

KIN R147B: WOMEN'S CONDITIONING II

Originator

dfrehlich

College

Oxnard College

Discipline (CB01A)

KIN - Kinesiology

Course Number (CB01B)

R147B

Course Title (CB02)

Women's Conditioning II

Banner/Short Title

Women's Conditioning II

Credit Type

Credit

Start Term

Fall 2021

Formerly

PE R148B - Women's Conditioning II

Catalog Course Description

This course is an advanced exploration of body conditioning to improve women's cardiovascular endurance, flexibility, strength and muscular endurance. 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

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

Prerequisites

KIN R147A

Entrance Skills**Entrance Skills**

Ability to demonstrate weight training and cardiovascular exercises and their application as part of a comprehensive fitness program.

Prerequisite Course Objectives

KIN R147A-Establish and maintain an individualized exercise and weight training program

KIN R147A-Perform an aerobic routine designed to increase cardiovascular endurance

KIN R147A-Apply weight training principals to increase muscle mass

KIN R147A-Progress to more strenuous physical activities in a safe, knowledgeable and productive manner

Requisite Justification**Requisite Type**

Prerequisite

Requisite

KIN R147A

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 | Correctly perform multi-joint conditioning exercises |
| 2 | Apply metrics and performance data to design an exercise program that meets fitness goals |
| 3 | Design nutritional plan to optimize performance and improve 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 | Apply the principle of progressive overload to design and adapt a cardiovascular endurance training program |
| 2 | Incorporate the use of bodyweight exercises, kettlebells, medicine balls, and resistance bands to plan and execute a cardio-strength training program |
| 3 | Assess metrics periodically to track fitness progression |
| 4 | Apply the concepts of nutrition to pre-and post- workout meal planning |
| 5 | Design a well-rounded muscular strength training program that includes horizontal push, horizontal pull, vertical push, vertical pull, rotational, knee dominant and hip dominant exercises |

Course Content**Lecture/Course Content**

1. Principles of Fitness
 - a. Principle of progressive overload
 - i. Frequency
 - ii. Intensity
 - iii. Time (duration)
 - iv. Type
 - b. Principle of specificity
 - c. Principle of rest and recuperation
 - d. Principle of reversibility
2. Benefits of Cardio Strength Exercises
 - a. Kettlebell
 - b. Medicine ball
 - c. Resistance bands
 - d. Free weights
3. Assess and interpret metrics
 - a. Consider health implications of:
 - i. Body fat
 - ii. Hip:Waist Ratio
 - iii. Weight
 - b. Consider performance intensity based on:
 - i. VO2Max
 - ii. 1 Repetition Max
 - iii. Squat analysis
4. Nutritional concepts
 - a. Meal planning for weight-loss
 - b. Fueling for pre-workout
 - c. Post-workout refueling
5. Muscles used in strength training program

- a. Horizontal push
 - b. Horizontal pull
 - c. Vertical push
 - d. Vertical pull
 - e. Rotational
 - f. Knee dominant
 - g. Hip dominant exercises
6. Review 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
7. 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. Cardio Strength Programming
 - a. Kettlebell
 - b. Medicine ball
 - c. Resistance bands
 - d. Free weights
- 2. Assess and interpret metrics
 - a. Consider health implications of:
 - i. Body fat
 - ii. Hip:Waist Ratio
 - iii. Weight
 - b. Demonstrate performance intensity based on:
 - i. VO2Max
 - ii. 1 Repetition Max
 - iii. Squat analysis
- 3. Muscles used in strength training program
 - a. Horizontal push
 - b. Horizontal pull
 - c. Vertical push
 - d. Vertical pull
 - e. Rotational
 - f. Knee dominant
 - g. Hip dominant exercises
- 4. Review 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
5. 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

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
Group projects
Individual projects
Journals
Laboratory activities
Objective exams
Projects
Reports/papers
Research 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
Group discussions
Instructor-guided interpretation and analysis
Internet research
Laboratory activities
Lecture

Describe specific examples of the methods the instructor will use:

1. Physical demonstration and explanation of how to use conditioning equipment by the instructor B. Physical demonstration of how to perform conditioning exercises by the instructor
2. Instructor-led training and conditioning

3. Presentation of written articles by professionals in the field of conditioning
4. DVDs and other media demonstrating biomechanics

Representative Course Assignments

Writing Assignments

1. Wellness sheets on topics related to weight training, health and fitness

Critical Thinking Assignments

1. Nutritional journal tracking eating habits to evaluate whether student is maintaining a balanced diet
2. Exercise journal tracking how often students exercise to determine whether or not they are exercising sufficiently
3. Body composition analysis

Reading Assignments

1. Articles related to fitness, nutrition, and conditioning

Skills Demonstrations

1. Demonstrate proper form, modifications, variations, and progressions for the following skills:
 - a. squats
 - b. lunges
 - c. rows
 - d. push-ups
 - e. plank
 - f. manmakers
 - g. burpees

Outside Assignments

Representative Outside Assignments

1. Reading research-based articles
2. Articles related to fitness, nutrition, and conditioning
3. Create a healthy recipe that applying nutritional principles.
4. Wellness sheets on topics related to weight training, health 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

Textbook

Description

Runyon, Chuck (2012). *Working Out Sucks! (and why it doesn't have to)*. Boston Anytime Fitness.

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*. Simon and Schuster. New York City.

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.
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

CCC000579726

DOE/accreditation approval date

MM/DD/YYYY