



COURSE OUTLINE

FIT0151

Prepared: Lisa Maida, Tania Hazlett Approved: Bob Chapman

Course Code: Title	FIT0151: GROUP FITNESS FOR CICE								
Program Number: Name	1120: COMMUNITY INTEGRATN								
Department:	C.I.C.E.								
Semester/Term:	17F								
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.								
Total Credits:	3								
Hours/Week:	3								
Total Hours:	45								
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>								
Course Evaluation:	Passing Grade: 50%,								
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>30%</td> </tr> <tr> <td>Practical Exam</td> <td>40%</td> </tr> <tr> <td>Tests</td> <td>30%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	30%	Practical Exam	40%	Tests	30%
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Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning								



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outcomes:

Course Outcome 1.

Define and explain the essential components of a group exercise class.

Learning Objectives 1.

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

Course Outcome 2.

Apply knowledge of muscle anatomy and joint actions to exercise design.

Learning Objectives 2.

- 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

Course Outcome 3.

Apply knowledge of the cardiovascular system to exercise design

Learning Objectives 3.

- 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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Course Outcome 4.

Identify and compare various types/forms/styles of group exercise classes.

Learning Objectives 4.

Identify and explain advantages and disadvantages of various group classes

Course Outcome 5.

Identify and compare various types of group training equipment.

Learning Objectives 5.

- 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

Course Outcome 6.

Explain and demonstrate appropriate group exercise communication and leadership styles.

Learning Objectives 6.

- Identify and explain various motivation, feedback and cueing techniques

Course Outcome 7.

Identify the importance of appropriate music for group exercise classes.

Learning Objectives 7.



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- 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

Course Outcome 8.

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

Learning Objectives 8.

- 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
- Recognize contraindicated movements and identify appropriate modifications

Course Outcome 9.

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

Learning Objectives 9.

- Explain instructional modifications necessary to train diverse abilities and ages

Course Outcome 10.

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

Learning Objectives 10.

- 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



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Course Outcome 11.

Plan and demonstrate ability to conduct a group fitness class

Learning Objectives 11.

- Conduct peer evaluated components of group fitness classes

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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:



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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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.