

I. Course Information

Course Acronym:* PE

PE

Course Number:* 404

Descriptive Title:* Adapted Cardiovascular 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 instruction in cardiovascular exercise. Aerobic and/or anaerobic conditioning will be performed with an understanding of monitoring exercise frequency, intensity and duration. Fitness terminology, training principles, and benefits of exercise will be discussed.

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

Hours Laboratory (per week): 3

Outside Study Hours:* 0

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:

General Education: Area 5 - Health and Physical Education
ECC

Term:

Other:

CSU GE:

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:**
- SLO #1 Target Heart Rate**
Students will calculate one's target exercise heart rate for cardiovascular exercise and identify its applications and limitations.
 - SLO #2 Sound Exercise Training Principles**
Students will demonstrate sound exercise training principles relative to frequency, intensity, time and mode of exercise to enhance positive changes with their cardiovascular fitness level.
 - SLO #3 Demonstrate Improvement**
Students will demonstrate improvement in cardiovascular fitness.

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

Course Objectives:

1. Differentiate aerobic training and anaerobic training in the development and application of cardiovascular fitness.
2. Appraise the health and fitness benefits of participating in a regular, purposeful cardiovascular exercise program.
3. Organize proper warm-up and cool-down principles during cardiovascular training to ensure safety and success.
4. Judge one's Rating of Perceived Exertion (RPE) score during cardiovascular exercise and adjust the intensity when necessary.
5. Assess resting and exercise heart rates with accuracy.
6. Determine training exercise heart rate that coincides with level of fitness, age, and existing medical conditions.
7. Formulate strategies to prevent heat stress conditions during cardiovascular exercise.

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 (3 hours, lab)**

1. Safety procedures
2. Operation of exercise equipment
3. Personalized exercise card
4. Documentation of measureable progress
5. Academic Accommodation PPlan (AAP)
6. "Special Course" repeat petition

II. Benefits of Cardiovascular Training (4 hours, lab)

1. Cardiovascular endurance
2. Muscle endurance
3. Body composition
4. Bone density
5. Mental cognition
6. Psychological

III. Training Principles (4 hours, lab)

1. Assessment of health and fitness level
2. Goal setting
3. Mode of exercise
4. Frequency of exercise
5. Intensity of exercise
6. Duration of exercise
7. Warm-up and Cool-down
8. Heat stress prevention

IV. Cardiovascular Training (4 hours, lab)

1. Aerobic exercise
2. Anaerobic exercise
3. Circuitry training
4. Interval training

V. Assessment (6 hours, lab)

1. Adjusted maximum heart rate formula
2. Rating of perceived exertion (RPE) scale
3. Resting heart rate
4. Exercise heart rate
5. Recovery heart rate

VI. Personalized Exercise Program (33 hours, lab)

1. Upright leg cycling
2. Recumbent leg cycling

- 2. Recumbent leg cycling
- 3. Arm cycling
- 4. Treadmill walking and running
- 5. Rowing
- 6. Recumbent stepper
- 7. Elliptical Stepper
- 8. Circuit and interval resistance training

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

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Using the age-adjusted maximum heart rate formula, determine your target exercise heart rate relative to your health and fitness level.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Explain to the instructor what variables would increase a score using Borg's Rating of Perceived Exertion scale during cardiovascular exercise.

Critical Thinking Assignment 2: Discuss with instructor, your recommended progression with your cardiovascular exercise training program that will facilitate positive changes with your level of fitness. Changes may include mode and frequency of exercise, intensity levels, and duration of cardiovascular exercise.

D. Other Typical Assessment and Evaluation Methods

Examples: Class Performance, Objective Exam, Clinical Evaluation, Oral Exams, Completion, Other Exams, ... Page 5 of 8

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: Class Performance, Completion, Matching Items, Multiple Choice, Other (specify), Performance Exams, Quizzes, True/False

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, Lecture

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:* -

If Other: Course is lab only - minimum required hours satisfied by scheduled lab time and estimated student hours outside of class per week is zero.

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: 09/01/1988

**Original Board
Approval Date:** 03/13/1989

**Last Reviewed and/or
Revised by:** Mark Lipe

Date: 10/15/2021

**Last Board Approval
Date:**