

KIN R144: CORE STABILITY AND STRETCH

Originator
dfrehlich

College

Oxnard College

Discipline (CB01A)

KIN - Kinesiology

Course Number (CB01B)

R144

Course Title (CB02)

Core Stability and Stretch

Banner/Short Title

Core Stability and Stretch

Credit Type

Credit

Start Term

Fall 2021

Formerly

PE R106 - Core Stability and Stretch

Catalog Course Description

This course introduces a wide variety of concepts and physical conditioning techniques focusing on core musculature, balance, coordination, and flexibility. It includes movement skills using stability balls, functional integrated resistance exercises, basic yoga, Pilates, and other movement forms that elicit intrinsic and extrinsic core muscle conditioning, improved balance, and flexibility. Benefits of this course include enhanced posture, back comfort, body awareness, and muscular condition. Activities in this course are adapted to varied levels of ability and fitness. 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 | Identify the major muscles of the core and their function in everyday movement |
| 2 | Design a core strength and flexibility program to meet their specific needs, skill level and abilities |
| 3 | Perform basic core exercises, such as squats, lunges, and plank, with proper form |

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

- | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Identify the primary benefits and methods of engaging the core for everyday movement. |
| 2 | Identify the primary fitness components applied in this course and discuss anatomical kinesiology, bioenergetics, strength, flexibility, body composition, muscular and cardiovascular endurance. |
| 3 | Demonstrate basic movement skills, with and without a stability ball, that activate the five primary actions of the core. |
| 4 | Apply movement modifications in order to receive safe and effective muscular conditioning specific to individual needs, skill level and abilities and identify the basic principles of specificity, overload, progression, and motor learning. |
| 5 | Identify changes in physical conditioning, movement skills, and healthy lifestyle behaviors and discuss the basics of healthful eating, physical activity, and mindfulness for lifelong fitness and enhanced well-being. |

Course Content**Lecture/Course Content**

1. Components of Physical Fitness
 - a. Muscular strength
 - b. Muscular endurance
 - c. Cardiovascular
 - d. Flexibility
 - e. Body composition
2. Structure and function of the musculoskeletal system
3. Demonstrate and practice the five primary actions of the body core

4. Explore posture, alignment, and body awareness
5. Movement modifications for safety and comfort during exercise
6. Compound movement patterns for intermediate to advanced skill development and personal challenges
7. Varied types and techniques for flexibility training
 - a. Active
 - b. Passive
 - c. Dynamic
 - d. Static
 - e. PNF (Proprioceptive neuromuscular facilitation)
 - f. Self-myofascial release
8. Core training practices
 - a. Yoga
 - b. Pilates
 - c. Functional integrated movement training
9. Stability training
 - a. Posture
 - b. Poses
 - c. Resistance
 - d. Off-center movements
10. Using equipment for core strength, stability, stretch
 - a. Stability ball
 - b. Balance discs
 - c. Free weights
 - d. Body bars
 - e. Resistance bands
11. 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
12. Physiology
 - 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. Components of Physical Fitness
 - a. Muscular strength
 - b. Muscular endurance
 - c. Cardiovascular
 - d. Flexibility
 - e. Body composition
2. Structure and function of the musculoskeletal system

3. Demonstrate and practice the five primary actions of the body core
4. Explore posture, alignment, and body awareness
5. Movement modifications for safety and comfort during exercise
6. Compound movement patterns for intermediate to advanced skill development and personal challenges
7. Varied types and techniques for flexibility training
 - a. Active
 - b. Passive
 - c. Dynamic
 - d. Static
 - e. PNF (Proprioceptive neuromuscular facilitation)
 - f. Self-myofascial release
8. Core training practices
 - a. Yoga
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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):

Group projects
Individual projects
Journals
Oral analysis/critiques
Projects
Reports/papers
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
Case studies
Distance Education
Demonstrations
Instructor-guided interpretation and analysis
Laboratory activities
Lecture

Describe specific examples of the methods the instructor will use:

1. Lecture on Components of Physical Fitness and Principles of Exercise Program Design
2. Instructor guided discussions on variations, modifications, and progressions.
3. Practice of concepts and skills
4. Progressive drills
5. Small group discussions.

Representative Course Assignments

Writing Assignments

1. Students will write a paper reflecting desired outcomes and action plans for achieving personal goals.

Critical Thinking Assignments

1. Corrective exercise program based on postural analysis

Reading Assignments

1. Internet research on topics related to class content.

Skills Demonstrations

1. Proper form, variations, modifications:
 - a. squat
 - b. lunge
 - c. deadlift
 - d. plank
 - e. sit-up
 - f. push-up
 - g. core exercises

Outside Assignments

Articulation

Comparable Courses within the VCCCD

KIN M51 - Core Stability and Stretch
KIN V74A - Core Balance and 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

Delavier Frédéric, and Michael Gundill. *Delavier's Core Training Anatomy*. Human Kinetics, 2011 (latest edition). Resource for instructor only.

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.

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

09/05/2020

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

CCC000579728

DOE/accreditation approval date

MM/DD/YYYY