

# KIN R143: PILATES MAT

**Originator**  
dfrehlich

**College**

Oxnard College

**Discipline (CB01A)**

KIN - Kinesiology

**Course Number (CB01B)**

R143

**Course Title (CB02)**

Pilates Mat

**Banner/Short Title**

Pilates Mat

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

PE R108 - Pilates Mat

**Catalog Course Description**

This course introduces the study and practice of Pilates, a conditioning program based on the teachings of Joseph H. Pilates. It emphasizes activities designed to reduce muscular imbalances and improve body alignment by incorporating strength, flexibility, and relaxation techniques. The focus of this course is on postural symmetry, breath control, abdominal and core strength, and joint mobility and stabilization. Course is offered Pass/No Pass (P/NP) at student's option. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU;UC.

**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

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Perform level I mat Pilates routines with proper form                                |
| 2 | Analyze their posture and identify specific exercises to improve postural imbalances |

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

- |   |   |
|---|---|
| 1 | Describe the historical origins and cultural evolution of the Pilates method of conditioning.   |
| 2 | Recognize and identify basic terminology and apply integral principles of the technique to movement.  |
| 3 | Demonstrate kinesthetic awareness, mind-body connectivity, neuromuscular conditioning, and stress reduction via practice of the Pilates method. |
| 4 | Demonstrate proper breathing, body alignment, balance, and coordination while performing the movements.   |
| 5 | Discuss the theoretical and scientific health benefits and practical applications of Pilates principles.  |
| 6 | Identify and define the core topics in the field of kinesiology as they apply to Pilates.   |

**Course Content****Lecture/Course Content**

1. Pilates Method
  - a. History
  - b. Cultural development
2. Performance and practice
  - a. Fundamental principles
  - b. Positions
  - c. Spinal articulations
  - d. Movement patterns
  - e. Specific choreography
3. Application of concepts in performing the Pilates exercises

- a. Awareness
  - b. Balance
  - c. Overload
  - d. Progression
  - e. Breath
  - f. Concentration
  - g. Centering
  - h. Control
  - i. Efficiency
  - j. Flow
  - k. Precision
  - l. Harmony
4. Experience the psychological and physiological benefits of regular Pilates practice
    - a. Abdominal and hip work
    - b. Spinal articulations
    - c. Stretches
    - d. Arm and leg work
    - e. Full body integration
  5. Integrate the standing method and props to the Pilates exercises.
  6. Develop and refine
    - a. Specific skills
    - b. Techniques
    - c. Movement patterns
    - d. Variations
    - e. Transitions
    - f. Modifications for individual needs
    - g. Progressions to develop intermediate and advanced skills
  7. Explore and analyze movement patterns in static and dynamic positions
  8. Discuss basic concepts
    - a. Nutrition
    - b. Healthy eating behavior
    - c. Body image
    - d. Stress management
    - e. Weight management
    - f. Metabolic energy systems
    - g. Lifelong fitness
    - h. Enhanced well-being
  9. Explore the Pilates Physiology and Anatomy
    - a. Skeletal Muscles
      - i. Muscle fiber types
      - ii. Energy sources
      - iii. Resistance
    - b. Cardiovascular System
      - i. Cardiac output
      - ii. Blood flow distribution
      - iii. Cardiovascular adaptations to training
    - c. Respiratory System
    - d. Temperature Effects
    - e. Nutritional Intake
      - i. Carbohydrates
      - ii. Fluid intake
      - iii. Vitamins and supplement intake

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

1. Pilates Method
  - a. History
  - b. Cultural development
2. Performance and practice

- a. Fundamental principles
  - b. Positions
  - c. Spinal articulations
  - d. Movement patterns
  - e. Specific choreography
3. Application of concepts in performing the Pilates exercises
    - a. Awareness
    - b. Balance
    - c. Overload
    - d. Progression
    - e. Breath
    - f. Concentration
    - g. Centering
    - h. Control
    - i. Efficiency
    - j. Flow
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  4. Experience the psychological and physiological benefits of regular Pilates practice
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    - d. Temperature Effects
    - e. Nutritional Intake

- i. Carbohydrates
- ii. Fluid intake
- iii. Vitamins and supplement intake

## 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  
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  
Internet research  
Lecture

Describe specific examples of the methods the instructor will use:

1. Physical demonstration by instructor
2. Group discussion
3. Lecture on topics, such as history.

## Representative Course Assignments

### Writing Assignments

1. A journal to track personal progress, including desired outcomes and personal action plan designed to achieve goals.
2.
  - a. Complete quizzes and/or worksheets assessing comprehension of concepts introduced in this course.
  - b. Personal response to and/or analysis of specific movement tasks and lesson content.
  - c. Research paper and/or presentation of special topics related to the Pilates.

### Critical Thinking Assignments

1. Self- or peer-evaluation of psychomotor and affective skills related to the Pilates method.

### Reading Assignments

1. Research articles

### Skills Demonstrations

1. Modification and progression for:
  - a. hundreds
  - b. roll-up
  - c. seated saw
  - d. spinal twist
  - e. Pilates push-up

**Other assignments (if applicable)**

1. Personal response to and/or analysis of specific movement tasks and lesson content.

**Outside Assignments****Representative Outside Assignments**

1. Practice Pilates Sequences

**Articulation****Comparable Courses within the VCCCD**

KIN M50 - Pilates Mat

**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

Pilates, J., Robbins, J. & Heuit-Robbins, L. (2012). *Pilates Evolution - The 21st Century*. Presentation Dynamics. Pompano Beach.

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#### Resource Type

Other Instructional Materials

#### Description

Pilates Mat.

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#### Resource Type

Other Instructional Materials

#### Description

Workout attire.

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#### Resource Type

Textbook

#### Classic Textbook

Yes

#### Description

Isacowitz, R. & Clippinger, K. (2020). *Pilates Anatomy-2nd Edition*. 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	“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.
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.

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

**100% online Modality:**

<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**

CCC000579727

**DOE/accreditation approval date**

MM/DD/YYYY