

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

CICE COURSE OUTLINE

COURSE TITLE: Group Fitness

CODE NO. : FIT151 **SEMESTER:** Winter
MODIFIED CODE: FIT0151

PROGRAM: Fitness and Health Promotion

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MODIFIED BY: Velma Simon, Learning Specialist CICE Program

DATE: Jan. 2011 **PREVIOUS OUTLINE DATED:** Jan. 2010

APPROVED: "Angelique Lemay" Feb. 2011

	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	None	
HOURS/WEEK:	3	

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<insert course code number here>

I. COURSE DESCRIPTION:

In this course the learner will identify, explain and demonstrate the necessary elements of a group exercise class. Students will learn the skills necessary to effectively design and safely implement and lead a group fitness class. Skills will be mastered through practice teaching, peer and instructor evaluation, and participating in various community group fitness class settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student with the assistance of a Learning Specialist, will demonstrate the ability to:

1. Provide a basic definition and explanation of the essential components of a group exercise class.

Potential Elements of the Performance:

- Define and describe components of an effective warm up and cool down
- Define and describe essential components of muscular conditioning
- Define and describe essential components of cardio-respiratory training
- Define and describe essential components of flexibility training

2. Provide a basic explanation of muscle anatomy and joint actions as they apply to exercise design.

Potential Elements of the Performance:

- Identify the action of various muscles as they apply to group exercise
- Explain and demonstrate exercise progressions and multiple muscle group modifications
- Explain and demonstrate muscle conditioning exercises using proper body mechanics

3. Provide a basic explanation of the cardiovascular system to exercise design.

Potential Elements of the Performance:

- Discuss the mechanics of the cardiovascular system, including its response to exercise
- Explain and implement basic guidelines for developing a cardiovascular endurance program
- Explain the concept and purpose of cardiovascular recovery
- Determine appropriate exercises for cardiovascular recovery

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4. Identify and compare various types/forms/styles of group exercise classes.
Potential Elements of the Performance:
 - Identify and explain advantages and disadvantages of various group strength training classes
 - Identify and explain advantages and disadvantages of various group flexibility training classes
 - Identify and explain advantages and disadvantages of various group aerobic training classes
 - Identify and explain advantages and disadvantages of various group relaxation classes

5. Identify and compare various types of group training equipment.
Potential Elements of the Performance:
 - Explain advantages and disadvantages of equipment used in group aerobic, strength, balance and flexibility classes
 - Distinguish between effective and ineffective group training equipment and the identify the appropriate use of the equipment

6. Explain and demonstrate appropriate group exercise communication and leadership styles.
Potential Elements of the Performance:
 - Define and compare student centered versus teacher centred instruction
 - Identify and explain various motivation, feedback and cueing techniques

7. Identify the importance of appropriate music for group exercise classes.
Potential Elements of the Performance:
 - Explain the advantages and disadvantages of the use of music in group exercise
 - Define and explain the fundamentals of music in group exercise including rhythm, beat, tempo, phrasing
 - Identify various music styles and apply to appropriate classes
 - List recommendations for music volume in group exercise classes

8. Identify and interpret elements necessary to ensure safety of group fitness class participants.

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Potential Elements of the Performance:

- Explain and interpret appropriate pre-screening tools
- Recognize and describe appropriate methods of monitoring exercise intensity
- List necessary elements of fitness facility and equipment safety
- Describe safe adaptation to a variety of instructional settings including faith, community and corporate.

9. Recognize, interpret and apply necessary changes to meet the developmental needs of a variety of groups.

Potential Elements of the Performance:

- Explain instructional modifications necessary to train diverse abilities
- Explain instructional adaptations necessary to train diverse ages

10. Explore elements of motivation and adherence as they apply to the group fitness participant.

Potential Elements of the Performance:

- Define the terms and examine research on motivation and adherence
- Explain recent trends in group fitness
- Explain techniques to incorporate health education and health promotion into group classes

11. Plan and demonstrate ability to conduct a group fitness class

Potential Elements of the Performance:

- Demonstrate ability to create effective lesson plans
- Conduct a peer evaluated group fitness class

III. TOPICS:

1. Instructing a Group Exercise Class
2. Anatomy in Action
3. Guidelines for Group Exercise Design
4. Use of Music in the Group Exercise Class
5. Group Exercise Safety
6. Adaptations to Group Classes

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7. Trends in Group Fitness

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Fitness Instructor Specialist Certification Manual – Can-Fit-Pro

Fitness Instructor Specialist Certification Study Guide – Can-Fit-Pro

V. EVALUATION PROCESS/GRADING SYSTEM:

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher during the first class.

Assignment #1 – 15%

Assignment #2 – 15%

Assignment #3 – 25%

Learning Activities – 20%

Final – 25%

2. All test/exams are the property of Sault College.

3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request to support the student's request.

4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	

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U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.