



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) PE 2	(2) AEROBICS (DANCE, STEP OR WATER)	(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	
(5) Grading Basis: Grading Scale Only	General education category:	
Pass/No Pass option X	Major: PHYSICAL EDUCATION	
Pass/No Pass only	Certificate of: COACHING	
(6) Advisories:	Certificate in:	
Eligibility for English 125 or 126	(10)CSU Baccalaureate:	X
(7) Pre-requisites(requires C grade or better):	(11)Repeatable: (A course may be repeated three times)	3
Corequisites:		

(12) Catalog Description:
 This course is designed to improve cardiorespiratory endurance, muscular endurance and flexibility using a variety of aerobic activities. Exercises include dance, step, or water aerobics. (Swimming skills not required).

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:

- I. analyze and record their personal fitness level and determine their target heart rate zone.
- II. design and demonstrate a 10 minute Aerobic exercise routine.
- III. demonstrate the proper body mechanics in various movements while performing a self-designed 10 minute aerobic routine.
- IV. use appropriate terminology and vocabulary when evaluating and discussing aerobic exercise programs

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:

- I. perform low intensity Aerobic workouts for up to 40 minutes, using major muscle groups in the process to improve cardiovascular endurance, flexibility, and strength.
- II. demonstrate the proper body mechanics in various movements while performing a self-designed 10 minute aerobic routine.
- III. evaluate cardiovascular improvements.
- IV. list the reasons for a warm-up and cool-down exercise routine and assess the benefits of each routine.

IV. COURSE OUTLINE:

Lab Content:

- A. Varied Exercise Programs
 1. Low impact aerobics
 2. Weight training/muscle toning/muscle strengthening
 3. Benefits of warm-up and cool-down
 4. Pre/post stretch
 5. Dance Aerobic routines
 6. Step Aerobic routines
 7. Water Aerobic routines
 8. Pre-Test vs. Post-Test

V. APPROPRIATE READINGS

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

I. Sample Text Title:

1. Recommended - Baun *Fantastic Water Workouts*, ed. 2nd Baun, 2007,
2. Recommended - Mazzeo *Fitness through Aerobics, Step Training, Walking*, ed. 4th Thomson & Wadsworth, 2007,
3. Recommended - Casten / Jordan *Aerobics Today*, ed. 2nd Thomson & Wadsworth, 2002,

II. 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	
<input type="checkbox"/>	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.
X	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.
<input type="checkbox"/>	a) essay exam(s)
<input type="checkbox"/>	b) term or other paper(s)
<input type="checkbox"/>	c) laboratory report(s)
<input type="checkbox"/>	d) written homework
<input type="checkbox"/>	e) reading reports
<input type="checkbox"/>	f) other (specify)

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

B. Problem Solving	
Computational or non-computational problem-solving demonstrations, including:	
<input type="checkbox"/>	a) exam(s)
<input type="checkbox"/>	b) quizzes
<input type="checkbox"/>	c) homework problems
<input type="checkbox"/>	d) laboratory reports
<input type="checkbox"/>	e) field work
<input type="checkbox"/>	f) other (specify):

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

C. Skill demonstrations, including:	
X	a) class performance(s)
<input type="checkbox"/>	b) field work
X	c) performance exams(s)
<input type="checkbox"/>	d) other (specify)

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

1. Students are required to design a 10 minute aerobics exercise routine to music.
2. Completion of at least two cardiovascular fitness evaluation tests, with demonstrated improvement.

D. Objective examinations including:	
X	a) multiple choice
X	b) true/false
X	c) matching items
<input type="checkbox"/>	d) completion
X	e) other (specify):

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.

50% Participation 25% Skills Tests 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):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	<u> </u>
Reference materials	<u> X </u>	<u> </u>
Instructor-prepared materials	<u> X </u>	<u> </u>
Audio-visual materials	<u> X </u>	<u> </u>

Indicate Method of evaluation:

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

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u> </u>	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials

Recommended - Baun *Fantastic Water Workouts*, ed. 2nd Baun, 2007,
 Recommended - Mazzeo *Fitness through Aerobics, Step Training, Walking*, ed. 4th Thomson & Wadsworth, 2007,
 Recommended - Casten / Jordan *Aerobics Today*, ed. 2nd Thomson & Wadsworth, 2002,

Comments:

- This course requires special or additional library materials (list attached).
 X This course requires special facilities:
 Swimming Pool & Dance Room

Attached Files:

BASIC SKILLS ADVISORIES PAGE	
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 125) (as outcomes for English 252) <u> X </u> Writing complete English sentences and avoiding errors most of the time. <u> X </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc. <u> X </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. <u> </u> Expanding and developing basic sentence structure with appropriate modification. <u> </u> Combining sentences using coordination, subordination, and phrases. <u> </u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	Students must be able to complete mid-term and final examinations. Students must be able to evaluate aerobic dance routines and use appropriate terminology when describing them. Students must be able to recognize proper mechanics for aerobic moves and distinguish them on written exams.

(eligibility for English 126)
(as outcomes for English 262)

Using phonetic, structural, contextual, and dictionary

skills to attack and understand words.
 Applying word analysis skills to reading in context.

Using adequate basic functional vocabulary skills.

Using textbook study skills and outlining skills.

Using a full range of literal comprehension skills and

basic analytical skills such as predicting, inferring,

concluding, and evaluating.

Students must be able to read the required text.

Students must be able to apply word analysis skills to aerobic terminology

Students must be able to read the written tests that are given during the semester.

Check the appropriate spaces.

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