

Date of request: 26-OCT-2019

CEHD 1060

Request ID: E-2019-HPHE-107

College: E

Department: HPHE

Initiator name: Carol Weideman

Initiator email: carol.weideman@wmich.edu

Proposed effective term: 202040

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course PEGN 1702

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

PEGN 1702

2. Proposed credit hours:

1

3. Proposed course title:

Circuit Training

4. Proposed course prerequisites:

none

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

none

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
none

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
none

12. Level restriction:
Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.
Not Applicable

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Circuit Training

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Lab or Discussion

20. How many contact hours per week for this course?
2

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.
No

D. Explain briefly and clearly the proposed improvement.

Propose a new course, PEGN 1702 Circuit Training

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Because of the development of the WMU Essential Studies program, there is an opportunity to change and update the course. At its inception, the Health and Wellness series of courses were choices for the General Education Area VIII and designed to accommodate up to (and at some cases more than) 1,200 students/semester. Because of the high number of students and space limitations of the Student Recreation Center, the course design was such that students were provided a single day of physical activity, a single lecture, and a day to meet for discussion. Over time, the number of students have decreased for two main reasons (decreased total university enrollment numbers and an increase in Area VIII choices). Student feedback through course evaluations indicate that consistently, students desire more than one day of physical activity. This redesign is in response to this feedback.

This course will be one of a number of potential co-requisites for HPHE 1701, Health and Personal Wellness Practices. Students can choose to take the course as a stand alone, or as a co-requisite to the Level 2, Exploration and Discovery (Personal Wellness requirement).

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Develop an understanding and practice of personal wellness through participation in group physical activity setting.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is in response to the transition from the General Education Program to the Essential Studies Program. Informal and formal feedback from students indicated the desire for two days of physical activity. The two days/week the course meets outside of lecture would include physical activity instead of one day of physical activity and one day of discussion.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

There is no effect on any other colleges

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The course will not affect the department in any way as it is a course that will be a stand alone or co-requisite for the Essential Studies HPHE 1701 course that has been approved.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Students will have greater flexibility to select the physical activity course of interest because it is not pre-assigned to a specific lecture. Students previously had to coordinate a lecture time and physical activity course, and this will no longer be a limiting factor for scheduling purposes. This change addressed a common request (of students) to have more physical activity each week.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The development of the Essential Studies program maintains the student demand for the course. This course will also serve as an option for students looking to become more physically active while filling credit hours. It is very common for students to search for a one or two credit course due to a change in schedule, and this will improve the options available for these students. The course enrollment per section will be 24, and up to three sections will be offered during Fall and Spring semesters.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Current graduate teaching assistants will teach the course; this offering will be offered instead of PEGN 1720 and keep the number of class offerings equal to the current offerings.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

no impact

O. Current catalog copy:

not applicable

P. Proposed catalog copy:

This class is a total body workout! We will use resistance and cardio training techniques to improve your endurance and help you build strength. Circuit training allows you to fit a huge variety of movements into your workout-- meaning a full body challenge, and none of the boredom that can come with repetitive exercises. Plus, circuit training has all the metabolism and mood boosting benefits of standard resistance training-- just in a quicker format.

Credits: 1 hour

Notes: Open to all students for general credit or as a co-requisite with HPHE 1701, Health and Personal Practices, to fulfil the Essential Studies requirement for Level 2, Exploration and Discovery, Personal Wellness.

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 26-OCT-2019

Department approver: Yuanlong Liu

Chair comment:

Date: 28-OCT-2019

Western Michigan University
Department of Human Performance and Health Education
Circuit Training – Fall 2020
PEGN 1702 CRN #####

Instructor:

Email:

Class Time: Monday & Wednesday, 10:00-10:50am

Class Location: SRC 1020, Aerobics classroom

Office Hours and Location: MW: 11:00 am – 12:00 pm,

Course Overview: This course is a one-credit activity course designed to introduce students exercise in a fun, active environment. Individuals will learn and practice during the class and gain knowledge to guide them to carry out exercise through their lifetime.

Catalog Description: This class is a total body workout! We will use resistance and cardio training techniques to improve your endurance and help you build strength. Circuit training allows you to fit a huge variety of movements into your workout-- meaning a full body challenge, and none of the boredom that can come with repetitive exercises. Plus, circuit training has all the metabolism and mood boosting benefits of standard resistance training-- just in a quicker format.

Credits: 1 hour

Notes: Open to all students for general credit or as a co-requisite with HPHE 1701, Health and Personal Practices, to fulfil the Essential Studies requirement for Level 2, Exploration and Discovery, Personal Wellness.

Course Requirements:

1. Bronco ID – **You will not be able to access the SRC without your ID+**
2. Appropriate dress for activity as described by instructor:
 - a. Athletic attire required*
 - b. Non-marking Athletic Footwear*
3. Lock for locker – YOU are responsible for lost or stolen items and the SRC requires bags are stored in a locker during activity.
4. No electronics (such as cell phones)*
5. A towel and water bottle are highly encouraged

+If you forget your Bronco ID go to the HPHE office (SRC 4th floor) to obtain a one-time pass.

***By not adhering to these requirements you will NOT receive participation credit for the day.**

Course Objectives:

The student will:

- Demonstrate understanding of physical skills related to circuit fitness through written assignments presented by the instructor.
- Demonstrate cooperation by actively participating in all class activities as presented by instructor.
- Demonstrate responsibility by adhering to class rules and the policies of WMU during every class as outlined in the syllabus.

Attendance/Tardy Policy:

Attendance is mandatory and 10 points will be awarded each day. Any student that is late five minutes or longer will receive a five-point deduction for the day. Students must sign in at the beginning of class and if they arrive late, they must make sure to sign in. A student who has not signed in will be counted as absent. Students are able to make up one unexcused absence by attending a SRC aerobics or cycling class with instructor signature (THERE IS A COST ASSOCIATED WITH THIS)

Absences due to University sponsored activities and documented illnesses are only forgiven if:

- Student notifies instructor at least one week in advance in the case of University sponsored activities (to include athletics)
- Student provides instructor with doctors note the class following the absence

Journals: Write a 1-page journal (double spaced) about how aerobic exercise is affecting you outside of the class. It could be affecting your energy levels, social life, focus levels, dieting habits, motivation, school performance, sleep, etc... What part of class specifically had the greatest impact on any one particular area? What are some of the benefits or detriments of the change? You MAY NOT write two journals about the same topic, I want to learn how activity is affecting you in many different ways. MLA or APA format will be accepted. Please email journals BEFORE the class on the day they are due or you may bring a hard copy to class on the due date.

→ LATE WORK IS DEDUCTED 10% PER DAY FOR 3 DAYS, MORE THAN 3 DAYS LATE = 0 POINTS

College Students with Disabilities Statement:

Any student with a documented disability (physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and also Disabled Student Resources and Services at (269) 387-2116 at the beginning of the semester

College of Education Diversity Statement:

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and to apply their learning in meaningful ways.

Instructor and Student Responsibilities: Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- Registrar’s Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students www.wmich.edu/disabilityservices

WMU Human Rights Statement:

It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example of and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

Severe Weather Policy:

In the event WMU classes are canceled due to weather, activities (including exams) for the canceled class will be covered in the next class session.

Evaluation:

Attendance (10 points per day)	270 points
<u>Activity Assignments (3 entries @ 20 points each)</u>	<u>60 points</u>
Total	330 points

Final Exam: There is no final exam for this course.

Grading Scale (based on total points):

92-100%	A
86-91%	BA
81-85%	B
76-80%	CB
71-75%	C
66-70%	DC
61-65%	D
< 60%	E

Tentative Schedule (Instructor reserves the right to alter this schedule):

Monday & Wednesday - SCHEDULE AND ASSIGNMENTS: Adjustments may be made at the instructors' discretion.

Date	First Class Session Each Week (Monday)	Date	Second Class Session Each Week (Wednesday)
		8/28	Introductions, Syllabus, Goals
	LABOR DAY	9/4	Exercise Basics & Warm-ups
9/9	Warm up Circuit	9/11	Warm up Circuit

9/16	Beginner Bodyweight Circuit	9/18	Beginner Bodyweight Circuit
9/23	Kettlebell Workout	9/25	Kettlebell Workout (JOURNAL #1 DUE IN CLASS)
9/30	Playground Workout	10/2	Advanced Bodyweight Circuit
10/7	Hotel Workout Circuit	10/9	The Batman Workout Circuit
10/14	The Lord of the Rings Workout Circuit		FALL BREAK
10/21	The 300 Workout Circuit	10/23	The Wolverine Workout Circuit
10/28	Advanced Bodyweight Circuit	10/30	Playground Workout Circuit (JOURNAL #2 DUE IN CLASS)
11/4	Kettlebell Workout Circuit	11/6	HIIT Circuit
11/11	Bootcamp Circuit	11/13	Low intensity Circuit
11/18	Partner Drills Circuit	11/20	Sprints/Power Circuit
11/25	Core Circuit	11/27	Stair-step circuit (JOURNAL #3 DUE IN CLASS)
12/2	Class circuit design day	12/4	Class Designed Circuit