  |  |
| Julie Horwitz | Co-Dean of FSEHD |  |  |
| Gerri August | Co-Dean of FSEHD |  | Tab to add rows |
| Carol Cummings | Program Director CHW |  |  |

##### D.2. Acknowledgements: REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION