



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) PE 15	(2) WEIGHT TRAINING	(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:	
(6) Advisories:	Certificate in: COACHING	
Eligibility for English 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:
 A course designed to improve physical fitness levels through resistance training exercises using free/machine weights. The following components of Physical Fitness will be emphasized: Muscular Endurance, Muscular Strength, Body Composition, Flexibility, and Cardio-Respiratory Endurance.

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. use proper weight room safety and etiquette.
- II. demonstrate proper lifting techniques related to specific exercises.
- III. illustrate a basic knowledge of muscle groups and their application in the weight room.
- IV. understand proper nutritional choices required to help acquire/maintain a healthy body composition.
- V. recognize the five (5) components of physical fitness and understand how they relate to the development of overall physical fitness.

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. evaluate and critique current fitness levels.
- II. plan, implement, and practice appropriate fitness activities that promote improved levels of muscular strength & endurance, cardio-respiratory endurance, flexibility, and body composition.

IV. COURSE OUTLINE:

Lab Content:

- A. Pre-test assessment of student's physical fitness level
 - 1. Muscular strength & endurance
 - a. sit-up/push-up test
 - 2. Body composition
 - a. % fat weight
 - 3. Flexibility
 - a. Sit-reach test
- B. Participation in training program to develop/improve muscular strength, muscular endurance, body composition, and flexibility

- C. Post-test assessment of student's physical fitness level
 - 1. Muscular strength & endurance
 - a. sit-up/push-up test
 - 2. Body composition
 - a. % fat weight
 - 3. Flexibility
 - a. Sit-reach test

V. APPROPRIATE READINGS

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

- I. Sample Text Title:
 - 1. Recommended - Brown, Lee *Strength Training*, ed. 2 National Strength & Conditioning Association, 2007,
- II. Other Readings
 - 1. Recommended - *Instructor Handouts*

- 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.

While discussing and testing body composition, we address dietary concepts that are specific to various ethnic populations. Diets that are traditional to specific cultures may often be high in saturated fats predisposing certain ethnic populations to greater risks for the early onset of obesity and coronary heart disease. We encourage students to make healthful lifestyle changes to their diets and activity levels that will improve their overall quality of life.

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			
	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.		
	a) essay exam(s)		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:

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

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

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

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

- 1. Push-up/sit-up rep test (pre/post)
- 2. Update exercise log per each class session
- 3. Body composition (pre/post)
- 4. Sit-reach flexibility test
- 5. Repetition maximums (free and/or machine weights)

D. Objective examinations including:			
X	a) multiple choice	X	d) completion

X	b) true/false		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.

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

<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 - Brown, Lee *Strength Training*, ed. 2 National Strength & Conditioning Association, 2007,

Comments:

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

 X This course requires special facilities:
Adequately equipped weight room facility

Attached Files:

<p>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.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><u> </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u> X </u> Applying word analysis skills to reading in context.</p> <p><u> X </u> Using adequate basic functional vocabulary skills.</p> <p><u> X </u> Using textbook study skills and</p>	<ol style="list-style-type: none"> 1. Student must be able to read and comprehend instructor handouts and various weight room informational placards. 2. Student must be able to understand basic terminology associated with concepts of physical fitness, proper identification of weight room equipment, and muscles 3. Student must be able to adequately learn from reading assignments and apply knowledge gained to active participation in weight room

outlining skills.
 Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.

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