EL CAMINO COLLEGE

COURSE OUTLINE OF RECORD

I. Course Information

Course Acronym:* PE

Course Number:* 400

Descriptive Title:* Adapted Fitness

Division: Health Sciences and Athletics

Department:* Physical Education

Course Disciplines: Physical Education

Catalog Description:*

This course is designed for students with disabilities and provides personalized exercise programs. The components of physical fitness such as body composition, flexibility, muscle endurance, muscle strength, and cardiorespiratory endurance will be discussed. Training principles with each component of fitness will be practiced with an understanding of the physical and health benefits of exercise.

Note: Letter grade or pass/no pass option.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended Preparation:

Enrollment Limitation:

Course Length: Full Term

Hours Lecture (per week): 0.00

Hours Laboratory (per week): 3

Outside Study Hours:* - **Total Course Hours:*** 54

Course Units:* 1

Grading Method: Letter grade and Pass/No Pass

Credit Status: Credit, degree applicable

Transfer CSU: Yes **Effective Date:** Prior to July 1992

Transfer UC: Yes **Effective Date:** Prior to July 1992

General Education: ECC 5 - Health and Physical Education

Term: **Other:**

CSU GE: E - Lifelong Understanding and Self-Development

Term: **Other:**

IGETC:

Term: **Other:**

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) **(The course student learning outcomes are listed below.)**
SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

Student Learning Outcomes:

1. Students will define the components of physical fitness and the methodology to improve each component.
2. Students will describe the benefits of regular exercise.
3. Students will identify strategies to estimate and improve body composition.

B. Course Objectives **(The major learning objective for in this course are listed below.)**

Course Objectives:

1. Define each component of physical fitness such as; body composition, cardiorespiratory endurance, flexibility, and muscle strength.

2. Compose an exercise program utilizing proper progression of intensity, frequency, and duration of exercise for each component of physical fitness.

3. Demonstrate proper stretching exercises while isolating specific muscle groups.

4. Demonstrate proper techniques duirng resistance exercise relative to movement and breathing.

5. Apply adaptations to equipment and/or exercise that correlate to a student's limitations associated with his or her disability.

6. Discuss the fitness and health benefits of participating in a regular and purposeful exercise program.

7. Demonstrate measurable progress pertaining to physical fitness as it corresponds to personalized exercise goals.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)
Example:

I. Main Topic (3 hours, lecture)
- **A. Sub topics**
- **B. Sub topics**
  - **1. Super sub topic**
  - **2. Super sub topic**

Major Topics:

I Introduction (4 hours, lab)

A. Safety procedures

B. Operation of exercise equipment

C. Personalized exercise card

D. Documentation of measureable progress

E. Academic Accommodation Plan (AAP)

F. "Special Course" repeat petition

II Basic Components of Physical Fitness (4 hours, lab)

A. Body composition

B. Cardiorespiratory endurance

C. Flexibility

D. Muscle endurance

E. Muscle strength

III Benefits of Physical Fitness (4 hours, lab)

A. Improve metabolic rate

B. Improve physique

C. Stabilize joints

D. Improve range of motion

E. Improve strength

F. Improve muscle endurance

G. Improve stamina

H. Bone density

IV Training Principles (8 hours, lab)

A. Assessment

B. Goal setting

C. Mode of exercise

D. Frequency of exercise

E. Intensity of exercise

F. Duration of exercise

G. Warm-up and cool-down

H. Exercise modifications

I. Contraindicated exercises

V Personalized Exercise Programs (34 hours, lab)

A. Resistance exercises

B. Stretching exercises

C. Cardiorespiratory exercises

D. Trunk stabilization "core" exercises

E. Balance exercises

Total Lecture Hours 0

Total Laboratory Hours 54

Total Hours 54

Total Lecture Hours: 0

Total Laboratory Hours: 54

Total Hours: 54

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

1) Substantial writing assignments

2) Problem solving demonstrations (computational or non-computational)

3) Skills demonstrations

Primary Method of Evaluation: Skills demonstrations

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Demonstrate to instructor three stretching exercises that isolate a specific muscle group.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Verbally explain to your instructor, the relationship of exercise intensity and the volume of exercise when striving to improve your body composition through exercise.

Critical Thinking Assignment 2: Develop a personalized exercise card, listing appropriate exercises with references to equipment utilization and training principles that coincide with your fitness goals. Afterwards, consult with your instructor for comments and/or recommendations.

D. Other Typical Assessment and Evaluation Methods

Examples: **Class Performance, Objective Exam, Clinical Evaluation, Oral Exams, Completion, Other Exams, Embedded Questions, Performance Exams, Essay Exams, Presentation, Fieldwork, Quizzes, Homework Problems, Reading Reports, Journal kept throughout course, Term or Other Papers, Laboratory Reports, True/False, Matching Items, Written Homework, Multiple Choice, Other (specify)**

Other Evaluation Methods: Performance exams, Quizzes, Class Performance, Multiple Choice, Completion, Matching Items, True/False
Other (specify): Personalized exercise card with notation of specific exercises, equipment utilization, and
documentation of measurable progress.

V. Instructional Methods

Examples: **Lecture, Group Activities, Lab, Role play/simulation, Discussion, Guest Speakers, Multimedia presentations, Field trips, Demonstration, Other (specify)**

Instructional Methods: Demonstration, Discussion

If other:

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Work Outside of Class:* Course is lab only - minimum required hours satisfied by scheduled lab time and estimated student hours outside of class per week is zero

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Printed Text - Author, Title, Edition, Publisher, Year.
Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.
Sample: *Dillon, Dave. Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".

Multiple textbooks may be listed.

Up-To-Date Representative Textbooks:

B. Alternative Textbooks: Please use the following format(s): if applicable

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: *Dillon, Dave. Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".

Multiple textbooks may be listed.

Alternative Textbooks:

C. Required Supplementary Readings

Required Supplementary Readings:

D. Other Required Materials

Other Required Materials:

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Mary Martin **Date:** 02/01/1985

Original Board Approval Date:

Last Reviewed and/or Revised by: Mark Lipe **Date:** 10/15/2021

Last Board Approval Date: