

Cerro Coso College
Course Outline of Record Report
10/12/2021

PHEDC105 : Weight Training I

General Information

Author:	-
Course Code (CB01) :	PHEDC105
Course Title (CB02) :	Weight Training I
Department:	Physical Education
Proposal Start:	Fall 2013
TOP Code (CB03) :	(0835.00) Physical Education
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000196376
Curriculum Committee Approval Date:	04/01/2016
Board of Trustees Approval Date:	05/05/2016
External Review Approval Date:	07/15/2014
Course Description:	This course assists students in the development of basic weight training fundamentals and techniques. The course includes material specifically related to strength and muscle development. Emphasis is on individualized programs that contour, build, and firm up the human body in the most efficient manner. The course emphasizes proper care and utilization of equipment involved and the importance of safety.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

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

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">Letter Grade MethodsPass/No Pass
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 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**

CC Kinesiology for Transfer

A.A. Degree for Transfer

Spring 2018 to Fall 2018

Transferability & Gen. Ed. Options**Course General Education Status (CB25)**

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Units and Hours:**Summary**

Minimum Credit Units (CB07)	1
Maximum Credit Units (CB06)	1
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	18
Total Student Learning Hours	54
Faculty Load	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)**Funding Agency Category (CB23)**

Credit Course.

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	0	0
Activity Hours	2	1

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	36
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	18

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

Written work

Rationale

No value

Methods of Instruction

Skills Development and Performance

Rationale

No value

Methods of Instruction

Performance

Rationale

No value

Methods of Instruction

Peer analysis, critique & feedback

Rationale

No value

Methods of Instruction

Instruction through examination or quizzing

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction	Demonstration			
Rationale	No value			
Methods of Instruction	Discussion			
Rationale	No value			
Assignments				
Create a two week individualized weight training program using fitness variables. Written take home test covering class SLO's, self assessment questions, and other course relevant questions. Create a two week individualized weight training program using fitness variables. Written take home test covering class SLO's, self assessment questions, and other course relevant questions.				
Methods of Evaluation	Rationale			
Final Exam	Final Examination: An examination on weight training concepts, exercises, and individual program development theory will be administered. The examination can be M/C, T/F, Matching, Fill-in, or a testing vehicle of the instructor's choice.			
Participation	Performance: Student demonstrates a variety of lifting techniques and executes specific exercises for each major muscle group. Evaluation is done utilizing a weight training specific skills rubric.			
Homework	Student self evaluation: Student writes 500 word (minimum) essay using semester long individual weight training logs. Students have charted daily progress in the logs.			
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN
	Dr. Thomas Fahey. (2012) Basic Weight Training for Men and Women, 8th edition, McGraw-Hill Education			
Other Instructional Materials				
No Value				
Materials Fee				
No				

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Formulate an individualized beginning weight training program that includes exercises for the various muscle groups. Expected SLO Performance: 70.0

Identify the variables used when implementing any individualized fitness program. Expected SLO Performance: 70.0

Explain physiological benefits of strength and endurance training. Expected SLO Performance: 70.0

Perform correct beginning level weight training techniques and exercises. Expected SLO Performance: 70.0

Outline

Course Outline

No value

Lab Outline

The following are examples only. Instructional methods may include; but are not limited to:

Demonstration and discussion of proper lifting techniques. Example: demonstration of correct starting position for each exercise and the importance of range of motion.

Instruction through examination or quizzing. Example: students are expected to identify; analyze and implement the techniques of various training methods. Quizzes are reviewed in their entirety during class.

Lecture component. Example: topics include; strength and endurance training; basic exercise physiology; and human anatomy.

Peer analysis: Example: student does a verbal analysis of a classmate's lifting technique under the supervision of the course instructor.

A. Weight training benefits

1. Competitive outlet
2. Emotional and social benefits
3. Improved performance
4. Exercise and physical challenges

B. Body's physical response to weight training

1. Skeletal-Muscle structure
2. The motor unit
3. Ligament; tendons; bones; and joint surfaces
4. Osteoporosis

C. Weight training guidelines

1. Overload
2. Specificity of training
3. Individual differences
4. Isometric exercise
5. Dynamic exercise

- D. Getting started
 - 1. What to wear
 - 2. Free weights vs. weight machines
 - 3. Proper mechanics of exercise
- E. Exercise program development
 - 1. Determination of starting weights
 - 2. Selection of types of exercises
 - 3. Determining workloads
- F. Elementary chest exercises
 - 1. Bench Press
 - 2. Incline Press
 - 3. Dumbbell Flys
- G. Elementary shoulder exercises
 - 1. Overhead press
 - 2. Behind-the-neck press
- H. Elementary arm exercises
 - 1. Standing barbell curls
 - 2. Dumbbell curls
 - 3. Triceps extensions
 - 4. French curls
 - 5. Pole twists
- I. Elementary back and neck exercises
 - 1. Pull-ups
 - 2. Pull-downs on Lat machine
 - 3. Back extensions
 - 4. Barbell shrugs
- J. Elementary abdominal exercises
 - 1. Crunches
 - 2. Side bridges
- K. Elementary leg exercises
 - 1. Leg press
 - 2. Step-ups
 - 3. Leg extensions
 - 4. Calf raises

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 2 Face true

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?

No Value

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)

contact_other false

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.

s508_itv

s508_moodle

s508_publisher

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