KIN R142B: YOGA II

Originator
elawley

College
Oxnard College

Discipline (CB01A)
KIN - Kinesiology

Course Number (CB01B)
R142B

Course Title (CB02)
Yoga II

Banner/Short Title
Yoga II

Credit Type
Credit

Start Term
Fall 2021

Formerly
PE R103B

Catalog Course Description
Students will build on their knowledge and skills learned in Yoga I. Level II poses, asanas, flow combinations will be performed. Physiological and psychological benefits of Yoga will be discussed as well as integrating mind, body and spirit. 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
Will not 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

Prerequisites
KIN R142A

Entrance Skills
Entrance Skills
Employ basic seated and standing asanas and breathing methods.

Prerequisite Course Objectives
KIN R142A-Employ beginning seated and standing yoga asanas.
KIN R142A-Employ the basic Pranayama breathing techniques.
KIN R142A-Perform beginning yoga flow combinations.
KIN R142A-Sustain focus on practice and discussion without distraction and observe the effects of practice.

Requisite Justification
Requisite Type
Prerequisite

Requisite
KIN R142A

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Demonstrate the ability to perform Level II seated and standing yoga asanas with few postural corrections to increase flexibility, balance, and strength

| 2 | Employ Level II Pranayama breathing techniques to practice mindfulness and invoke a relaxation response |
| 3 | Perform Level II yoga flow combinations to improve circulation, respiration, and cardiovascular conditioning |

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Demonstrate level II seated and standing yoga poses
2	Demonstrate level II Pranayama (breathing) techniques
3	Demonstrate ability to adapt postures to personal anatomical needs
4	List muscles used during specific Yoga postures
5	Demonstrate increased flexibility and muscular endurance holding level I and II poses
6	Demonstrate the use of yoga blocks and straps
7	Demonstrate mastery of level II Yoga flow combinations
8	Develop a yoga program outside the classroom
9	Assess the multi-faceted benefits of meditation

Course Content

Lecture/Course Content
1. Review safety considerations
2. Pre-test assessment
3. Major muscle groups
4. Physiological benefits of Yoga
   a. sympathetic nervous system
   b. parasympathetic nervous system
5. Psychological benefits of Yoga
6. Integration of mind/body/spirit
7. Review basic level 1 poses
8. Level II beginning poses on the mat
9. Review level 1 flow yoga
10. Level II flow yoga
11. Review level 1 yoga combinations
12. Level II Combinations
13. Developing a yoga program outside the classroom
14. Post-Assessment

Laboratory or Activity Content
1. Review safety considerations
2. Pre-test assessment
3. Major muscle groups
4. Physiological benefits of Yoga
   a. sympathetic nervous system
   b. parasympathetic nervous system
5. Psychological benefits of Yoga
6. Integration of mind/body/spirit
7. Review basic level 1 poses
8. Level II beginning poses on the mat
9. Review level 1 flow yoga
10. Level II flow yoga
11. Review level 1 yoga combinations
12. Level II Combinations
13. Developing a yoga program outside the classroom
14. Post-Assessment

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):

Essays
Film/video productions
Journals
Laboratory activities
Objective exams
Performances
Projects
Quizzes
Skills demonstrations
Skill tests

Instructional Methodology

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

Audio-visual presentations
Class activities
Class discussions
Distance Education
Demonstrations
Group discussions
Guest speakers
Instructor-guided use of technology
Lecture

Describe specific examples of the methods the instructor will use:

Methods may include, but are not limited to:

1. Demonstration: Demonstrate breathing techniques and poses, while cueing correct alignment.
2. Lecture: Class lecture on the physical and mental health benefits of yoga.
3. Textbook: Reference textbook for movement sequences and poses that target specific problem areas.
4. Class Activities: Self-assessment of individual needs to aid in choosing variations of poses that allow the most effective practice.
5. Discussion: Class discussion of how yoga practice has changed their posture, core strength, flexibility, and ability to stay in poses. Discuss the changes they have seen in their bodies that occurred as a result of regular practice.
6. Small group activities: Small groups will outline a yoga practice. The emphasis of the practice must be stated along with the poses. Students should describe the poses (asanas) and explain how to work in them.

Representative Course Assignments

Writing Assignments

1. Personal Practice Paper: Students may be required to write a paper that outlines a yoga practice. The emphasis of the practice must be stated along with the poses. Students should describe the poses (asanas) and explain how to work in them. The practice should last approximately one hour. The paper should be a minimum of 2 pages.
1. Personal Observation Paper: At the end of the semester students may be required to write about their experience practicing yoga. They will discuss how yoga has changed their posture, core strength, flexibility, affected their backs, and their ability to stay in poses. Students should reflect on the changes they have seen in their bodies that occurred as a result of their semester of yoga. The paper should be two pages or more.

Reading Assignments

1. Textbook
2. Handouts

Skills Demonstrations

1. Skill Demonstrations

Outside Assignments

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
Textbook

Description
B.K.S. Iyengar (2013). *B.K.S. Iyengar Yoga: The Path to Holistic Health*. DK. 1465415831

Resource Type
Other Instructional Materials

Description
Yoga Mat.

Resource Type
Other Instructional Materials

Description
Workout attire.

Resource Type
Textbook

Classic Textbook
No

Description
Cullis (2019). *Power Yoga Strength, Sweat, and Spirit*. Human Kinetics. Champaign.

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.
Synchronous Dialog (e.g., online chat)	Online chat Live sessions Breakout groups Directed activities

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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.

100% 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.
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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
09/14/2020

Dean
09/14/2020

Technical Review
10/14/2020

Curriculum Committee
10/14/2020

Curriculum Committee
11/25/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000581911

DOE/accreditation approval date
MM/DD/YYYY