

Cerro Coso College
Course Outline of Record Report
10/07/2021

PHEDC131 : Wellness Walking I

General Information

Author:	-
Course Code (CB01) :	PHEDC131
Course Title (CB02) :	Wellness Walking 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) :	CCC000340773
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	07/15/2014
Course Description:	This course is designed to give the student a practical understanding of cardiovascular fitness produced by walking. Walking provides an understanding of the benefits, organization, implementation and evaluation of a balanced aerobic fitness program, utilizing walking as the primary activity.
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:	<ul style="list-style-type: none">Physical Education
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**

No value

Award Type

No value

Active**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

Area 7.2

CategoriesHealth & Wellness
Activity**Status**

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

CSU General Education Certification

Area E.2

CategoriesLifelong Learning
& Self-
Development
Activity**Status**

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours:**Summary****Minimum Credit Units (CB07)**

1

Maximum Credit Units (CB06)

1

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

0

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)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	0	0
Activity Hours	3	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 0

Course In-Class (Contact) Hours

Lecture 0

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 0

Laboratory 0

Activity 0

Total 0

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

Performance

Rationale

No value

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Skills Development and Performance

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Laboratory

Rationale

No value

Methods of Instruction	Demonstration
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Assignments

- A. Daily record keeping of distances, duration, and heart rate performance for out of class walking sessions.

Methods of Evaluation	Rationale
Participation	Performance evaluation. Example: Students will be evaluated individually for their level of skill in each of the major areas presented in this course. For example, individuals will be asked to execute all of the walking techniques presented in the course. This skill examination will be scored by a rubric designed to examine the important points in walking technique.
Final Exam	Course Comprehensive Examination. Example: Students will be assessed and scored by an end of the semester examination. This examination may take the form of any combination of multiple choice, matching or true/false questions related to beginning walking techniques.

Equipment
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
	Seiger, Lon & Hesson, James. (2012) Walking for Fitness, 6th, Kendall Hunt Publishing Company			

Other Instructional Materials
No Value

Materials Fee
No

Learning Outcomes and Objectives

Course Objectives
No value

CSLOs

Identify the lifelong benefits of a fitness walking program.	Expected SLO Performance: 70.0
Identify the safety issues associated with fitness walking.	Expected SLO Performance: 70.0
Evaluate, modify, and implement a fitness walking program.	Expected SLO Performance: 70.0
Calculate target heart rates and describe how the body is impacted by physical activity while fitness walking.	Expected SLO Performance: 70.0
Assess a variety of fitness walking techniques used to improve cardiovascular fitness.	Expected SLO Performance: 70.0
Demonstrate correct fitness walking skills and techniques.	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 walking techniques. Example: demonstration of correct body positioning while walking.
Instruction through examination or quizzing. Example: students are expected to identify the importance of exercise; calculation of target heart rates and safety issues involved with fitness walking. Multiple choice; in class; quizzes may be used.

Lecture component. Example: the importance and benefit of a commitment to a lifelong fitness regimen.
Student performance will be evaluated individually (for their level of skill in each of the walking techniques presented in this course). Example: individuals will be asked to execute a correct heel to toe foot roll. This skill examination will be scored by a rubric which is designed to examine important points of emphasis in the activity.

A. Preparation for walking

1. Calculation of exercise heart rate
2. Rockport walking pre-test
3. Cardio respiratory theory
4. Warm up and cool down procedures
5. Medical clearance
6. Foot care

B. Appropriate attire for walking

1. Types of shoes
2. Clothing
3. Equipment

C. Safety procedures

1. Cold weather walking
2. Warm weather walking
3. Night walking
4. Walking near vehicle traffic
5. Walking surfaces

D. Walking technique

1. Posture and alignment
2. Heel contact
3. Heel to toe roll
4. Push-off
5. Arm swing
6. Hip movement
7. Leg vault

E. Staying motivated

1. Importance of exercise
2. Making exercise a high priority
3. Set reasonable goals
4. Enjoy exercise
5. Convenience
6. Document progress

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

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)

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.

itv
LMS
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