KIN R145A: BODY CONDITIONING BOOT CAMP I

Originator
elawley

College
Oxnard College

Discipline (CB01A)
KIN - Kinesiology

Course Number (CB01B)
R145A

Course Title (CB02)
Body Conditioning Boot Camp I

Banner/Short Title
Body Conditioning Boot Camp I

Credit Type
Credit

Start Term
Fall 2021

Formerly
PE R104A - Body Conditioning Boot Camp I

Catalog Course Description
This course introduces boot camp-style methods for total body conditioning designed to improve cardiovascular and muscle endurance, muscular strength, agility, and flexibility. It provides a wide-range of fitness activities with interval training. It also includes both indoor and outdoor fast-paced activities over a variety of terrain, and emphasizes functionality that can enhance performance in everyday activities or sports which allows activities to be adapted to varied levels of ability and fitness. 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	Correctly perform multi-joint conditioning exercises
2	Apply metrics and performance data to design an exercise program that meets fitness goals
3	Adjust nutritional plan to enhance performance and improve exercise recovery
4	Increase strength, flexibility, and cardiovascular ability by the end of the semester

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	identify the primary fitness components applied in this course and the type of activities that contribute to developing these components.
2	identify and apply heart rate response for monitoring exercise intensity.
3	demonstrate proper basic movement skills for cardiovascular and muscular conditioning.
4	apply proper use of equipment and movement modifications in order to receive safe and effective cardiovascular and muscular conditioning specific to individual skill level and abilities.
5	demonstrate the ability to work as a team member to complete physical tasks and identify the benefits of being able to work with others in a group setting.
6	apply strategies to maintain lifelong, healthy habits/behavior.
7	evaluate, modify, and implement a fitness program using the resources and information provided in this course.

Course Content

Lecture/Course Content
1. Intro to body conditioning boot camp
    a. Safety procedures
    b. Equipment usage
    c. Pre-test evaluation

    d. Warm up and cool down techniques
    e. Target heart rate formula and assessment
2. Basic components developed with Boot Camp Conditioning
    a. Physiological responses during warmup, conditioning and cool down phases of workout
    b. Knowledge of safe and appropriate exercise techniques
    c. Understanding muscle groups and their action when applied to exercise and fitness.
    d. Proper use of equipment and safety guidelines
3. Weight Management
    a. Proper nutrition strategies
    b. Weight management techniques
4. Biomechanics
    a. Review principles of biomechanics
    b. Recognize cues to improve balance, body alignment and form
    c. Muscle anatomy and function
5. Resistance training
    a. Principles of increasing flexibility
    b. Role of core muscles as a foundation for movement
    c. Proper selection, use and care of supplementary equipment
    d. Implementing techniques for conditioning and achieving proper intensity
6. Physiology
    a. Identify muscle groups
    b. Proper nutrition before and after workouts
    c. Application of interval training and implementation of resistance equipment
7. Methods of training
    a. Resistance training
    b. Using varied terrain
    c. Interval training
    d. Increasing endurance methods
8. Develop a individualized fitness plan
    a. Terminology
    b. Lifestyle Fitness plan
    c. Goal setting

Laboratory or Activity Content
1. Intro to body conditioning boot camp
    a. Safety procedures
    b. Equipment usage
    c. Pre-test evaluation
    d. Warm up and cool down techniques
    e. Target heart rate formula and assessment
2. Basic components developed with Boot Camp Conditioning
    a. Physiological responses during warmup, conditioning and cool down phases of workout
    b. Knowledge of safe and appropriate exercise techniques
    c. Understanding muscle groups and their action when applied to exercise and fitness.
    d. Proper use of equipment and safety guidelines
3. Weight Management
    a. Proper nutrition strategies
    b. Weight management techniques
4. Biomechanics
    a. Review principles of biomechanics
    b. Recognize cues to improve balance, body alignment and form
    c. Muscle anatomy and function
5. Resistance training
    a. Principles of increasing flexibility
    b. Role of core muscles as a foundation for movement
    c. Proper selection, use and care of supplementary equipment
    d. Implementing techniques for conditioning and achieving proper intensity
6. Physiology

a. Identify muscle groups
b. Proper nutrition before and after workouts
c. Application of interval training and implementation of resistance equipment
7. Methods of training
   a. Resistance training
   b. Using varied terrain
   c. Interval training
   d. Increasing endurance methods
8. Develop a individualized fitness plan
   a. Terminology
   b. Lifestyle Fitness plan
   c. Goal setting

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

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):
Performances
Skills demonstrations
Skill tests

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Distance Education
Demonstrations
Group discussions
Instructor-guided use of technology
Lecture

Describe specific examples of the methods the instructor will use:
Instructors will physically demonstrate while verbally cueing and instructing students to do the same.

Representative Course Assignments

Writing Assignments
Students may be required to participate in reflections of their exercise routines

Critical Thinking Assignments
Students may be required to participate in reflections of their exercise routines

Reading Assignments
1. Articles related to fitness, nutrition, and exercise

Skills Demonstrations
Students will be asked to demonstrate certain exercises safely.

Outside Assignments

Articulation

Comparable Courses within the VCCCD
KIN V33 - Body Conditioning Boot Camp

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)

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.
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)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
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.

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.
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)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

| 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. |

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.
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)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
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.
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
CCC000579730

DOE/accreditation approval date
MM/DD/YYYY