

# KIN R140: WALKING FOR FITNESS

**Originator**  
dfrehlich

**College**

Oxnard College

**Discipline (CB01A)**

KIN - Kinesiology

**Course Number (CB01B)**

R140

**Course Title (CB02)**

Walking for Fitness

**Banner/Short Title**

Walking for Fitness

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

PE R146 - Walking for Fitness

**Catalog Course Description**

This course is designed to provide exercise and fitness training for the walking student population. Emphasis is on cardiovascular conditioning and muscle strength, and endurance related specifically to walking. It is designed for students to participate in and achieve a more strenuous physical activity program. Course is offered Pass/No Pass (P/NP) at student's option.

**Taxonomy of Programs (TOP) Code (CB03)**

0835.00 - Physical Education

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass  
Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Activity**

**Laboratory**

**Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class**

Total Outside-of-Class

**Total Student Learning**

Total Student Learning

Total Minimum Student Learning Hours

52.5

Total Maximum Student Learning Hours

52.5

Minimum Units (CB07)

1

Maximum Units (CB06)

1

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Measure and analyze pre- and post- Body Mass Index.  |
| 2 | Design a physical activity program to meet the recommendations outlined by the Center for Disease Control. |
| 3 | Complete a three-mile walk within an hour.   |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Identify and discuss the knowledge and skills necessary for a sound walking/overall training conditioning/fitness program. These include cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition, and weight control. |
| 2 | Demonstrate and practice the knowledge and skills necessary for a sound walking/overall training conditioning/fitness program.   |
| 3 | Identify and discuss good walking techniques, proper clothing for different weather and climate, shoes, and safety.  |
| 4 | Discuss and apply knowledge of good nutrition as it relates to the needs of the person participating in a physical fitness/exercise program vs. a weight control program.  |
| 5 | Complete a three-mile walk within an hour by the end of the term.  |
| 6 | Design an appropriate walking/jogging/running program to improve Cardiovascular-Pulmonary systems.   |
| 7 | Apply the components of designing an exercise program.   |

**Course Content**

**Lecture/Course Content**

1. Knowledge of appropriate clothing for weather, climate and walking safety.
2. Proper walking form to avoid injury and maximize economy of movement.
3. Warm-up, stretching, and strength training walking recommendations to meet the Center for Disease Control physical activity guidelines.
4. Components of an exercise program.
5. Ability to find, take and record resting, target and recovery heart rates.
6. Identify muscles of the human body related to walking

7. Elements of a physical fitness program and how to individually evaluate the following: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.
8. Develop a progressively developmental physical fitness individualized program including the short-range goals, warm-up, warm-down, intensity and duration of training.
9. Elements of nutrition and the nutritional needs of the human body involved in exercise programs.
10. Develop a good nutritional plan with their exercise and weight control program addressed.
11. Identify a Variety of Training programs
  - a. Pace and tempo training
  - b. Speed training
  - c. Strength training
12. Terrain and environmental conditions
  - a. Stairs
  - b. Track
  - c. Off-campus
13. Competition and time trials
  - a. Cardiovascular VO<sub>2</sub> calculation

#### **Laboratory or Activity Content**

1. Apply Training programs
  - a. Pace and tempo training
  - b. Speed training
  - c. Strength training
2. Terrain and environmental conditions
  - a. Stairs
  - b. Track
  - c. Off-campus
3. Competition and time trials
  - a. Cardiovascular VO<sub>2</sub> calculation

#### **Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Skills demonstrations  
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Individual projects  
Journals  
Oral analysis/critiques  
Projects  
Skills demonstrations  
Skill tests

#### **Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Class activities  
Class discussions  
Distance Education  
Demonstrations  
Instructor-guided interpretation and analysis  
Lecture

**Describe specific examples of the methods the instructor will use:**

1. Physical demonstration of exercises and drills by model for eventual emulation by student.
2. Group and individual attention will be given to the physical and mental aspects of slow and fast walking, making corrections when necessary to help students improve their ability.
3. Students will participate physically throughout class time walking designated assigned distances with other students or instructor.

4. Students will utilize different training areas such as the track, sidewalks and park trails as necessary.
5. Students will practice physical drills in order to improve and develop proper biomechanics.

## Representative Course Assignments

### Writing Assignments

1. Journals
2. Brief reports on benefits derived from exercise
3. Training programs will be developed.

### Reading Assignments

1. None

### Skills Demonstrations

1. Dynamic warm-up
2. Walking form
3. Static stretching
4. Conditioning for strength

### Other assignments (if applicable)

1. Students will spend an additional two hours a week practicing their form and techniques.

## Outside Assignments

### Articulation

**Comparable Courses within the VCCCD**  
KIN V20 - Walking to Restore Fitness

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

#### E2. Physical Education

Approved

## F. Ethnic Studies/Gender Studies

### CSU GE-Breadth

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

E Lifelong Learning and Self-Development

Approved

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

### IGETC

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

### Textbooks and Lab Manuals

#### Resource Type

Other Resource Type

#### Description

Handouts by instructors, such as forms to record student progress or nutrition guidelines..

### Distance Education Addendum

#### Definitions

##### Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

#### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

## Examinations

### Hybrid (1%–50% online) Modality

Online

### Hybrid (51%–99% online) Modality

Online

## Primary Minimum Qualification

PHYSICAL EDUCATION

## Review and Approval Dates

### Department Chair

09/07/2020

### Dean

09/07/2020



**Technical Review**

10/14/2020

**Curriculum Committee**

10/14/2020

**Curriculum Committee**

11/25/2020

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000556638

**DOE/accreditation approval date**

MM/DD/YYYY