



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) PE 16 _____ (2) FITNESS WALKING _____ (3) 1 _____
 Number Title Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	0		Degree applicable:	X
	Total Lab hours:	2.00		Non-degree applicable:	
	Total Contact hours:	36.00		Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.			(9)RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			Physical Education		
			General education category:		
			Major:		
(5) Grading Basis: Grading Scale Only			Certificate of:		
	Pass/No Pass option	X	Certificate in:		
	Pass/No Pass only				
(6) Advisories:			(10)CSU Baccalaureate: X		
Eligibility for English 125 and			(11)Repeatable: (A course may be repeated three times)		
Eligibility for English 126			3		
(7) Pre-requisites(requires C grade or better):					
Corequisites:					

(12) Catalog Description:
 This course is designed to expose students to the benefits of exercise through fitness walking and to the principles of exercise which will increase cardiovascular conditioning, endurance, flexibility and methods of releasing body tension.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Demonstrate strategies for maintaining physical fitness by designing a personal fitness walking program.
- B. Distinguish how exercising has had a positive impact on their current overall fitness.
- C. Explain the value of cross-training as related to fitness walking.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. describe proper fitness walking technique.
- B. measure target heart rate during exercise sessions.
- C. improve fitness level through exercise.
- D. explain the benefits of participating in lifelong fitness activities.
- E. recognize the mental benefits of fitness.
- F. identify the proper foot wear for fitness walking

- G. evaluate personal level of cardiovascular efficiency.

IV. COURSE OUTLINE:

Lab Content:

Class training

- I. Instructor designed workouts designed to refine various walking skills
- II. Walking workouts include:
 - 1. Warm-up and Cool-down activities which include stretching muscle groups and areas specific to walking
 - 2. Training techniques designed for three levels of walking groups which include:
 - 1. Distance training
 - 2. Speed training
 - 3. Interval training
 - 4. Stations
 - 5. Resistance training

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- A. Sample Text Title:
 - 1. Recommended - Kinoian, Therese *Fitness Walking*, ed. 2nd edition Human Kinetics, 2005,

B. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)	X	d) written homework
	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:
Summary of research on the benefits of walking.

B. Problem Solving Computational or non-computational problem-solving demonstrations, including:
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X	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work
X	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:
Homework activities focusing on calculating target training heart rates

C. Skill demonstrations, including:			
X	a) class performance(s)	X	c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

1. Completion of at least two (2) walking test, with demonstrated improvement.

D. Objective examinations including:			
X	a) multiple choice		d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Required Assignments: 50% Participation 25% Skills test 25% Written tests

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

- Textbook
- Reference materials
- Instructor-prepared materials
- Audio-visual materials

College-Level Criteria Met	
YES	NO
<u>X</u>	_____
<u>X</u>	_____
<u>X</u>	_____
_____	<u>X</u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher) _____
- Text is used in a college-level course X
- Used grading provided by publisher _____
- Other: (please explain; relate to Skills Levels) _____

Computation Level (Eligible for MATH 101 level or higher where applicable) _____

Content

- Breadth of ideas covered clearly meets college-level learning objectives of this course X
- Presentation of content and/or exercises/projects: _____
- Requires a variety of problem-solving strategies including inductive and deductive reasoning. X
- Requires independent thought and study X
- Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. X

List of Reading/Educational Materials

Recommended - Kinoian, Therese *Fitness Walking*, ed. 2nd edition Human Kinetics, 2005,

_____	<u>X</u>
<u>X</u>	_____
<u>X</u>	_____
<u>X</u>	_____

Comments:

_____ This course requires special or additional library materials (list attached).

_____ This course requires special facilities:

Attached Files:

<u>BASIC SKILLS ADVISORIES PAGE</u> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.	
(eligibility for English 126) (as outcomes for English 262) <input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words. <input type="checkbox"/> Applying word analysis skills to reading in context. <input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills. <input checked="" type="checkbox"/> Using textbook study skills and outlining skills. <input type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	1. Students must be able to read the required text. 2. Student must be able to apply word analysis skills to fitness walking terminology. 3. Students must be able to read the written tests that are given during the semester.
(eligibility for English 125) (as outcomes for English 252) <input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time. <input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc. <input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. <input type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification. <input type="checkbox"/> Combining sentences using coordination, subordination, and phrases. <input type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	1. Students must be able to complete mid-term and final examinations. 2. Students must be able to compare workout information from data collected related to each individual workout (laps and heart rate). 3. Students must be able to organize general fitness components logically and express them clearly on written exams.
<u>Check the appropriate spaces.</u>	

Eligibility for Math 101 is advisory for the target course.
 Eligibility for English 126 is advisory for the target course.
 Eligibility for English 125 is advisory for the target course.
If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites