## CURRICULUM COMMITTEE CHECKLIST

**NAME OF PROGRAM:** AA Degree in Fitness and Wellness  
**Date:** April 13, 2012

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reviewed change at division meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Presented as informational item at Division Chair Meeting(s) and checked if it affects other departments. Like programs must meet with Division Chairs on all affected campuses (North Mankato and Faribault).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Division Chair's signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Instructional Dean reviewed and indicated need for Curriculum Committee approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Dean's signature</td>
<td>B. D.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Advisory Committee approval indicated in meeting minutes if necessary. Minutes provided to Curriculum Committee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Curriculum Committee made recommendations (changes, additional approvals, etc.). If no, skip to Step 7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Committee's recommendations completed. (Skip if not applicable.)</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Curriculum Committee approved.</td>
<td></td>
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<tr>
<td></td>
<td>Curriculum Committee Chair's signature</td>
<td></td>
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<tr>
<td>8</td>
<td>Minutes and necessary materials provided to VP of Academic Affairs.</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Vice President of Academic Affairs approved.</td>
<td></td>
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<td>Vice President of Academic Affairs' signature</td>
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</tr>
<tr>
<td>10</td>
<td><strong>New</strong> Course Maximum Enrollment to Shared Governance.</td>
<td></td>
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<tr>
<td>11</td>
<td>President's approval for all changes requiring MnSCU approval.</td>
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</table>

**President's signature**
Appendix B

New Course or Course Change Proposal Form

Date of Proposal: April 13, 2012

Author: Carly L. Hopper

Proposal Type:  [X] New Course  [ ] Modify Course  [ ] Delete Course

Contact for the Course: Carly L. Hopper

Course Designator, Number and Title (i.e.: ACCT 1800, Business Law):
Introduction to Fitness and Wellness, HHP 102

Number of Credits: 3 credits

Prerequisites: none

Course Description: This course will be an introduction to a path in fitness and wellness by exploring core concepts, real life student case studies, and action steps to help student develop a personal lifetime fitness and wellness program. The course concentrates on health-related physical fitness components with beneficial information about wellness. It also focuses on motivation and behavior modification with an emphasis on teaching individuals how to take control of their personal fitness, health and lifestyle habits while exploring occupations in the fitness and wellness profession.

Grading Method: [X] Grade  [ ] Pass/Fail

Scheduling: Fall  [X] Spring  [X] Summer  Alternate Years  Variable  On Demand

Instructional Type: Lecture  [X] Lab  Lecture/Lab  Internship  Seminar

*Class Maximum: (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.

Faculty Name  Faculty Signature  Class Max  Date
---
Ramona Beiswenger  40  5/4/12

Dean's Name  Dean's Signature  Date
---
Brian Foss  5/4/12

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course:  [X] Yes  [ ] No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntransfer.org)?  NONE

Is This Course a Requirement/Elective for a Specific Program or Programs?:  [X] Yes  [ ] No

If Yes, Which Program(s)?

Describe What is Changing/Being Added, and the Rationale:

What Impact Will This New Course or Change Have on Other Programs or Areas?
Introduction to Fitness and Wellness
Course Outcome Summary

Course Information
Organization: South Central College
Developers: Carly L. Hopper
Development Date: 3/29/2012
Revised Date: 4/25/2012
Course Number: HHP 102
Potential Hours of Instruction: 48
Total Credits: 3

Description
This course will be an introduction to a path in fitness and wellness by exploring core concepts, real life student case studies, and action steps to help students develop a personal lifetime fitness and wellness program. The course concentrates on health-related physical fitness components with beneficial information about wellness. It also focuses on motivation and behavior modification with an emphasis on teaching individuals how to take control of their personal fitness, health, and lifestyle habits while exploring occupations in the fitness and wellness profession. Prerequisites: Accuplacer Reading Comprehension Score of 78 or above or completion of READ0090

Types of Instruction

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
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</thead>
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<tr>
<td>Lecture</td>
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<td>3</td>
</tr>
</tbody>
</table>

Prerequisites
Accuplacer Reading Comprehension Score of 78 or above or completion of READ0090

Exit Learning Outcomes

Core Abilities
A. Intercultural knowledge and competence
B. Teamwork and problem-solving
C. Analysis and inquiry
D. Critical and creative thinking

Program Outcomes
A. Understand the basic concepts related to fitness and wellness
B. Explain health-related physical fitness components and beneficial information about wellness
C. Demonstrate behavior modifications regarding taking control of their personal fitness, health, and lifestyle habits
D. Explore occupations in the fitness and wellness profession

Competencies
1. **Demonstrate an understanding of the importance of physical fitness and wellness**

   **Learning Objectives**
   a. Demonstrate an understanding of the recommended guidelines for weekly physical activity
   b. Define physical fitness and list components of health-related and skill-related fitness
   c. Demonstrate an understanding of the benefits of a comprehensive fitness and wellness program
   d. Identify motivational and behavior modification techniques to enhance compliance with a healthy lifestyle program
   e. Write SMART goals to aid with the process of change
   f. Determine whether medical clearance is required for safe participation in exercise

2. **Assess physical fitness**

   **Learning Objectives**
   a. Identify the health-related components of physical fitness
   b. Assess cardiorespiratory fitness
   c. Demonstrate an understanding of the difference between muscular strength and muscular endurance
   d. Assess muscular strength fitness and muscular flexibility
   e. Demonstrate and understanding of the components of body composition and recommended body weight
   f. Assess disease risk based on body mass index (BMI) and waist circumference

3. **Design an exercise prescription program**

   **Learning Objectives**
   a. Determine readiness to start an exercise program
   b. Identify factors that govern cardiorespiratory exercise prescription: intensity, mode, duration, and frequency
   c. Demonstrate an understanding of the variables that govern the development of muscular strength and muscular endurance: mode, resistance, sets, and frequency
   d. Demonstrate an understanding of the factors that contribute to the development of muscular flexibility: mode, intensity, repetitions, and frequency
   e. Write personalized cardiorespiratory, strength, and flexibility exercise programs
   f. Cultivate skills to enhance compliance with exercise
   g. Write fitness goals

4. **Evaluate fitness activities**

   **Learning Objectives**
   a. Analyze the benefits and advantages of selected aerobic activities
   b. Rate the fitness benefits of aerobic activities
   c. Evaluate the contributions of skill-related fitness activities
   d. Demonstrate an understanding of the sequence of a standard aerobic workout
   e. Identify ways to enhance aerobic workouts

5. **Define nutrition for wellness**

   **Learning Objectives**
   a. Describe the relationship of nutrition to health and well-being
   b. Identify the functions of nutrients in the human body
   c. Demonstrate familiarity with nutrients, food groups, and nutrient standards, and learn how to achieve a balanced diet through the use of the USDA MyPlate guidelines
   d. Demonstrate familiarity with eating disorders and with their associated medical problems
and behavior patterns
   e. Identify myths and fallacies regarding nutrition
   f. Customize self with updated Dietary Guidelines

6. Examine lifetime weight maintenance programs
   Learning Objectives
   a. Recognize myths and fallacies regarding weight management.
   b. Demonstrate an understanding of the physiology of weight control
   c. Demonstrate familiarity of the effects of diet and exercise on resting metabolic rate
   d. Recognize the role of a lifetime exercise program in a successful weight management program
   e. Write and implement weight reduction and weight maintenance programs
   f. Identify behavior modification techniques that help a person adhere to a lifetime weight maintenance program

7. Identify and develop stress management skills
   Learning Objectives
   a. Define stress, eustress, and distress
   b. Explain how stress affects health and optimal performance
   c. Define behavior patterns or personality types
   d. Develop time management skills
   e. Identify the major sources of stress
   f. Define the role of physical exercise in reducing stress
   g. Identify various stress management techniques

8. Understand the importance of implementing a healthy lifestyle program
   Learning Objectives
   a. Recognize the relationship between spirituality and wellness
   b. Identify the major risk factors for coronary heart disease
   c. Distinguish between physiological age and chronological age
   d. Identify cancer-prevention guidelines
   e. Distinguish the health consequences of chemical abuse and irresponsible sex

9. Analyze and discuss relevant fitness and wellness issues
   Learning Objectives
   a. Distinguish common misconceptions related to physical fitness and wellness
   b. Acquaint self with practical advice and tips regarding safety
   c. Customize knowledge about concerns specific to women and aging populations
   d. Identify guidelines related to fitness/wellness consumer issues

10. Explore fitness and wellness professions
    Learning Objectives
    a. Explore potential fitness and wellness professions of interest
    b. Acknowledge realistic expectations of a profession in the fitness and wellness industry
    c. Seek a personal experience in a fitness and/or wellness setting
    d. Utilize critical thinking skills to develop an overall viewpoint of the fitness and wellness profession
## Appendix B

### New Course or Course Change Proposal Form

**Date of Proposal:** April 13, 2012  
**Author:** Carly L Hopper

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>New Course</th>
<th>Modify Course</th>
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<td>Contact for the Course:</td>
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<tr>
<td>Course Designator, Number and Title (i.e.: ACCT 1800, Business Law):</td>
<td></td>
<td>Concepts of Fitness, HHP 104</td>
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<td>Number of Credits:</td>
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<td>Prerequisites:</td>
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<td>Course Description:</td>
<td>The course will provide students with current information, tools, and guidelines to implement and adhere to a lifetime physical fitness and wellness program. The course will encourage students to take a critical look at their current behaviors in order to help them identify and abandon negative habits and adopt and maintain healthy behaviors. It also focuses on how to take control of personal lifestyles and make changes to promote overall health and wellness.</td>
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<table>
<thead>
<tr>
<th>Grading Method:</th>
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<tr>
<td>Scheduling:</td>
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<td>Spring X</td>
<td>Summer</td>
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<tr>
<td>Instructional Type:</td>
<td>Lecture</td>
<td>Lab</td>
<td>Lecture/Lab</td>
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| Class Maximum: | 40 |

<table>
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<tr>
<th>Faculty Name</th>
<th>Faculty Signature</th>
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<th>Date</th>
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<tbody>
<tr>
<td>Kowalczewski</td>
<td>Kowalczewski</td>
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<table>
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<th>Dean's Name</th>
<th>Dean's Signature</th>
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<th>Date</th>
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<tbody>
<tr>
<td>Fors</td>
<td>Fors</td>
<td>40</td>
<td>5/4/12</td>
</tr>
</tbody>
</table>

*If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.*

Is this Course Proposed as a Liberal Arts Course:  
Yes x  No

If Yes, Which MnTC Area/Areas Will it Fulfill ([http://www.mntransfer.org](http://www.mntransfer.org))?  
Is This Course a Requirement/Elective for a Specific Program or Programs?  
Yes x  No

If Yes, Which Program(s)? An elective for AA students for Health courses

Describe What is Changing/Being Added, and the Rationale:

What Impact Will This New Course or Change Have on Other Programs or Areas?
Concepts of Fitness
Course Outcome Summary

Course Information
Organization South Central College
Developers Carly L. Hopper
Development Date 3/29/2012
Revised Date 5/8/2012
Course Number HHP 104
Potential Hours of Instruction 32
Total Credits 2

Description
This course will provide students with current information, tools, and guidelines to implement and adhere to a lifetime physical fitness and wellness program. The course will encourage students to take a critical look at their current behaviors in order to help them identify and abandon negative habits and adopt and maintain healthy behaviors. It also focuses on how to take control of personal lifestyles and make changes to promote overall health and wellness. Pre-requisites: Accuplacer Reading Comprehension Score of 78 or above or completion of READ0090.

Types of Instruction

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>32</td>
<td>2</td>
</tr>
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</table>

Prerequisites
Accuplacer Reading Comprehension Score of 78 or above or completion of READ0090

Exit Learning Outcomes

Core Abilities
A. Intercultural knowledge and competence
B. Teamwork and problem-solving
C. Analysis and inquiry
D. Critical and creative thinking

Program Outcomes
A. Examine and explain current information, tools, and guidelines to implement and adhere to a lifetime physical fitness and wellness program
B. Identify and abandon negative habits and adopt and maintain healthy behaviors through the critical thinking process
C. Demonstrate and understanding of how to take control of personal lifestyles and make behavioral changes to promote overall health and wellness

Competencies
1. Demonstrate an appreciation of the benefits and importance of a comprehensive physical fitness and wellness program
   Learning Objectives
   a. Define physical activity and exercise
   b. Identify the difference between fitness standards: health versus physical fitness
   c. Explore the health and economic benefits of a comprehensive wellness program
   d. Assess knowledge and behavior of physical fitness and wellness

2. Identify behavioral modification techniques to enhance compliance with a healthy lifestyle
   Learning Objectives
   a. Explore barriers to change and self-efficacy
   b. Demonstrate an understanding of the behavior change theories
   c. Describe and define the process of change, techniques of change, and goal setting

3. Acquire basic knowledge about nutrition for wellness and weight management
   Learning Objectives
   a. Develop and understanding of basic nutrition for wellness
   b. Define the components of achieving a balanced diet, including nutrition for athletes
   c. Develop an understanding of the keys to weight management
   d. Define the concepts of losing weight in a sensible way

4. Define physical fitness and list components of health-related, as well as skill-related fitness and assessment pertaining to each
   Learning Objectives
   a. Define the five fitness components: cardiorespiratory endurance, muscular endurance, muscular strength, muscular flexibility, and body composition
   b. Demonstrate an understanding of the principles of the five fitness components
   c. Identify guidelines and/or exercises of each fitness component

5. Demonstrate an understanding of comprehensive fitness programming
   Learning Objectives
   a. Identify different choices of aerobic activities
   b. Define different specific exercise considerations
   c. Explain different exercise-related injuries

6. Acknowledge factors that may influence lifetime fitness and wellness
   Learning Objectives
   a. Explore the prevalence of cardiovascular disease and risk reduction
   b. Identify the guidelines for preventing cancer and assessing risks
   c. Define the concepts of stress management and coping with stress
   d. Identify risk factors related to addictive behaviors
   e. Define concepts related to preventing sexually transmitted infections
## New Course or Course Change Proposal Form

<table>
<thead>
<tr>
<th>Date of Proposal:</th>
<th>April 13, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Carly L. Hopper</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>New Course</td>
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<tr>
<td></td>
<td>Modify CourseX</td>
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<td>Delete Course</td>
</tr>
<tr>
<td>Contact for the</td>
<td>Carly L. Hopper</td>
</tr>
<tr>
<td>Course:</td>
<td></td>
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<tr>
<td>Course Designator, Number and Title:</td>
<td>Topics in Mind/Body Fitness Pilates; HHP 127</td>
</tr>
<tr>
<td>(i.e.: ACCT 1800, Business Law)</td>
<td></td>
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<tr>
<td>Number of Credits:</td>
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</tr>
<tr>
<td>Prerequisites:</td>
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**Course Description:** Students will participate in mind body fitness activities that promote self-awareness, flexibility, core and overall strength, mental focus, and relaxation. Topics may include but are not limited to: Pilates, core conditioning, functional training, yoga, and other fitness activities. Students will understand basic health and fitness concepts related to mind body fitness and core strength. Students will be able to recognize behaviors that lead to a healthy lifestyle and prevent disease, illness, and disability. Students will monitor and track their own fitness and wellness levels. Students will incorporate a sense of appreciation for and a commitment to fitness and wellness in everyday life and create a personalized plan of action for continuing mind/body fitness activities that promote a healthy lifestyle. This class can be repeated for credit. No pre-requisites.

<table>
<thead>
<tr>
<th>Grading Method:</th>
<th>Grade X</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling:</td>
<td>Fall X</td>
<td>Spring X</td>
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<tr>
<td>Instructional Type:</td>
<td>Lecture X</td>
<td>Lab X</td>
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<tr>
<td>Class Maximum:</td>
<td>25</td>
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<tr>
<td>Is this Course Proposed as a Liberal Arts and Sciences Course:</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>If Yes, Which MnTC Area/Areas (<a href="http://www.mntransfer.org">http://www.mntransfer.org</a>) Will it Fulfill?</td>
<td>None</td>
<td></td>
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<tr>
<td>Is This Course a Requirement/Elective for a Specific Program or Programs?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>If So, Which Program(s)?</td>
<td>AA Degree (Health Course Goal Area) and AA Fitness and Wellness</td>
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<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
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</table>

Describe What is Changing/Being Added, and the Rationale:

Course already exists, changes made in course number, course description, competencies and objectives to distinguish between the Topics in Mind/Body Fitness Yoga class.

What Impact Will This New Course or Change Have on Other Programs or Areas?

Course already exists, changes made in course number, course description, competencies and objectives to distinguish between the Topics in Mind/Body Fitness Yoga class.

➢ Attach Common Course Outline to this Form
Topics in Mind/Body Fitness Pilates
Course Outcome Summary

Course Information
Organization: South Central College
Developers: Carly L. Hopper
Development Date: 3/29/2012
Revised Date: 5/8/2012
Course Number: HHP 127
Potential Hours of Instruction: 32
Total Credits: 1

Description
Students will participate in mind body fitness activities that promote self-awareness, flexibility, core and overall strength, mental focus, and relaxation. Topics may include but are not limited to: Pilates, core conditioning, functional training, yoga, and other fitness activities. Students will understand basic health and fitness concepts related to mind body fitness and core strength. Students will be able to recognize behaviors that lead to a healthy lifestyle and prevent disease, illness, and disability. Students will monitor and track their own fitness and wellness levels. Students will incorporate a sense of appreciation for and a commitment to fitness and wellness in everyday life and create a personalized plan of action for continuing mind/body fitness activities that promote a healthy lifestyle. This class can be repeated for credit. Supplies needed for class include a Pilates mat. No pre-requisites.

Types of Instruction
Instruction Type | Contact Hours | Credits
--- | --- | ---
Lab | 32 | 1

Prerequisites
None

Exit Learning Outcomes
Core Abilities
A. Foundations and skills for lifelong learning
B. Critical and creative thinking

Competencies
1. **Promote self-awareness, flexibility, core and overall strength, mental focus, and relaxation**

   Learning Objectives
   a. Assess flexibility and core strength using standardized fitness assessments
   b. Work to improve self-awareness, flexibility, core strength, mental focus, and relaxation through active participation both in and out of class in fitness activities
   c. Foster an appreciation for and commitment to wellness and fitness in everyday life

2. **Demonstrate an understanding of basic health and fitness concepts related to mind**
body fitness and core strength

Learning Objectives

a. Identify fitness activities that are beneficial to improved flexibility and core strength
b. Identify a number of behaviors that increase the risk for lifestyle related disease
c. Describe how these behaviors affect health and fitness
d. Suggest general behavior modifications that would reduce the risk for lifestyle related diseases

3. Recognize behaviors that lead to a healthy lifestyle and prevent disease, illness, and disability

Learning Objectives

a. Recognize and name mind body fitness activities, including activities promoting core strength
b. Recognize behaviors that increase the risk for lifestyle related disease
c. Evaluate what motivates those behavioral decisions
d. Monitor changes in flexibility and core strength through standardized fitness assessments
e. Suggest modifications in behavior to reduce the risk of lifestyle related disease
f. Create a personalized plan of action and set goals to continue to engage in fitness activities
Appendix A

**New Course or Course Change Proposal Form**

<table>
<thead>
<tr>
<th>Date of Proposal:</th>
<th>April 13, 2012</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Carly L. Hopper</td>
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<tr>
<td>Proposal Type:</td>
<td>New Course</td>
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<td>Modify CourseX</td>
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<tr>
<td>Contact for the</td>
<td>Carly L. Hopper</td>
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<td>Course:</td>
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<tr>
<td>Course Designator, Number and Title:</td>
<td>Topics in Mind/Body Fitness Yoga; HHP 128</td>
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<td>(i.e.: ACCT 1800, Business Law)</td>
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<td>Number of Credits:</td>
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<tr>
<td>Prerequisites:</td>
<td>None</td>
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<tr>
<td>Course Description:</td>
<td>Students will participate in mind body fitness activities that promote self-awareness, flexibility, strength, mental focus, and relaxation. Topics may include but are not limited to: different styles of yoga, Pilates, tai chi, and other mind/body activities. Students will understand basic health and fitness concepts related to mind body fitness. Students will be able to recognize behaviors that lead to a healthy lifestyle and prevent disease, illness, and disability. Students will monitor and track their own fitness and wellness levels. Students will incorporate a sense of appreciation for and a commitment to fitness and wellness in everyday life and create a personalized plan of action for continuing mind/body fitness activities that promote a healthy lifestyle. This class can be repeated for credit. No pre-requisites.</td>
</tr>
<tr>
<td>Grading Method:</td>
<td>Grade X</td>
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<td>Pass/Fail</td>
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<td>Spring X</td>
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<td>Class Maximum:</td>
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<tr>
<td>Is this Course Proposed as a Liberal Arts and Sciences Course:</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>If Yes, Which MnTC Area/Areas</strong> (<a href="http://www.mntransfer.org">http://www.mntransfer.org</a>) <strong>Will it Fulfill?</strong></td>
<td>None</td>
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<td><strong>Is This Course a Requirement/Elective for a Specific Program or Programs?</strong></td>
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</tr>
<tr>
<td><strong>Describe What is Changing/Being Added, and the Rationale:</strong></td>
<td>Course already exists, changes made in course number, course description, competencies and objectives to distinguish between the Topics in Mind/Body Fitness Pilates class.</td>
</tr>
<tr>
<td><strong>What Impact Will This New Course or Change Have on Other Programs or Areas?</strong></td>
<td>Course already exists, changes made in course number, course description, competencies and objectives to distinguish between the Topics in Mind/Body Fitness Pilates class.</td>
</tr>
</tbody>
</table>

➢ Attach Common Course Outline to this Form
Topics in Mind/Body Fitness Yoga
Course Outcome Summary

Course Information
Organization: South Central College
Developers: Carly L. Hopper
Development Date: 3/29/2012
Revised Date: 5/8/2012
Course Number: HHP 128
Potential Hours of Instruction: 32
Total Credits: 1

Description
Students will participate in mind body fitness activities that promote self-awareness, flexibility, strength, mental focus, and relaxation. Topics may include but are not limited to: different styles of yoga, Pilates, tai chi, and other mind/body activities. Students will understand basic health and fitness concepts related to mind body fitness. Students will be able to recognize behaviors that lead to a healthy lifestyle and prevent disease, illness, and disability. Students will monitor and track their own fitness and wellness levels. Students will incorporate a sense of appreciation for and a commitment to fitness and wellness in everyday life and create a personalized plan of action for continuing mind/body fitness activities that promote a healthy lifestyle. This class can be repeated for credit. Supplies needed for class include a yoga mat. No pre-requisites.

Types of Instruction

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td>32</td>
<td>1</td>
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</table>

Prerequisites
None

Exit Learning Outcomes
Core Abilities
A. Foundations and skills for lifelong learning
B. Critical and creative thinking

Competencies
1. Promote self-awareness, flexibility, strength, mental focus, and relaxation
   Learning Objectives
   a. Assess flexibility and strength using standardized fitness assessments
   b. Work to improve self-awareness, flexibility, strength, mental focus, and relaxation through active participation both in and out of class in fitness activities
   c. Foster an appreciation for and commitment to wellness and fitness in everyday life
2. Demonstrate an understanding of basic health and fitness concepts related to mind body fitness
Learning Objectives
a. Identify fitness activities that are beneficial to improve flexibility and strength
b. Identify a number of behaviors that increase the risk for lifestyle related disease
c. Describe how these behaviors affect health and fitness
d. Suggest general behavior modifications that would reduce the risk for lifestyle related diseases

3. Recognize behaviors that lead to a healthy lifestyle and prevent disease, illness, and disability

Learning Objectives
a. Recognize and name mind body fitness activities
b. Recognize behaviors that increase the risk for lifestyle related disease
c. Evaluate what motivates those behavioral decisions
d. Monitor changes in flexibility and strength through standardized fitness assessments
e. Suggest modifications in behavior to reduce the risk of lifestyle related disease
f. Create a personalized plan of action and set goals to continue to engage in fitness activities
Appendix B

New Course or Course Change Proposal Form

Date of Proposal: April 12, 2012

Author: Kristin Gustafson

Proposal Type: *New Course X Modify Course Delete Course

Contact for the Course: Kristin Gustafson

Course Designator, Number and Title (i.e.: ACCT 1800, Business Law): Nutrition in Exercise and Performance, HHP 103

Number of Credits: 2 credits

Prerequisites: None

Course Description: This course provides the latest sports nutrition information that can help athletes and fitness enthusiasts achieve their athletic goals. This course covers the basics of sports nutrition, energy metabolism, the main nutrients, nutritional ergogenic aids and dietary supplements, and weight management. It also focuses on applying those basics to endurance athletes, strength/power athletes, team sports, and special populations.

<table>
<thead>
<tr>
<th>Grading Method:</th>
<th>Grade X</th>
<th>Pass/Fail</th>
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<tbody>
<tr>
<td>Scheduling:</td>
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<td>Spring X</td>
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<td></td>
<td>Summer</td>
<td>Alternate Years</td>
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*Class Maximum: 30

<table>
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<tr>
<th>Faculty Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reznasa Buiswayer</td>
<td>Buiswayer</td>
<td>110</td>
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</table>

<table>
<thead>
<tr>
<th>Dean's Name</th>
<th>Dean's Signature</th>
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</thead>
<tbody>
<tr>
<td>Buiswayer</td>
<td>Buiswayer</td>
<td>5/13/12</td>
</tr>
</tbody>
</table>

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course: Yes X No

If Yes. Which MnTC Area/Areas Will it Fulfill (http://www.mntransfer.org)? None

Is This Course a Requirement/Elective for a Specific Program or Programs? Yes X No

If Yes, Which Program(s)? AA Degree Fitness and Wellness

Describe What is Changing/Being Added, and the Rationale: This is a new nutrition and exercise course
Nutrition in Exercise and Performance
Course Outcome Summary

Course Information
Organization  South Central College
Developers  Kristin Gustafson
Development Date  4/4/2012
Course Number  HHP 103
Potential Hours of Instruction  32
Total Credits  2

Description
This course provides the latest sports nutrition information that can help athletes and fitness enthusiasts achieve their athletic goals. This course covers the basics of sports nutrition, energy metabolism, the main nutrients, nutritional ergogenic aids and dietary supplements, and weight management. It also focuses on applying those basics to endurance athletes, strength/power athletes, team sports, and special populations. Accuplacer Reading Comprehension Score of 78 or above or completion of READ0090 is a prerequisite for this course.

Types of Instruction
<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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</table>

Prerequisites
Accuplacer Reading Comprehension Score of 78 or above or completion of READ0090

Exit Learning Outcomes

Core Abilities
A.  Foundations and skills for lifelong learning
B.  Critical and creative thinking

Program Outcomes
A.  Understand the basic concepts related to health and fitness.
B.  Explain how healthy lifestyle reduces the risk for disease, illness and disability.
C.  Demonstrate skills for making personal lifestyle changes to achieve and maintain health and/or reduce risk for disease, illness and disability.
D.  Examine personal behaviors and communicate an awareness of the benefits of a lifelong commitment to healthy behaviors and/or fitness.

Competencies
1.  Clarify the definition of sports nutrition.
   Learning Objectives
   a.  Define sports nutrition.
b. Discuss the basic nutrients.
c. Determine how the body produces energy.
d. Describe the components and format of the food label.
e. Discuss the basic nutrition guidelines.

2. **Demonstrate awareness of issues related to energy metabolism.**
   
   **Learning Objectives**
   
   a. Describe how the main nutrients are digested, absorbed, transported, and eliminated in the body.
b. Explain how cells make ATP.
c. Distinguish between the three energy systems.
d. Determine the pathways associated with aerobic breakdown of the main nutrients.
e. Discuss how the energy systems work together to supply ATP during sports performance.

3. **Recognize and identify food nutrients.**
   
   **Learning Objectives**
   
   a. List and identify the six major categories of food nutrients.
b. Identify the main functions and discuss the recommendations for each of the main nutrients.
c. Identify foods that provide essential nutrients.
d. Discuss the type, how much, and when the major food nutrients should be consumed before, during, and after exercise.

4. **Recognize the contributions scientists believe nutritional ergogenic aids and dietary supplements have on sports nutrition.**
   
   **Learning Objectives**
   
   a. Differentiate between an ergogenic aid and dietary supplements.
b. Examine doping and the commonly encountered doping substances.
c. Distinguish between the types of dietary supplements and nutritional ergogenic aids commonly used by endurance athletes, strength/power athletes, and team sports athletes.

5. **Demonstrate awareness of issues related to weight management.**
   
   **Learning Objectives**
   
   a. Discuss the common weight management concerns for athletes.
b. Explain the prevalence and significance of overweight and obesity.
c. Differentiate between the methods used to determine weight status.
d. Examine weight loss methods athletes use to lose weight.
e. Distinguish what happens when weight loss efforts develop into disordered eating patterns for athletes.

6. **Evaluate and examine nutrition plans for specific sporting events.**
   
   **Learning Objectives**
   
   a. Clarify the energy systems utilized for all athletes (endurance athletes, strength/power athletes, team sports, and for special populations).
b. Examine the energy needs and distinguish between the main nutrients needed for all athletes.
c. Analyze meal planning and event meal planning needs for all athletes.

7. **Apply concepts of behavior change to enhance nutrition for sports performance.**
   
   **Learning Objectives**
   
   a. Identify a personal nutrition behavior to change or improve for sports performance.
b. Identify components of successful behavior change.
c. Develop a behavior change plan to enhance sports performance by using SMART goals to aid with the process of change.
Appendix B

New Course or Course Change Proposal Form

Date of Proposal: April 13, 2012

Author: Kristin Gustafson

Proposal Type: New Course X Modify Course Delete Course

Contact for the Course: Kristin Gustafson

Course Designator, Number and Title (i.e.: ACCT 1800, Business Law): Topics in Aerobic Conditioning - Cycling, HHP 126

Number of Credits: 1 credit

Prerequisites: None

Course Description: Students will participate in cycling activities to promote improved cardiovascular fitness. Students will learn the basic concepts related to cycling, fitness, and health. Students will be able to recognize behaviors that lead to a healthy lifestyle and prevent disease, illness and disability. Students will monitor and track their own cardiovascular fitness level. Students will incorporate a sense of appreciation for and a commitment to fitness and wellness in everyday life and create a personalized plan of action for continuing behaviors that promote a healthy lifestyle. This course may be repeated for credit.

<table>
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<tr>
<th>Grading Method:</th>
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<th>Pass/Fail</th>
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</table>

<table>
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*Class Maximum: 10

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<th>Faculty Signature</th>
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<th>Date</th>
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<tbody>
<tr>
<td>Kambria Beisswanger</td>
<td>[Signature]</td>
<td>10</td>
<td>5/4/12</td>
</tr>
</tbody>
</table>

Dean's Name: Brian Pois  
Dean's Signature: [Signature]  
Date: 4/17/12

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course: Yes X No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntransfer.org)? None

Is This Course a Requirement/Elective for a Specific Program or Programs? Yes X No

If Yes, Which Program(s)? An elective for AA students for their Health Course and the new AA degree for
Fitness and Wellness

Describe What is Changing/Being Added, and the Rationale:

This is an additional option for an elective.

What Impact Will This New Course or Change Have on Other Programs or Areas?

None

➤ Attach Common Course Outline to this Form.
Topics in Aerobic Conditioning - Cycling
Course Outcome Summary

Course Information
Organization: South Central College
Developers: Kristin Gustafson
Development Date: 4/1/2012
Course Number: HHP 126
Potential Hours of Instruction: 32
Total Credits: 1

Description
Students will participate in cycling activities to promote improved cardiovascular fitness. Students will learn the basic concepts related to cycling, fitness, and health. Students will be able to recognize behaviors that lead to a healthy lifestyle and prevent disease, illness and disability. Students will monitor and track their own cardiovascular fitness level. Students will incorporate a sense of appreciation for and a commitment to fitness and wellness in everyday life and create a personalized plan of action for continuing behaviors that promote a healthy lifestyle. There is no prerequisite for this course. This course may be repeated for credit.

Types of Instruction

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<tr>
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</table>

Prerequisites
None

Exit Learning Outcomes
Core Abilities
A. Foundations and skills for lifelong learning.
B. Critical and creative thinking.

Program Outcomes
A. Understand the basic concepts related to health and fitness.
B. Explain how healthy lifestyle reduces the risk for disease, illness and disability.
C. Demonstrate skills for making personal lifestyle changes to achieve and maintain health and/or reduce risk for disease, illness and disability.
D. Examine personal behaviors and communicate an awareness of the benefits of a lifelong commitment to healthy behaviors and/or fitness.

Competencies
1. Improved Cardiovascular Fitness.
   Learning Objectives
a. Accurately take their pulse and calculate both resting and active heart rates.
b. Assess cardiovascular fitness and track progress and improvement using standardized fitness assessments.
c. Calculate an estimated maximum heart rate and heart rate range and use that range to monitor aerobic activity.
d. Work to improve cardiovascular fitness through active participation in aerobic fitness activities both in class and outside of class.
e. Foster an appreciation for and commitment to wellness and fitness in everyday life.

2. Understand the link between improved cardiovascular fitness and the risk of disease, illness and disability.

Learning Objectives
a. Identify fitness activities that are beneficial to cardiovascular fitness.
b. Identify a number of behaviors that increase the risk for lifestyle related disease.
c. Describe how these behaviors affect health and fitness.
d. Suggest lifestyle behavior modifications that would reduce the risk for lifestyle related diseases.

3. Examine personal behaviors and communicate an awareness of the benefits of aerobic conditioning.

Learning Objectives
a. Recognize and name effective aerobic conditioning fitness activities.
b. Recognize behaviors that increase the risk for lifestyle related disease.
c. Evaluate what motivates those behavioral decisions.
d. Monitor changes in aerobic fitness through standardized fitness assessments.
e. Suggest modifications in behavior to reduce the risk of lifestyle related disease.
f. Create a personalized plan of action and set goals to continue to engage in fitness activities.