



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) HLTH 32 _____ (2) FITNESS AND WELLNESS _____ (3) 2 _____
 Number Title Units

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">(4) Lecture / Lab Hours:</td> </tr> <tr> <td colspan="3">Total Course Hours</td> </tr> <tr> <td style="width: 30%;">Total Lec hours:</td> <td style="width: 30%;"></td> <td style="width: 40%; text-align: center;">2.00</td> </tr> <tr> <td>Total Lab hours:</td> <td></td> <td></td> </tr> <tr> <td>Total Contact hours:</td> <td></td> <td style="text-align: center;">36.00</td> </tr> <tr> <td colspan="3">Lec will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td colspan="3">Lab will generate <u>0</u> hour(s) outside work.</td> </tr> <tr> <td>(5) Grading Basis:</td> <td>Grading Scale Only</td> <td></td> </tr> <tr> <td></td> <td>Pass/No Pass option</td> <td style="text-align: center;">X</td> </tr> <tr> <td></td> <td>Pass/No Pass only</td> <td></td> </tr> <tr> <td>(6) Advisories:</td> <td colspan="2">Eligibility for English 126</td> </tr> <tr> <td></td> <td colspan="2">Eligibility for English 125</td> </tr> <tr> <td>(7) Pre-requisites(requires C grade or better):</td> <td colspan="2">Corequisites: PE 2 or PE 6 or PE 12 or PE 16 or PE 18 or PE 19 or</td> </tr> </table>	(4) Lecture / Lab Hours:			Total Course Hours			Total Lec hours:		2.00	Total Lab hours:			Total Contact hours:		36.00	Lec will generate <u>0</u> hour(s) outside work.			Lab will generate <u>0</u> hour(s) outside work.			(5) Grading Basis:	Grading Scale Only			Pass/No Pass option	X		Pass/No Pass only		(6) Advisories:	Eligibility for English 126			Eligibility for English 125		(7) Pre-requisites(requires C grade or better):	Corequisites: PE 2 or PE 6 or PE 12 or PE 16 or PE 18 or PE 19 or		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3">(8) Classification:</td> </tr> <tr> <td style="width: 30%;"></td> <td style="width: 30%;"></td> <td style="width: 40%;"></td> </tr> <tr> <td></td> <td>Degree applicable:</td> <td style="text-align: center;">X</td> </tr> <tr> <td></td> <td>Non-degree applicable:</td> <td></td> </tr> <tr> <td></td> <td>Basic skills:</td> <td></td> </tr> <tr> <td>(9) RC</td> <td>Fulfills AS/AA degree requirement: (area)</td> <td></td> </tr> <tr> <td></td> <td>Awareness of lifetime physical and mental wellness</td> <td></td> </tr> <tr> <td></td> <td>General education category:</td> <td></td> </tr> <tr> <td></td> <td>Major:</td> <td></td> </tr> <tr> <td></td> <td>Certificate of:</td> <td></td> </tr> <tr> <td></td> <td>Certificate in:</td> <td></td> </tr> <tr> <td>(10) CSU</td> <td>Baccalaureate:</td> <td style="text-align: center;">X</td> </tr> <tr> <td>(11) Repeatable: (A course may be repeated three times)</td> <td></td> <td style="text-align: center;">0</td> </tr> </table>	(8) Classification:							Degree applicable:	X		Non-degree applicable:			Basic skills:		(9) RC	Fulfills AS/AA degree requirement: (area)			Awareness of lifetime physical and mental wellness			General education category:			Major:			Certificate of:			Certificate in:		(10) CSU	Baccalaureate:	X	(11) Repeatable: (A course may be repeated three times)		0
(4) Lecture / Lab Hours:																																																																															
Total Course Hours																																																																															
Total Lec hours:		2.00																																																																													
Total Lab hours:																																																																															
Total Contact hours:		36.00																																																																													
Lec will generate <u>0</u> hour(s) outside work.																																																																															
Lab will generate <u>0</u> hour(s) outside work.																																																																															
(5) Grading Basis:	Grading Scale Only																																																																														
	Pass/No Pass option	X																																																																													
	Pass/No Pass only																																																																														
(6) Advisories:	Eligibility for English 126																																																																														
	Eligibility for English 125																																																																														
(7) Pre-requisites(requires C grade or better):	Corequisites: PE 2 or PE 6 or PE 12 or PE 16 or PE 18 or PE 19 or																																																																														
(8) Classification:																																																																															
	Degree applicable:	X																																																																													
	Non-degree applicable:																																																																														
	Basic skills:																																																																														
(9) RC	Fulfills AS/AA degree requirement: (area)																																																																														
	Awareness of lifetime physical and mental wellness																																																																														
	General education category:																																																																														
	Major:																																																																														
	Certificate of:																																																																														
	Certificate in:																																																																														
(10) CSU	Baccalaureate:	X																																																																													
(11) Repeatable: (A course may be repeated three times)		0																																																																													

(12) Catalog Description:
 Healthy lifestyle patterns, exercise, nutrition and physiological well being. Assessment of current fitness and wellness and development of strategies for health, nutrition, fitness and stress management. Prevention of chronic diseases and long-term behavior modification. To satisfy CSU Area E, requires concurrent enrollment in one of the following: PE 2, PE 6, PE 12, PE 16, PE 18, or PE 19.

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. Examine and interpret physical fitness assessment and needed changes in lifestyle.
- B. Analyze risk factors for obesity, hypertension, cancer, heart disease and determine appropriate lifestyle change.
- C. Develop a physical fitness plan including muscle strength, cardiovascular endurance, muscular endurance, flexibility and body composition.
- D. Analyze current diet by relating a food diary to generally accepted nutrition standards.
- E. Demonstrate an understanding of safety and motivation with respect to behavior change.
- F. Analyze current lifestyle for levels of stress and specific stressors.
- G. Develop a plan to combat life's stressors.

- H. Discuss key concepts for being an intelligent consumer of fitness products and services.
- I. Discuss ways to determine the reliability of health and fitness information in the media.
- J. Create and maintain effective behavior action plan.

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 the six dimensions of physical, emotional, intellectual, interpersonal, spiritual, and environmental wellness.
- B. Discuss the available sources of wellness information and how to think critically about them.
- C. Assess their current lifestyle compared with the lifestyle recommendations for wellness.
- D. Describe how much physical activity is recommended for developing health and fitness.
- E. List the major effects and benefits of cardiorespiratory endurance exercise and risk factors for cardiovascular disease.
- F. Describe the basic physiology of muscles and how strength training affects muscles.
- G. List the potential benefits of flexibility and stretching exercises.
- H. Explain how body composition affects overall health and wellness.
- I. Develop a personal fitness program plan and contract.
- J. List the essential nutrients and describe the functions they perform in the body.
- K. Evaluate their nutrition status using a computer diet analysis.
- L. Design a personal nutrition plan based on affordable foods that they enjoy and will promote wellness.
- M. Explain the health risks associated with overweight and underweight.
- N. Describe what stress is and how people react to it physically, emotionally and behaviorally.
- O. List and describe common cancers, their risk factors, signs and symptoms, treatments and approaches to prevention.
- P. Define and discuss the concepts of addictive behavior, substance abuse and substance behavior.
- Q. Describe the role that the environment plays in personal wellness and the steps individuals can take to preserve and restore the environment.

IV. COURSE OUTLINE:

Lecture Content:

A. Introduction to Wellness, Fitness, and Lifestyle Management

- 1. Wellness: The New Health Goal
- 2. Reaching Wellness Through Lifestyle Management

B. Principles of Physical Fitness

- 1. Physical Activity and Exercise for Health and Fitness
- 2. Health-related Components of Physical Fitness
- 3. Principles of Physical Training: Adaption to Stress
- 4. Designing Your Own Exercise Program

C. Cardiorespiratory Endurance

- 1. Basic Physiology of Cardiorespiratory Endurance Exercise
- 2. Benefits of Cardiorespiratory Endurance Exercise
- 3. Assessing Cardiorespiratory Fitness

4. Developing a Cardiorespiratory Endurance Program

5. Exercise Safety and Injury Prevention

D. Muscular Strength and Endurance

1. Basic Muscle Physiology and the Effects of Strength Training

2. Benefits of Muscular Strength and Endurance

3. Assessing Muscular Strength and Endurance

4. Creating a Successful Strength Training Program

E. Flexibility and Low-Back Health

1. Types of Flexibility

2. What Determines Flexibility?

3. Benefits of Flexibility and Stretching Exercises

4. Assessing Flexibility

5. Creating a Successful Program to Develop Flexibility

6. Preventing and Managing Low-Back Pain

F. Body Composition

1. What is body Composition and why is it important?

2. Assessing body Mass Index, Body Composition, and Body Fat Distribution

3. Setting Body Composition Goals

4. Making changes in Body Composition

G. Putting Together a Complete Fitness Program

1. Developing a Personal Fitness Plan

2. Putting the Plan into Action

3. Exercise Guidelines for People with Special Health Concerns

4. Exercise Guidelines for Life Stages

5. Sample Programs for Popular Activities

H. Nutrition

1. Nutritional Requirements: Components of a Health Diet
2. Nutritional Guidelines: Planning the Diet
3. Nutrition Planning: Making Informed Choices about Food
4. A Personal Plan: Applying Nutrition Principles
5. Nutrition Resources

I. Weight Management

1. Health Implications of Overweight and Obesity
2. Factors Contributing to Body Fat
3. Adopting a Healthy Lifestyle for Successful Weight Management
4. Approaches to Overcoming a Weight Problem
5. Body Image
6. Eating Disorders
7. Creating an Individual Weight-Management Plan

J. Stress

1. What is Stress?
2. Stress and Wellness
3. Common Sources of Stress
4. Managing Stress
5. Getting Help for Stress

K. Cardiovascular Health

1. Risk Factors for Cardiovascular Disease
2. Major Forms of Cardiovascular Disease
3. Protecting Oneself against Cardiovascular Disease

L. Cancer

1. What is Cancer?
2. Common Cancers

3. The Causes of Cancer

4. Preventing Cancer

M. Substance Use and Abuse

1. Addictive Behavior

2. Psychoactive Drugs

3. Alcohol

4. Tobacco

N. Sexually Transmitted Diseases

1. Major STDs

2. Education, Diagnosis, Treatment, and Prevention

O. Wellness for Life

1. Developing Successful Interpersonal Relationships

2. Meeting the Challenges of Aging

3. Reliability of Health and Fitness Information in the Media

4. Evaluation of Fitness and Wellness Products and Services

5. Using the Health Care System Intelligently

6. Environmental Health

7. Fitness and Wellness for the Future

V. APPROPRIATE READINGS

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

A. Sample Text Title:

1. Recommended - Fahey, Insel and Roth *Fit and Well*, ed. 10th McGraw-Hill Publishing Company, 2011,

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.

The study of fitness and wellness affects the culturally diverse population served in the San Joaquin Valley.

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
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

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

1. Complete behavior change activity report.
2. Develop a written fitness/wellness plan.
3. Use EBSCO host search and retrieval system to find fitness and wellness research articles.

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	X	f) other (specify):

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

1. Participate in Blackboard discussion board.
2. Participate in group projects.
3. Evaluate the diet using a computerized diet analysis program.

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

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

Assess current levels of muscle strength and endurance, flexibility, cardiorespiratory endurance and body composition.

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

11% Online Discussion, 8% Lifestyle Evaluation, 20% Exams, 14% Diet Analysis/Group Project, 7% Internet Research Activity, 20% Behavior Change Report, 20% Personal Fitness/Wellness Plan

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>	_____
Reference materials	<u>X</u>	_____
Instructor-prepared materials	<u>X</u>	_____
Audio-visual materials	<u>X</u>	_____

Indicate Method of evaluation:

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

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

_____ X

Content

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

List of Reading/Educational Materials

Recommended - Fahey ,Insel and Roth *Fit and Well*, ed. 10th McGraw-Hill Publishing Company, 2011,

Comments:

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

_____ This course requires special facilities:

Attached Files:

[Forms B & C](#)

<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)	1. The ability to read and comprehend a college level fitness and wellness textbook.
<u>X</u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.	2. The ability to outline the textbook and discussion notes for study purposes.
<u>X</u> Applying word analysis skills to reading in context.	3. Ability to transfer text to classroom applications.
<u>X</u> Using adequate basic functional vocabulary skills.	
<u>X</u> Using textbook study skills and outlining skills.	
<u>X</u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	

(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 checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification. <input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases. <input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	1. Ability to compose well-organized, clear, and analytical responses to homework assignments. 2. Ability to complete a term paper on a fitness and wellness plan. 3. Ability to take notes from text and lecture materials.
Check the appropriate spaces. <input type="checkbox"/> Eligibility for Math 101 is advisory for the target course. <input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course. <input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course. <i>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.</i>	

CONTENT REVIEW	
PE 2 AEROBICS (DANCE, STEP OR WATER)	
PE 12 SWIMMING	
PE 16 FITNESS WALKING	
PE 18 FLOOR EXERCISES	
PE 6 FITNESS AND HEALTH	
PE 19 WEIGHT TRAINING AND AEROBICS	

REQUISITES	
Corequisite -- PE 2 AEROBICS (DANCE, STEP OR WATER)	
<ul style="list-style-type: none"> analyze and record their personal fitness level and determine their target heart rate zone. 	<ul style="list-style-type: none"> Describe how much physical activity is recommended for developing health and fitness. Develop a personal fitness program plan and contract.
Corequisite -- PE 6 FITNESS AND HEALTH	
<ul style="list-style-type: none"> Analyze and assess personal fitness in strength, flexibility and endurance. Execute exercises designed specifically for: 1. Muscular Endurance 2. Muscular Strength 3. Flexibility Improvement 4. Cardiovascular Improvement 5. Body Mass Index 	<ul style="list-style-type: none"> List the major effects and benefits of cardiorespiratory endurance exercise and risk factors for cardiovascular disease. List the potential benefits of flexibility and stretching exercises.
Corequisite -- PE 12 SWIMMING	
<ul style="list-style-type: none"> Show an increase in cardiovascular endurance by demonstrating an increase in the yardage swam in a 	<ul style="list-style-type: none"> List the major effects and benefits of cardiorespiratory endurance exercise and risk factors for cardiovascular

timed pre-test and post swim test.	disease.
Corequisite -- PE 16 FITNESS WALKING	
<ul style="list-style-type: none"> • apply strategies for maintaining physical fitness by designing a personal fitness walking program. 	<ul style="list-style-type: none"> • Describe how much physical activity is recommended for developing health and fitness.
Corequisite -- PE 18 FLOOR EXERCISES	
<ul style="list-style-type: none"> • Analyze and assess their fitness levels based on the five components of fitness: muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition through the use of pre- and post-testing with various measuring devices (body fat analyzer, sit and reach, scales, etc.). • Muscular Endurance • Muscular Strength • Flexibility • Cardiovascular Endurance • Body Composition 	<ul style="list-style-type: none"> • Describe how much physical activity is recommended for developing health and fitness. • List the major effects and benefits of cardiorespiratory endurance exercise and risk factors for cardiovascular disease. • List the potential benefits of flexibility and stretching exercises. • Explain how body composition affects overall health and wellness. • Develop a personal fitness program plan and contract.
Corequisite -- PE 19 WEIGHT TRAINING AND AEROBICS	
<ul style="list-style-type: none"> • Analyze and assess their fitness levels based on the five components of fitness: muscular strength, muscular endurance, cardio-respiratory endurance, flexibility, and body composition through the use of pre- and post-testing with various measuring devices (body fat analyzer, scale, sit and reach, etc). • select, implement, and practice appropriate fitness activities that promote improved levels of muscular strength, muscular endurance, cardio-respiratory endurance, flexibility, and body composition. • calculate, understand, and implement Target Heart Rate (THR) and Resting Heart Rate 	<ul style="list-style-type: none"> • List the major effects and benefits of cardiorespiratory endurance exercise and risk factors for cardiovascular disease. • Describe the basic physiology of muscles and how strength training affects muscles. • List the potential benefits of flexibility and stretching exercises. • Develop a personal fitness program plan and contract.

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. ____ The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. ____ The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. ____ The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. ____ The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. ____ Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance
in the target course.
Justification: Cite the statistical evidence from the research.
6. ____ The prerequisite course is part of a sequence of courses within or across a discipline.
7. X Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:
Area E Lifelong Learning and Self-Development requires a minimum of 3 semester units. A minimum of three semester units or four quarter units in study designed to equip learners for lifelong understanding and development of themselves as

integrated physiological, social, and psychological beings. Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.