

## KINSC102 : Physical Activity and Lifelong Well-Being

### General Information

Author:	<ul style="list-style-type: none"><li>• Kimberlee Kelly</li><li>• King, Sarah</li><li>• Heck, Tom</li></ul>
Course Code (CB01) :	KINSC102
Course Title (CB02) :	Physical Activity and Lifelong Well-Being
Department:	Physical Education
Proposal Start:	Fall 2018
TOP Code (CB03) :	(1270.00) Kinesiology
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	04/27/2018
Board of Trustees Approval Date:	06/14/2018
External Review Approval Date:	06/15/2018
Course Description:	This course explores the integration of physiological, psychological and sociological understandings of the human being in relationship to physical activity as a lifelong pursuit. Topics include physical fitness, nutrition, stress reduction, socialization, and individual differences in human behavior. Students are expected to perform basic fitness assessments as part of this course.
Submission Type:	Providing an alternate Area E course for students. No value
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Kinesiology</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Physical Education</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	No value	<ul style="list-style-type: none"><li>• Letter Grade Methods</li><li>• Pass/No Pass</li></ul>

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

No value

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

## Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

## Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

**Cerro Coso General Education Requirements**

**Categories**

**Status**

**Approval Date**

**Comparable Course**

Area 7.1

Health & Wellness  
Wellness

Approved

No value

Cal state fullerton KNES 353

**CSU General Education Certification**

**Categories**

**Status**

**Approval Date**

**Comparable Course**

Area E.1

Lifelong Learning  
& Self-  
Development  
Integrated  
Organism

Approved

04/10/2019

CSU fullerton KNES 353

## Units and Hours

## Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

## Credit / Non-Credit Options

### Course Credit Status (CB04)

Credit - Degree Applicable

### Course Non Credit Category (CB22)

Credit Course.

### Non-Credit Characteristic

No Value

### Course Classification Status (CB11)

Credit Course.

### Funding Agency Category (CB23)

No value

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

## Weekly Student Hours

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

## Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54

### Course In-Class (Contact) Hours

Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54

### Course Out-of-Class Hours

Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	108

## Time Commitment Notes for Students

No value

## Faculty Load

Extra Duties: 0

Faculty Load: 0



### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

### Entrance Skills

Entrance Skills	Description
No value	No value

### Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

### Specifications

#### Methods of Instruction

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Audiovisual
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

**Methods of Instruction** Project-based learning

**Rationale** No value

### Assignments

Assignments may include but are not limited to

Fitness testing and evaluation

Quizzes, tests and essays

Discussion, in class or online

Examples of assignments

### Sample Assignment: Information Report Writing Assignment

Each student will develop an information report describing the international health issue they have researched. . The report should include the following sections:

Issue Summary – 1 to 2 paragraphs

- Who?
- What?
- Where?
- When?

Issue Background– 1 to 2 paragraphs

- How long has it persisted?
- What is/are the primary causes of the issue?
- What (if any) are the secondary causes of the issue?
- What is/are the primary effects of the issue?
- What (if any) are the secondary effects of the issue?

Proposed Solutions – 1 to 2 paragraphs

- Have there been proposed solutions to the issue?
- Have they been implemented?
- If yes, what have been the results?
- If no, why not?
- What alternative solutions may be applied?

**Explanation:** This assignment requires students to demonstrate a complex understanding of a particular issue. Depending on answers, students could probably achieve a higher milestone.

Example 2

Students will self asses physical, social and personal health using basic standard tests, such as, the one mile walk test, the Meyers Briggs, or online food and calorie assessment.

From these assessment students will then complete a 500 word essay on their own personal health factors and how these affect all aspects of their health.

### Methods of Evaluation

### Rationale

Final Exam No value

Tests No value

Homework No value

Project No value

Research Paper Students will do a review of one of several defined topics for the course. This will include use of LRC resouces to research and summerize the current state of said topic.

### Equipment

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
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Extended Learning Institute (ELI) at Northern Virginia Community College (NOVA)	Lifetime Fitness and Wellness	Extended Learning Institute (ELI) at NOVA.	2018	
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### Other Instructional Materials

No Value

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Discuss and utilize various training methods. Expected SLO Performance: 75.0

Identify and discuss the physiological, physical and social aspects of physical activity as a lifetime pursuit and a means to better health. Expected SLO Performance: 75.0

Analyze trends in physical education and along with common health and fitness myths. Expected SLO Performance: 75.0

Discuss how exercise is a strategy for disease prevention and overall health in various populations Expected SLO Performance: 75.0

Discuss the effect of exercise, nutrition, rest and other lifestyle factors on mental health Expected SLO Performance: 75.0

## Outline

### Course Outline

### ***Part I: Foundations of Health-Related Fitness and Physical Activity***

#### **Area 1**

Introduction to Physical fitness

What Is Physical fitness

Psychological and social aspects of fitness and physical activity.

Physical fitness resources and testing

## Area 2

### Physical Activity behavior and Motivation

#### Does Physical Activity Decline With Age?

Internal Factors Influencing Physical Activity Behavior

External Factors Influencing Physical Activity Behavior

Why Physical Activity Decreases With Age

### Be Active for Life

Creating Physical Education Programs That Fit your Life

Building a Fitness Program Using SMART Goals

### Summary

## **AREA 3**

### Basic Training Principles

Understanding the Basic Training Principles

Applying the Basic Training Principles

### Components of a Physical Activity Session

Social Support and Safety Guidelines

### Summary

## **Area 3 Nutrition**

Foundations of a Healthy Diet

Categories of Nutrition

Dietary Tools

Consequences of an Unhealthy Diet

### Summary

## ***Part II: Components of Health-Related Fitness***

### **Area 1**

#### Aerobic Fitness

Importance of Aerobic Fitness

Defining and Measuring Aerobic Fitness

Teaching Guidelines for Aerobic Fitness

Determining How Much Physical Activity Is Needed

Aerobic Fitness Training Principles

Monitoring Intensity

Cross-Discipline Ideas

Training Methods for Aerobic Fitness

Addressing Motor Skills Through Aerobic Fitness Activities

Safety Guidelines for Aerobic Fitness Activities

### Summary

### Area 2

Muscular Strength and Endurance

Definitions of Muscular Strength and Endurance Concepts

Benefits of Resistance Training

Resistance-Training Cautions



Teaching Guidelines for Muscular Strength and Endurance

Principles of Training

Training Methods for Muscular Strength and Endurance

Addressing Motor Skills Through Muscular Strength and Endurance Activities

Safety Guidelines for Muscular Strength and Endurance Activities

Summary

Area 3

Flexibility

Definitions of Flexibility Concepts

Types of Stretching

Benefits of Flexibility

Factors Affecting Flexibility

Teaching Guidelines for Flexibility

Principles of Training

Addressing Motor Skills Through Flexibility Activities

Safety Guidelines for Flexibility Activities

Summary

Area 4

Body Composition

Guidelines for Body Composition

Relating Body Composition to Other Health-Related Fitness Components

Methods of Measuring Body Composition

Summary

## ***Part IV: Foundations of Assessment in Health-Related Fitness and Physical Activity***

### **Area 1**

Principles of Assessment

Assessment

Applying Assessment Tools

Using Assessments for Program Planning

Summary

Area 2

Assessing Health-Related Fitness and Physical Activity

Guidelines for Appropriate Health-Related Fitness Assessment

Fitnessgram

Tailoring Health-Related Fitness Assessment

Using Health-Related Fitness Results Appropriately

Guidelines for Appropriate Physical Activity Assessment

Strategies for Assessing Physical Activity

Using Physical Activity Assessment Results

Summary

Area 3

Assessing the Cognitive and Affective Domains

Cognitive and Affective Domains

Health-Related Fitness Knowledge: The Cognitive Domain

## The Affective Domain

### Tools for Assessing the Cognitive and Affective Domains

#### Summary

#### PART V

#### Relating Physical Activity to Social and Mental Health

##### Area 1

##### Social Aspects of fitness

What is social health and how does it relate to fitness?

How does socioeconomic status affect fitness and lifestyle choice?

How culture affect fitness choice

##### Mental Health and fitness

Psycho-social aspects of sport and fitness

How fitness affects mental health

Fitness and mental health over the lifespan.

## Delivery Methods and Distance Education

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face to Face

Online

Hybrid

iTV

Online

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All paper assignments are identical to those in an onsite class, except that they are uploaded to the course shell into a learning management system as an attachment. Weekly class discussions are conducted by means of online discussion forums within a learning management system. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays.

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

No Value

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

No Value

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value