

KIN R147A: WOMEN'S CONDITIONING I

Originator
dfrehlich

College

Oxnard College

Discipline (CB01A)

KIN - Kinesiology

Course Number (CB01B)

R147A

Course Title (CB02)

Women's Conditioning I

Banner/Short Title

Women's Conditioning I

Credit Type

Credit

Start Term

Fall 2021

Formerly

PE R148A - Women's Conditioning I

Catalog Course Description

This course is designed to improve women's general physical condition in relation to cardiovascular endurance, flexibility, strength and general body toning. The course will include analysis of proper nutrition, weight control, stress reduction and cardiovascular efficiency. In learning how to establish a personal fitness program, students will examine a variety of exercise techniques and their effects on the body. Fitness assessments, nutritional guidelines and accurate heart rate monitoring will be essential to this course.

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

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

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**

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

Maximum Outside-of-Class Hours

35

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

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

- | | |
|---|--|
| 1 | Demonstrate an increase in muscle strength and endurance |
| 2 | Identify and explain how the health-related components of physical fitness contribute to general health and wellness |

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

- | | |
|---|---|
| 1 | Establish and maintain an individualized exercise and weight training program |
| 2 | Perform an aerobic routine designed to increase cardiovascular endurance |
| 3 | Illustrate the importance of improved muscle tone throughout the body |
| 4 | Apply cardiovascular conditioning principals to decrease body fat |
| 5 | Apply weight training principals to increase muscle mass |
| 6 | Illustrate an increase in physical flexibility |
| 7 | Describe a nutritional program that encourages healthy eating |
| 8 | Identify the importance of variety, moderation and balance in nutritional choices |
| 9 | Progress to more strenuous physical activities in a safe, knowledgeable and productive manner |

Course Content

Lecture/Course Content

1. 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
2. Exercise topics specific to women's health
 - a. Pregnancy
 - b. Menstruation
 - c. Bone mineral density
 - d. Disease risk
3. Weight loss, toning and conditioning program design principles
 - a. Types of warm-ups
 - b. Cardiovascular training
 - c. Conditioning routine geared towards strengthening the muscles
 - d. Cool down routine utilizing isometrics and stretching techniques
4. Using equipment to attain desired goal
 - a. Incorporating free weights to develop muscle tone and strength
 - b. Developing fitness and achieving an aerobic level
 - c. Losing weight and toning muscles
 - d. Ropes, steps and other training tools will be utilized to achieve desired goal
5. Developing a personalized exercise regimen which can be done at home
 - a. Duration and length of the workout
 - b. Establishing sets and number of repetitions for the workout
 - c. Choosing which techniques are appropriate for a solo workout
 - d. Utilizing household items to enhance your workout
 - e. Including your children and friends in your workout
6. Developing a nutritional program which supports weight loss and fitness
 - a. Learning the value and differences between various methods of dieting
 - b. Counting fat grams v. calories
 - c. High protein diets and low carbohydrate diets
 - d. Why "fashionable" diets do not often have long-term results
 - e. How to control food intake along with moderate exercise for achieving long-term weight loss
7. Fitness assessment periodically during the semester to determine the effectiveness of the program
 - a. Evaluation of cardiovascular endurance
 - b. Evaluation of musculature flexibility

Laboratory or Activity Content

1. 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
2. Exercise topics specific to women's health
 - a. Pregnancy
 - b. Menstruation
 - c. Bone mineral density
 - d. Disease risk

3. Weight loss, toning and conditioning program design principles
 - a. Types of warm-ups
 - b. Cardiovascular training
 - c. Conditioning routine geared towards strengthening the muscles
 - d. Cool down routine utilizing isometrics and stretching techniques
4. Using equipment to attain desired goal
 - a. Incorporating free weights to develop muscle tone and strength
 - b. Developing fitness and achieving an aerobic level
 - c. Losing weight and toning muscles
 - d. Ropes, steps and other training tools will be utilized to achieve desired goal
5. Developing a personalized exercise regimen which can be done at home
 - a. Duration and length of the workout
 - b. Establishing sets and number of repetitions for the workout
 - c. Choosing which techniques are appropriate for a solo workout
 - d. Utilizing household items to enhance your workout
 - e. Including your children and friends in your workout
6. Developing a nutritional program which supports weight loss and fitness
 - a. Learning the value and differences between various methods of dieting
 - b. Counting fat grams v. calories
 - c. High protein diets and low carbohydrate diets
 - d. Why "fashionable" diets do not often have long-term results
 - e. How to control food intake along with moderate exercise for achieving long-term weight loss
7. Fitness assessment periodically during the semester to determine the effectiveness of the program
 - a. Evaluation of cardiovascular endurance
 - b. Evaluation of musculature flexibility

Methods of Evaluation

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

Problem solving exercises
 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):

Computational homework
 Essays
 Group projects
 Individual projects
 Journals
 Laboratory activities
 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
 Group discussions
 Internet research
 Laboratory activities
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Lecture on topics, such as body image and specific nutritional needs for women
2. Skills are presented in a developmental progression by explanation, demonstration and participation Physical demonstration of exercises by the instructor.
3. Students and the instructor will participate in skill practice D. Students will utilize training equipment in order to be able to physically apply the exercise being taught.
4. Students will work with a partner in order to assist one another with the conditioning exercises.
5. The instructor will give students a fitness evaluation in the beginning of the semester, mid-term and at the end of the semester

Representative Course Assignments

Writing Assignments

1. Fitness Pre-/Post-test
2. Goal Setting
3. Dietary journals
4. Workout records
5. BMI Calculation

Critical Thinking Assignments

1. Individual Fitness Program
2. Food Journal and Assessment
3. Total Daily Caloric Expenditure Calculation and analysis of personal macronutrients

Reading Assignments

1. Applied research articles
2. Current fitness and nutritional websites (i.e. choosemyplate.gov, acsm.org)

Skills Demonstrations

Proper form, modifications, and progressions of:

1. Squat
2. Plank
3. Lunge
4. Row
5. Push-up

Other assignments (if applicable)

1. None

Outside Assignments

Representative Outside Assignments

1. Individual Fitness Program
2. Food Journal and Assessment
3. Healthy Recipe

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

DescriptionKirschen, D (2015). *Strength Training Bible for Women: The Complete Guide to Lifting Weights for a Lean, Strong, Fit Body*. Hatherleigh Press. 1578265886**Resource Type**

Other Instructional Materials

Description

myfitnesspal.com, fitnessblender.com, acsm.org, choosemyplate.gov.

Resource Type

Textbook

Classic Textbook

No

Description

Matthews, M. (2020) *Thinner Leaner Stronger: The Simple Science of Building the Ultimate Female Body*. Muscle for Life

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.
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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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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.
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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.
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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.

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.

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.

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

CCC000584538

DOE/accreditation approval date

MM/DD/YYYY