

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** THART 30

**Full Course Title:** Technical Theatre in Production

**Short Title:** Technical Theatre

**TOP Code:** 1006.00 - Technical Theatre/Theatre Design and Technology\*

**Effective Term:** Fall 2015

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 162.0

**Lab hours:** 162.0

**Repeatable:** No

**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Theater Arts (Masters Required)
  - Stagecraft
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### Course Description

Practical experience in the application of production responsibilities in the following: stage management, construction, scenery, properties, lighting, sound, and running crews.

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### Conditions of Enrollment

Audition/interview required.

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### Content

#### Course Lecture Content

#### Course Lab/Activity Content

1. Assignment to production and performance responsibilities
2. Preparation for production including necessary theatrical techniques.
3. Identify and safely utilize appropriate tools to fulfill production requirements for performance.

4. Basic technical theatre terminology.
  5. Recognize and demonstrate collaborative responsibilities with the director, designers, and crew supervisors.
  6. Demonstrate and apply basic skills in running a production.
  7. Create, maintain or construct basic production elements.
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## Objectives

1. Demonstrate proficiency in the skills required for a technical theatre crew. **\*\*Requires Critical Thinking\*\***
  2. Demonstrate and employ basic skills to address the technical demands of a theatrical production. **\*\*Requires Critical Thinking\*\***
  3. Execute assignment responsibilities in technical rehearsals, during production run and strike.
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## Student Learning Outcomes

1. Upon completion of this course, students will analyze the components of a theatrical production and the role of technical theatre in the production process.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  2. Upon completion of this course, students will be able to evaluate tools, materials, and processes used in technical theatre work.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Upon completion of this course, students will be able to demonstrate proficiency in the skills required for a technical theatre crew.
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## Methods of Instruction

- Laboratory
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## Assignments

### Reading Assignments

### Other Assignments

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## Methods of Evaluation

- Laboratory Assignments
  - Participation
  - Skills Demonstrations/Performance Exam
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## Course Materials

### Other:

1. Production Scripts

# ASSOCIATE IN ARTS FOR TRANSFER IN THEATRE

## ASSOCIATE IN ARTS FOR TRANSFER

### Description

The Theatre Arts Department provides a safe and inclusive environment for students to explore performance, and prepare them to succeed in their academic, career, and lifelong learning goals. Course offerings include introductory classes in theatre and film, which satisfy GE and transfer requirements, as well as courses in acting and stagecraft. Students can start with no previous training or experience and progress to advanced classes to prepare them for transfer and an opportunity to earn an AA degree in Theatre. Courses are integrated around the central ideas of collaboration, individual responsibility, student-centered learning, open and respectful dialogue, and practical application of theory and skills. Work in acting technique, design, costuming, makeup, lighting, technical production, and other crafts are taught in theory and practice resulting in public performances of a variety of plays and musicals.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. effectively use language, communicate their ideas, and creatively express themselves through the application of theatrical skills.
2. identify theatrical challenges, production needs, and potential problems; research, formulate and construct creative solutions; and execute an achievable plan using appropriate tools, theories, and techniques.
3. select appropriate acting techniques and apply technical skills, imagination, and script analysis toward the creation of a live or recorded performance.
4. demonstrate the ability to work as an ensemble member of a theatre company by meeting expectations, following safe production practices, and respecting the opinions, feelings and values of others.
5. identify similarities and differences among cultures, times, and environments expressed through dramatic texts, films, and live performances.
6. analyze and evaluate dramatic texts and performances in terms of their technical skills, artistic objectives, and their historical and cultural significance.

### Program Requirements:

#### Required Core Courses (9 Units Required)

		Course Block Units: (9 Required)
THART10	Introduction To Theatre	3
THART11A	Introduction To Acting I	3
THART29R or	College Theatre	1 - 3
THART30	Technical Theatre in Production	3

#### Select at least Three Additional Courses (Minimum of 9 Units)

		Course Block Units: (9 Required)
THART11B	Introduction To Acting II	3
THART45A	Stagecraft 1	3

THART45B	Production and Technical Theatre I	3
THART45C	Production and Technical Theatre II	3
THART29R or	College Theatre	1 - 3
THART30	Technical Theatre in Production	3

**Total: 18**

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# LANGUAGE AND LITERACY SPECIALIZATION

CERT OF ACHIEVEMENT WITH 30-59.5 UNITS

## Description

This certificate will prepare students to work in the child care field, focusing on working with children and families, including California State funded and Head Start programs. This Certificate of Achievement can be used as an ECE Specialization when combined with the Child Development Certificate of Achievement and ECE 37 (Adult Supervision). Students can then apply for the Child Development Master Teacher Permit issued by the Commission on Teaching Credentialing. For the Master Teacher Permit, 350 days of 3 or more hours per day of experience is also required.

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. At the completion of this Certificate, students will demonstrate effective program practices to successfully design, implement, and evaluate effective literacy practices in an early childhood classroom.
2. At the completion of this Certificate, students will demonstrate understanding of how to select and use developmentally appropriate and culturally appropriate literature for children 0-8 years.
3. At the completion of this Certificate, students will be able to utilize knowledge of appropriate language and literacy practices for young children in order to set up an effective language and literacy early childhood classroom environment.

## Program Requirements:

### Required Courses

### Course Block Units: (32 Required)

ECE3	Child Growth and Development	3
ECE1A	Principles and Practices of Teaching Young Children	3
ECE1B	Introduction to Curriculum	3
ECE31	Child, Family, Community	3
ECE10	Health, Safety, and Nutrition	3
ECE11	Observation and Assessment	3
ECE27	Teaching in a Diverse Society	3
ECE46 or	Practicum-Field Experience-Preschool	3
ECE46A or	Practicum - Field Experience – Infant/Toddler	3
ECE46B or	Practicum - Field Experience - School Age Children	3
ECE46C	Practicum - Field Experience - Children With Special Needs	3
ECE39	Children's Literature	3
ECE6	Early Childhood Language Development	3
ECE37	Adult Supervision	2

**Total: 32**

# TEACHER/FAMILY RELATIONSHIPS SPECIALIZATION

CERT OF ACHIEVEMENT WITH 30-59.5 UNITS

## Description

This certificate will prepare students to work in the child care field, focusing on working with children and families, including California State funded and Head Start programs. This Certificate of Achievement can be used as an ECE Specialization when combined with the Child Development Certificate of Achievement and ECE 37 (Adult Supervision). Students can then apply for the Child Development Master Teacher Permit issued by the Commission on Teaching Credentialing. For the Master Teacher Permit, 350 days of 3 or more hours per day of experience is also required.

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. At the completion of this Certificate, students will demonstrate effective program practices to successfully implement culturally appropriate practices in working with families in an early childhood classroom.
2. At the completion of this certificate, students will demonstrate communication strategies in order to develop effective Teacher/Family partnerships with families that benefit the child enrolled in an early childhood program.
3. At the completion of this certificate, students will demonstrate knowledge and understanding of the challenges facing the diverse families of the children in their community.

## Program Requirements:

### Required Courses

### Course Block Units: (32 Required)

ECE3	Child Growth and Development	3
ECE1A	Principles and Practices of Teaching Young Children	3
ECE1B	Introduction to Curriculum	3
ECE31	Child, Family, Community	3
ECE10	Health, Safety, and Nutrition	3
ECE11	Observation and Assessment	3
ECE46 or	Practicum-Field Experience-Preschool	3
ECE46A or	Practicum - Field Experience – Infant/Toddler	3
ECE46B or	Practicum - Field Experience - School Age Children	3
ECE46C	Practicum - Field Experience - Children With Special Needs	3
ECE32	Parenting	3
ECE35	Parents as Partners in ECE	3
ECE37	Adult Supervision	2
ECE27	Teaching in a Diverse Society	3

**Total: 32**

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.25  
**Full Course Title:** Badminton  
**Short Title:** Badminton  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
    **Total contact hours in class:** 54.0  
        **Lecture hours:** 13.5  
        **Lab hours:** 40.5  
    **Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Skills and fundamentals in individual and doubles play with an emphasis on rules and etiquette.

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### Content

#### Course Lecture Content

1. Strategies and tactics for play
  - a. Depth of shot
  - b. Accuracy
  - c. Consistency
  - d. Patience
  - e. Court utilization
2. Basic strategy for singles and doubles play
3. Review
  - a. Rules

- b. Scoring
- c. Tie-breakers
- d. Etiquette

### Course Lab/Activity Content

1. Grips for forehand and backhand strokes
2. Racket, head positions and preparation
3. Footwork
4. Stroke production
  - a. Underhand and overhand clear shots
  - b. Underhand and overhand drop shots
  - c. Smash and drive shots
  - d. Serve: low- and high- forehand and backhand
  - e. Return of serve
  - f. Backhand shots
  - g. Block returns

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### Objectives

1. Demonstrate the proper grips, footwork, racquet head positions, and basic strokes.
2. Score and play a full game of badminton (singles and doubles) using fundamental skills and strategies and proper etiquette.
3. With class repetition, demonstrate additional techniques and strategies to enhance skills for better play.
4. Analyze opponents' strategies and tactics and be able to defend and off-set the opponent with other strategies. **\*\*Requires Critical Thinking\*\***

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### Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules of badminton. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to describe and discuss the strategies for badminton. Assessment Method: Instructor provided verbal exam.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.



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## Methods of Instruction

- Laboratory
- Lecture/Discussion

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## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Go to the Internet and analyze various badminton skills.

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## Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Quizzes
- Skills Demonstrations/Performance Exam

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## Course Materials

### Other:

1. Handouts - Rules/Terminology

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.31  
**Full Course Title:** Beginning Golf  
**Short Title:** Beginning Golf  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
    **Lecture hours:** 13.5  
    **Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required)
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### Course Description

Introduction to the basic knowledge and skills of golf, including rules, history, etiquette and the fundamental mechanics involved in the use of irons and woods.

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### Content

#### Course Lecture Content

1. History of Golf
2. Course Etiquette
  - a. On the greens
  - b. On the tee box
  - c. On the fairways
3. Rules of Play
4. Swing Techniques for Different Clubs and Shots
5. Course Management

## Course Lab/Activity Content

1. Basic Grip
    - a. Full Swing
    - b. Putting
    - c. Chipping
  2. Putting
  3. Swing for Woods
  4. Swing for Irons
- 

## Objectives

1. Summarize the basic history of golf.
  2. Use proper golfing etiquette.
  3. Describe the rules of play.
  4. Demonstrate the basic techniques for approach shots.
  5. Demonstrate a full swing with the short and mid-long irons.
  6. Select appropriate clubs for various distances. **\*\*Requires Critical Thinking\*\***
  7. Select desired route for shots.
  8. Read putting greens effectively.
  9. Demonstrate an understanding of proper grip, stance, and swing.
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules of golf. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to describe and discuss the club selection for certain situations in golf. Assessment Method: Instructor provided verbal exam.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

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## Methods of Instruction

- Laboratory
- Lecture/Discussion

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## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Students will fill out a score card properly.

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## Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Quizzes
- Skills Demonstrations/Performance Exam

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## Course Materials

### Other:

1. Proper shoes required. Golf clubs will be provided, but students are welcome to bring their own.

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.33  
**Full Course Title:** Advanced Golf  
**Short Title:** Advanced Golf  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Advanced golf techniques will be covered in this course., including proper club selection, chipping, driving and putting. Students learn good course management while developing their short and long game.

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### Content

#### Course Lecture Content

1. Course Management
  - a. Advanced Course Management Strategies
  - b. Course Etiquette
2. Rules
  - a. Match Play
  - b. Scramble Play
  - c. Course Rules
3. Golf History

## Course Lab/Activity Content

1. Advanced Golf Skills
    - a. Full Swing
    - b. Chip Shots
    - c. Putting
    - d. Sand play
  2. Match Play
- 

## Objectives

1. Demonstrate how to properly care for golf equipment.
  2. Describe and demonstrate the fundamental skills, rules and etiquette of the game.
  3. Describe the history of golf.
  4. Demonstrate knowledge of the rules of golf.
  5. Analyze the game of golf, including course management techniques. **\*\*Requires Critical Thinking\*\***
  6. Analyze golf club selection. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of golf etiquette. Assessment Method: Instructor provided exam.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to describe and discuss the various swing techniques for different golf clubs. Assessment Method: Instructor provided verbal exam.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
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## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
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## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Analyze the different golf swings for driving versus chipping the golf ball.

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## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

### Other:

1. Proper shoes required. Golf clubs will be provided, but students are encouraged to bring their own.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.36  
**Full Course Title:** Yoga  
**Short Title:** Yoga  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Development of basic Yoga postures, breathing practices, stretching, and relaxation techniques as a method to improve flexibility, decrease stress and improve physical and mental well-being.

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### Content

#### Course Lecture Content

1. Yoga Philosophy and Historical Background
  - a. Definition and Theory of Yoga
  - b. General History and Content of All Branches of Yoga
  - c. Principles of Hatha Yoga
  - d. Yoga and Indian Culture
2. Anatomy and Physiology
  - a. Basic Spinal Anatomy and Physiology
3. Yoga and Nutrition
  - a. Principles of Vegetarian Diet



## Course Lab/Activity Content

1. Yoga Postures (Asanas)
    - a. Technical Alignment
    - b. Form and Expression
    - c. Benefits
  2. Breathing Exercises
    - a. Breath Control (Pranayama)
    - b. Energizing Techniques
  3. Relaxation and Meditation
    - a. Deep Relaxation Exercises
    - b. Basic Meditation Technique
- 

## Objectives

1. Effectively demonstrate ten basic Hatha Yoga postures.
  2. Demonstrate improved flexibility measured by three separate flexibility evaluations taken at the beginning, middle and end of the semester.
  3. Demonstrate basic understanding of the history of Yoga and its relationship to Indian culture measured through a written evaluation.
  4. Demonstrate a higher level of Yoga skills.
  5. Analyze and create a Yoga routine that will be evaluated by the instructor. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate and understand the basic form of beginning level asanas (yoga postures). Understand alignment/anatomical principles for "safe" flexibility, strength, endurance, and focus. Experience basic meditation/breath practices. Assessment Method: Demonstrate improved flexibility, stabilizing strength for balance capacity to sit in focused meditation @ 5-20 min/day.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to demonstrate improvement in their flexibility. Assessment Method: Sit and Reach Test
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
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## Assignments

### Reading Assignments

Readings from various sources provided by the instructor.

### Other Assignments

Students will demonstrate the different Yoga poses and give the proper Yoga name for each.

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## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Skills Demonstrations/Performance Exam
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## Course Materials

### Other:

1. Other material will be provided by the instructor teaching the course.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.37  
**Full Course Title:** Club Fitness  
**Short Title:** Club Fitness  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Uses treadmills, stationary bikes, rowing machines, and step machines for developing fitness levels. Physical fitness assessment and analysis is performed. Development of individualized fitness and wellness programs.

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### Content

#### Course Lecture Content

1. Physical Fitness Analysis
  - a. Muscular fitness
  - b. Cardiovascular fitness
  - c. Nutrition
  - d. Flexibility
2. Nutrition
  - a. Dietary guidelines
  - b. Basic food groups
  - c. Hydration
3. Weight Control

- a. Role of fat, carbohydrates, protein, vitamins, minerals in diet
- b. Role of exercise
- c. Role of caloric reduction
- 4. Physical Fitness
  - a. Components of physical fitness
  - b. Role of specific activities
  - c. Exercise pulse rate
  - d. Minimum daily requirements
- 5. Equipment Selection
  - a. Shoes
  - b. Clothing
- 6. Safety Procedures
  - a. Exercise pulse rates
  - b. Performing exercises correctly
  - c. Correct nutrition and hydration

### Course Lab/Activity Content

- 1. Exercise Performance
    - a. Walking, Jogging, Running
    - b. Aerobics
    - c. Weight Training
    - d. Proper Stretching Technique
- 

### Objectives

- 1. Develop an individual physical fitness plan.
  - 2. Develop an individual diet plan.
  - 3. Recognize and compare activities that develop muscular fitness, cardiovascular fitness and flexibility.
  - 4. Analyze an individual physical fitness plan designed to improve cardiovascular endurance. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement on their cardiovascular endurance. Assessment Method: 3-Minute Step Test
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1-Minute Sit-Up Test

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Students will journal workouts.

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## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
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## Course Materials

### Other:

1. Student must provide notebook for taking notes. Proper workout attire is mandatory. Students will need access to a computer to get notes off the Yuba College portal and/or Canvas.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.42  
**Full Course Title:** Beginning Dance Techniques  
**Short Title:** Beg Dance Tech  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Introduction to individual techniques of various dance styles: foxtrot, swing, rhumba, cha-cha, polka, country line.

---

### Content

#### Course Lecture Content

1. Explanation of the footwork for the dances
  - a. Foot placement
  - b. Spacing with your partner
2. Proper etiquette on the dance floor
  - a. Hygiene
  - b. Stance and proper hand placement

#### Course Lab/Activity Content

1. Guided practice in the following dance patterns:

- a. Fox Trot
- b. Jitterbug-Swing
- c. Country Swing
- d. Country Two-Step
- e. Waltz
- f. Cha-Cha
- g. Rhumba
- h. Polka

---

## Objectives

1. Demonstrate different types of ballroom and country dances.
2. Identify distinguishing characteristics of each type of dance.
3. Perform, at an introductory level, basic steps of each type of dance.
4. Describe the courtesy involved in touch dance.
5. Analyze dances, perform correct movements, and implement etiquette. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate proper dance techniques and style while performing the East Coast Swing. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to describe and discuss dance etiquette. Assessment Method: Instructor provided verbal exam.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

---

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
-

## **Assignments**

### **Reading Assignments**

Read the lecture information that will be covered on the department exam.

### **Other Assignments**

Analyze dance techniques from internet sources. Determine if frame is being held correctly or not for each dance.

---

## **Methods of Evaluation**

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Skills Demonstrations/Performance Exam
- 

## **Course Materials**

### **Other:**

1. As assigned by individual instructors
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.43  
**Full Course Title:** American Style Swing and Latin Dance  
**Short Title:** Swing & Latin Dance  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

American Swing and Latin Dancing will include four of the most popular swing dances: East Coast Swing, West Coast Swing, Hustle, and either Jive or Lindy, and four of the most popular Latin dances: Cha Cha, Salsa, Samba, and Tango.

---

### Content

#### Course Lecture Content

- I. Dance Fundamentals
  - a. Correct dance frame
  - b. Connection with partner as appropriate for each particular dance
  - c. Starting dance position: ie. which foot is free
- II. Safety Guidelines

- a. Appropriate clothing
- b. Appropriate footwear

### III. Line of Dance

## Course Lab/Activity Content

### I. Dance Techniques

- a. East Coast Swing
- b. West Coast Swing
- c. Hustle
- d. Jive or Lindy
- e. Cha Cha
- f. Salsa
- g. Samba
- h. Tango

---

## Objectives

1. Recognize the characteristics of the swing and Latin dances taught in the class. **\*\*Requires Critical Thinking\*\***
2. Perform at a beginning level the basic steps of each dance taught in the course.
3. Demonstrate the courtesy expected in dancing with a partner and with other couples.
4. Analyze dance, perform correct steps, and implement etiquette. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate proper dance techniques and style while performing Latin dance. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve

- educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to describe and discuss dance etiquette.  
Assessment Method: Instructor provided verbal exam.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  4. Upon completion of this course, the student should be able to demonstrate the correct posture, dance position, and footwork for each dance taught in the course. Assessment Method: Instructor provided exam.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

All students will select one of the eight dances taught in the class and perform the dance at the Final Examination. The instructor will demonstrate a selected number of steps in each dance that the students must demonstrate to show basic competency in their selected final dance. The student may fill in other steps taught in class and/or learned outside of class.

---

## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

### Other:

1. Instructor will provide handouts with information about each of the eight dances covered in the course.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.57  
**Full Course Title:** Weight Training  
**Short Title:** Weight Training  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
    **Lecture hours:** 13.5  
    **Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Individualized weight training program designed to improve muscular strength and endurance. Emphasis is on lifetime fitness including principles of nutrition, fitness, and safety.

---

### Content

#### Course Lecture Content

1. Fitness Components
  - a. Percent body fat
  - b. Muscular strength
  - c. Muscular endurance
  - d. Flexibility
2. General Health Analysis
  - a. Nutrition
  - b. Posture
  - c. Body measurements
  - d. Blood pressure

3. Safety Procedures
  - a. Exercise pulse rate
  - b. Proper spotting techniques
  - c. Proper lifting techniques
  - d. Hydration

## Course Lab/Activity Content

### 1. Individual Weight Training Program

- a. Strength program intensity
  - b. Endurance program intensity
  - c. Principles for strength gains
- 

## Objectives

1. Evaluate individual fitness components.
  2. Develop knowledge concerning strength development.
  3. Develop an individual exercise program.
  4. Describe safety principles.
  5. Analyze FITTE components.
  6. Analyze individual fitness components. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their upper body strength. Assessment Method: Bench Press Test
    - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - o **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam
    - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - o **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to demonstrate improvement in their lower body strength. Assessment Method: Leg Press Test
    - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - o **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
- 

## **Assignments**

### **Reading Assignments**

Read the lecture information that will be covered on the department exam.

### **Other Assignments**

Students will log individual exercise programs.

---

## **Methods of Evaluation**

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## **Course Materials**

### **Other:**

1. Students must provide notebook for taking notes. Students will need access to a computer to get notes off the Yuba College portal and/or Canvas.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.57B  
**Full Course Title:** Weight Training - Intermediate  
**Short Title:** Weight Training Int  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Individual weight conditioning for intermediate level students. Emphasis will be on learning proper use of machines, free weights, cables and stretching routines. Instruction on form, technique, safety, and muscle development. Participation will increase muscle size, strength, and endurance. Co-education class format.

---

### Content

#### Course Lecture Content

1. Safety and Biomechanics
  - a. Lifting mechanics
  - b. Breathing
  - c. Whole body movements
  - d. Free weights
2. Basic Anatomy
  - a. Major muscle groups
  - b. Minor muscle groups
3. Nutrition

4. Fitness Information
  - a. FITT principle
  - b. Building muscle tone vs. muscle size
  - c. Recovery
  - d. Effects of lactic acid

### Course Lab/Activity Content

1. Upper Body Weight Training
  - a. Biceps/Triceps/Forearms
  - b. Pectorals
  - c. Latissimus Dorsi
  - d. Trapezius
  - e. Abdominals
  - f. Lower Back Extensors
  - g. Deltoids
2. Lower Body Weight Training
  - a. Quadriceps
  - b. Hamstrings
  - c. Gastrocnemius/soleus
  - d. Gluteals
  - e. Adductors/abductors
3. Various Weight Training Exercises
  - a. Machines
  - b. Cables
  - c. Whole Body Movements
  - d. Free Weights

---

### Objectives

1. Understand the components of an intermediate weight training program. **\*\*Requires Critical Thinking\*\***
2. Understand and engage in a prescriptive weight training program focusing on the core muscle groups.
3. Employ safety procedures.
4. Identify the major muscle groups that make up the core and understand which exercises develop those muscles. **\*\*Requires Critical Thinking\*\***
5. Organize all exercise modalities in the most effective order based on individual fitness goals.

---

### Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their upper body strength. Assessment Method: Bench Press Test
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam



- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to demonstrate improvement in their lower body strength. Assessment Method: Leg Press Test
- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Students will be required to log all workouts.

---

## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

### Other:

1. Students will be given handouts or referred to Canvas for pertinent lecture information.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.59  
**Full Course Title:** High Intensity Weight Training  
**Short Title:** High Int Wt Train  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required)
  - Health (Masters Required)
- 

### Course Description

Aerobic weight training involves lifting light weights at higher speeds. Circuit training using several machines, or stations, and lighter weights will be the typical workouts. Weight training methods and circuit training will be combined to improve aerobic fitness and muscular endurance.

---

### Content

#### Course Lecture Content

1. Types of Exercise
  - a. cardiovascular endurance
  - b. local muscular endurance
  - c. circuits
2. FITT Principle
  - a. frequency
  - b. intensity
  - c. time
  - d. type
3. Target Heart Zone

- a. aerobic zone
- b. anaerobic zone
- c. rate of perceived exertion
- 4. Physical Fitness Analysis
  - a. sub V02 Max
  - b. strength/endurance
  - c. flexibility
  - d. body composition
  - e. blood pressure
- 5. Role of Diet
  - a. weight loss/gain

### Course Lab/Activity Content

1. Warm up exercises
2. Various circuit exercises using weight training equipment
  - a. Upper body emphasis
  - b. Lower body emphasis
  - c. Aerobic emphasis
3. Cool - Down

---

### Objectives

1. Recognize and explain the components of physical fitness.
2. Analyze the proper weight training techniques and related exercises. **\*\*Requires Critical Thinking\*\***
3. Calculate their target heartrate zone.
4. Demonstrate the proper and safe way to perform exercises.

---

### Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their upper body strength. Assessment Method: Bench Press Test
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to demonstrate improvement in their lower body strength. Assessment Method: Leg Press Test

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Demonstration of proper weight lifting mechanics.
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Go to [webmd.com/fitness](http://webmd.com/fitness) and study the effects of weight training exercises on cardiovascular endurance.

---

## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

### Other:

1. Professors will give handouts to students with fitness information that will be covered.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.71  
**Full Course Title:** Basketball  
**Short Title:** Basketball  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
    **Lecture hours:** 13.5  
    **Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

This is an introductory course to the game of basketball. This course is designed to introduce basic basketball skills, techniques and rules. Emphasis will be placed on fundamentals, etiquette and strategies, as well as an appreciation for a lifetime activity.

---

### Content

#### Course Lecture Content

1. Fundamentals for basketball
2. Rules
3. Etiquette
4. Equipment
5. Strategies for game situations (Offensive and defensive team play)
6. Conditioning for basketball

### Course Lab/Activity Content

1. Offensive fundamentals skills
    - a. passing
    - b. shooting
    - c. screening
    - d. rebounding
    - e. pivot
  2. Defensive fundamentals skills
    - a. body position
    - b. on ball footwork
    - c. dribbling
    - d. rebounding
    - e. defensive situations
- 

### Objectives

1. Recognize proper offensive and defensive technique
  2. Explain proper basketball technique
  3. Compare existing technique and proper technique **\*\*Requires Critical Thinking\*\***
  4. Demonstrate an understanding of basketball strategy.
  5. Demonstrate an understanding of conditioning for basketball.
  6. Participate in beginning to intermediate level game play.
  7. Perform offensive and defensive techniques in game like situations. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules for basketball. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to describe and discuss the strategies for basketball. Assessment Method: Instructor provided verbal exam.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve

- educational, professional, and personal objectives.
4. Upon completion of this course, the student should be able to demonstrate an intermediate level of basketball skills and apply those skills with others in an informal team environment. Assessment Method: Testing in shooting, ball handling and passing.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Verbal Assignment:

Imagine you are teaching someone to play basketball who has never played before. Describe 10 rules of the game that you feel are most important and will give the person you are teaching the best idea of how the game is played.

---

## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

Other:

1. Appropriate athletic shoes and clothing.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.77  
**Full Course Title:** Volleyball-Beginning  
**Short Title:** Beg. Volleyball  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
    **Lecture hours:** 13.5  
    **Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Fundamental skills and techniques for beginning volleyball play including: rules of play, officiating, and beginning level offensive and defensive strategies.

---

### Content

#### Course Lecture Content

1. Game Strategies
  - a. 4-2 Offense
  - b. Rotation Defenses
2. Rules, Regulations and Officiating
  - a. Rules of Play
  - b. Scoring
  - c. History of the Sport
  - d. Court Dimensions
  - e. Officiating Signals



## Course Lab/Activity Content

### 1. Beginning volleyball skills and technique

- a. Passing
  - b. Setting
  - c. Serving - Floater Serve
  - d. Spiking
  - e. Blocking
  - f. Defensive Skills
- 

## Objectives

1. Demonstrate and/or describe proper techniques for passing, setting, serving, blocking and defensive skills.
  2. Diagram and perform beginning 4-2 offense.
  3. Delineate proper positioning on the court.
  4. Identify correct rules of play, scoring and court dimensions.
  5. Summarize the history of volleyball.
  6. Discuss various offensive and defensive strategies. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the basic skills for volleyball. Assessment Method: Instructor provided exam.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules of play for beginning volleyball. Assessment Method: Instructor provided exam.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to describe and discuss the strategies for beginning volleyball. Assessment Method: Instructor provided verbal exam.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
- 

## **Assignments**

### **Reading Assignments**

Read the lecture information that will be covered on the department exam.

### **Other Assignments**

Watch and analyze volleyball techniques on the Internet.

---

## **Methods of Evaluation**

- **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## **Course Materials**

### **Other:**

1. As required by instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.78  
**Full Course Title:** Grass Doubles Volleyball  
**Short Title:** Grass Volleyball  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
    **Total contact hours in class:** 54.0  
        **Lecture hours:** 13.5  
        **Lab hours:** 40.5  
    **Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Fundamental skills and techniques for outdoor grass doubles volleyball, including rules of play, officiating, and offensive and defensive strategies.

---

### Content

#### Course Lecture Content

1. Game Strategies
  - a. Who to Serve
  - b. Co-ed Doubles
  - c. Reverse Co-ed Doubles Strategies
  - d. Defenses
2. Rules, Regulations and Officiating
  - a. Rules of Play
  - b. Scoring and Switching Sides
  - c. History of the Sport

- d. Court Dimensions
- e. Officiating Signals

## Course Lab/Activity Content

### 1. Grass Volleyball Skills and Techniques

- a. Passing with Environmental Conditions
- b. Setting with Environmental Conditions
- c. Serving Floaters and Jump Serving
- d. Spiking
- e. Blocking
- f. Defensive Skills, Over Hand Digs and Rolls

---

## Objectives

1. Demonstrate and/or describe proper techniques for passing, setting, serving, and blocking, as well as defensive skills.
2. Delineate proper doubles positioning and strategies.
3. Identify correct rules of play, scoring and court dimensions for outdoor doubles.
4. Officiate an outdoor volleyball match.
5. Summarize the history of outdoor volleyball.
6. Diagram the reverse co-ed doubles game.
7. Analyze the various offensive and defensive strategies for the two person grass doubles volleyball.  
**\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules of grass doubles volleyball. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of defensive strategies for grass doubles volleyball. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to describe and discuss the offensive strategies for grass doubles volleyball. Assessment Method: Instructor provided verbal exam.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Watch matches on the Internet. Analyze and compare techniques used on grass vs. sand courts.

---

## Methods of Evaluation

- **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

### Other:

1. Internet reading assignments as required by the instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 1.79  
**Full Course Title:** Volleyball-Intermediate  
**Short Title:** Int. Volleyball  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
    **Lecture hours:** 13.5  
    **Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Fundamental skills and techniques for intermediate volleyball, including the rules of play, officiating, and offensive and defensive strategies.

---

### Content

#### Course Lecture Content

1. Game Strategies
  - a. 5-1 Offense
  - b. 6-2 Offense
  - c. Doubles Strategies
  - d. Defenses
2. Rules, Regulations and Officiating
  - a. Rules of Play
  - b. Scoring

- c. History of the Sport
- d. Court Dimensions
- e. Officiating Signals

## Course Lab/Activity Content

### 1. Volleyball Skills and Techniques

- a. Passing
- b. Setting
- c. Serving -Floater and Jump Serve
- d. Spiking
- e. Blocking
- f. Defensive Skills and Rolls

---

## Objectives

1. Demonstrate and/or describe proper techniques for passing, setting, serving, and blocking, as well as defensive skills.
2. Diagram and perform collegiate offenses.
3. Delineate proper doubles positioning and strategies.
4. Identify correct rules of play, scoring and court dimensions.
5. Officiate a volleyball match
6. Summarize the history of volleyball.
7. Analyze different offensive and defensive strategies. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules of grass doubles volleyball. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the jump serve technique. Assessment Method: Instructor provided exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to describe and discuss the offensive strategies for grass doubles volleyball. Assessment Method: Instructor provided verbal exam.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

and issues in making decisions.

- **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

---

## Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**

---

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Analyze game strategies and offensive and defensive choices made in live volleyball matches.

---

## Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**

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## Course Materials

### Other:

1. Internet sources as assigned by the instructor.

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 3  
**Full Course Title:** Adapted Physical Education Gen Cond  
**Short Title:** Adapt Phys Ed Gen  
**TOP Code:** 0835.80 - Therapeutic Recreation/ Recreational Therapy  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Kinesiology (Masters Required) **Or**
  - Physical Education (Masters Required)
- 

### Course Description

Introduction to adapted physical education for students with disabilities. Provides students with the opportunities to obtain the benefits of improved physical fitness through an individualized program of exercise. Students with disabilities will be required to show proof of disability from a physician.

---

### Content

#### Course Lecture Content

1. Class orientation, methods of instruction and evaluation
2. Class safety regulations and risk factors
3. Proper use of exercise equipment
4. Introduction to proper exercise and fitness terminology
5. Introduction to principles of fitness
  - a. FITTE factors
  - b. Components of physical fitness
6. Individual fitness assessment
7. Design of individual exercise program based on student's specific needs
8. Charting and measuring of student progress

9. Re-evaluate individual student fitness development and exercise program adjustments
10. Final evaluation

### Course Lab/Activity Content

1. Individualized Conditioning Programs
  - a. Aerobic Circuits
  - b. Anaerobic Circuits
  - c. Modifications as needed per student
- Creating a workout based on training objectives
  - a. Muscle endurance and strength improvement
  - b. Activities for daily living
  - c. Joint mobility
- Selection of proper resistance for exercise
  - a. Identify training objectives
  - b. Determine resistance, sets, reps
  - c. Determine time, intensity, frequency, mode
  - d. Manual resistance or gravity
- Accommodation to disability
  - a. Modified exercises
  - b. Modified body position
  - c. Modified equipment
  - d. With or without assistance
  - e. Contraindications
- Creating a workout based on training objectives
  - a. Muscle endurance and strength improvement
  - b. Activities for daily living
  - c. Joint mobility
- Selection of proper resistance for exercise
  - a. Identify training objectives
  - b. Determine resistance, sets, reps
  - c. Determine time, intensity, frequency, mode
  - d. Manual resistance or gravity
- Accommodation to disability
  - a. Modified exercises
  - b. Modified body position
  - c. Modified equipment
  - d. With or without assistance
  - e. Contraindications
- Creating a workout based on training objectives
  - a. Muscle endurance and strength improvement

- b. Activities for daily living
  - c. Joint mobility
  - Selection of proper resistance for exercise
    - a. Identify training objectives
    - b. Determine resistance, sets, reps
    - c. Determine time, intensity, frequency, mode
    - d. Manual resistance or gravity
  - Accommodation to disability
    - a. Modified exercises
    - b. Modified body position
    - c. Modified equipment
    - d. With or without assistance
    - e. Contraindications
- 

## Objectives

1. Distinguish and discuss the value of overall fitness as it relates to daily living.
  2. Demonstrate safe execution of exercise participation
  3. Distinguish, choose and use proper exercise and fitness terminology.
  4. Demonstrate and understand improvements in their own level of fitness including cardiovascular fitness, muscular strength and endurance, and flexibility.
  5. Demonstrate and understand the proper use of exercise equipment
  6. Demonstrate and comprehend coordinated loco motor skills appropriate to the student's ability.
  7. Demonstrate improved gross and fine motor skills appropriate to the student's ability.
  8. Analyze their own individual exercise needs that are appropriate to their abilities and limitations.  
**\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their upper body strength. Assessment Method: 1-Minute Push-Up Test or equivalent depending on individual need.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam or equivalent.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to demonstrate improvement in their cardiovascular endurance. Assessment Method: Mile and half test or equivalent depending on individual

need.

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Daily student exercise chart.

---

## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Exercise log Attendance
- 

## Course Materials

### Other:

1. class handouts, class videos, and exercise demonstration cards
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 6  
**Full Course Title:** Adapted Total Fitness  
**Short Title:** Adapt Total Fitness  
**TOP Code:** 0835.80 - Therapeutic Recreation/ Recreational Therapy  
**Effective Term:** Fall 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
    **Total contact hours in class:** 54.0  
        **Lecture hours:** 13.5  
        **Lab hours:** 40.5  
    **Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

This is a general physical fitness course specifically intended for students with disabilities. Students will be given an opportunity to engage in a personalized program of exercise that promotes and develops overall physical fitness. Students with disabilities will be required to show proof of disability from a physician.

---

### Content

#### Course Lecture Content

1. Orientation to health benefits of physical fitness
  - a. Definition of fitness
  - b. Relationship between the major elements of fitness and health
  - c. Risk factors (primary and secondary)
  - d. Health benefits of exercise and risk factors
2. FITT factors
3. Cardiovascular training objective through fitness activities
  - a. Cardiovascular endurance
  - b. Rating of perceived exertion (RPE)
  - c. Resting heartrate

- d. Exercise heartrate
- e. Target heartrate
- 4. Muscle flexibility, strength and endurance training objectives through fitness activities
  - a. Muscle endurance, flexibility and strength improvement
  - b. Muscle endurance, flexibility and strength maintenance
  - c. Activities for daily living
  - d. Relaxation and stress reduction
  - e. Joint mobility
  - f. Posture, carriage and gait training
  - g. Healthy body composition
- 5. Weight management, body composition training objectives
  - a. Body mass index
  - b. Exercise alone, diet alone, exercise and diet
  - c. Good nutrition
  - d. Changes in eating habits
  - e. Determining how kilocalories relate to weight gain or loss
- 6. Selection of proper resistance for exercise
  - a. Identify training objective
  - b. Determine resistance, sets, repetitions
  - c. Determine time, intensity, frequency, mode
  - d. Manual resistance or gravity reduced
- 7. Accommodation to disability
  - a. Modified exercises
  - b. Modified body position
  - c. Modified equipment
  - d. Fitness testing
  - e. Assistance
  - f. Contraindications

### Course Lab/Activity Content

- 1. Workout design and fitness schedule
  - a. Warm up
  - b. Stretches
  - c. Resistance exercises
  - d. Cardiovascular exercises
  - e. Cool down
  - f. Schedule for improvement or maintenance
  - g. Principles of safe exercise
    - i. Body position
    - ii. Balance
    - iii. Proper breathing
    - iv. Controlled movement

---

### Objectives

- 1. Determine resting heart rate and target exercise heart rate, and understand and use the perceived rate of exertion scale.
- 2. Identify the major muscles of the body and location, and apply the information to physical fitness objectives for improvement or maintenance of strength, flexibility, and cardiovascular endurance.  
**\*\*Requires Critical Thinking\*\***

3. Improve or maintain muscular strength and endurance based on entry and exit levels of resistance training activities as tracked in the student's personal exercise log.
  4. Improve or maintain flexibility based on entry and exit levels of stretching activities as tracked in the student's personal exercise log.
  5. Improve or maintain cardiovascular endurance based on entry and exit levels of exercise heart rate and resting heart rate recovery from continuous cardio respiratory activities tracked in the student's personal exercise log.
  6. Demonstrate the correct and safe use of exercise equipment in class.
  7. Develop and maintain an individualized fitness program to meet student's specific needs.
  8. Define and describe the health benefits of a fitness program. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1-Minute Sit-Up Test or equivalent depending on individual need.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam or equivalent.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to demonstrate improvement in their cardiovascular endurance. Assessment Method: Mile and half Test or equivalent depending on individual need.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Develop a personal fitness plan.

---

## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

### Other:

1. Athletic shoes
  2. Athletic clothes
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 7  
**Full Course Title:** Adapted Weight Training and Fitness  
**Short Title:** Adapt Wt Tr and Fit  
**TOP Code:** 0835.80 - Therapeutic Recreation/ Recreational Therapy  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
    **Lecture hours:** 13.5  
    **Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

This course is designed as an introduction to progressive resistance weight training for students with disabilities. Students will engage in an individualized program of exercise that promotes the development of cardiovascular respiratory and muscle endurance, muscle strength and flexibility and a healthy body composition. Students with disabilities will be required to show proof of disability from a physician. Emphasis will be placed on training fundamentals, technique, conditioning and safety.

---

### Content

#### Course Lecture Content

1. What is Fitness
  - a. Definition of weight training
  - b. Relationship between weight training, fitness, health
  - c. Risk factors
  - d. Effect of exercise on risk factors
2. Principles of Weight Training

- a. Overload
- b. Endurance training
- c. Strength training
- 3. Principles of Safe Lifting
  - a. Body positions
  - b. Balance
  - c. Proper breathing
  - d. Use of collars
  - e. Proper spotting
  - f. Controlled lifting
  - g. Free weights vs. exercise machines
- 4. Basic Anatomy
  - a. Major muscle groups; location and action
  - b. Stretches for muscle groups
- 5. Training Objectives
  - a. Cardio respiratory endurance
    - i. Resting heart rate
    - ii. Exercise heart rate
    - iii. Target heart rate
  - b. Muscle Endurance
  - c. Muscle strength
  - d. Flexibility

### Course Lab/Activity Content

- 1. Creating a workout based on training objectives
  - a. Muscle endurance and strength improvement
  - b. Activities for daily living
  - c. Joint mobility
- 2. Selection of proper resistance for exercise
  - a. Identify training objectives
  - b. Determine resistance, sets, reps
  - c. Determine time, intensity, frequency, mode
  - d. Manual resistance or gravity
- 3. Accommodation to disability
  - a. Modified exercises
  - b. Modified body position
  - c. Modified equipment
  - d. With or without assistance
  - e. Contraindications

---

### Objectives

- 1. Identify the major muscles of the body, and demonstrate both a stretch and strengthening exercise for the muscle or muscle group.
- 2. Identify and apply safety procedures during each work out session by demonstrating proper weight lifting techniques and training guidelines.
- 3. Identify and explain the components of fitness.
- 4. Identify and explain the principles of weight training. **\*\*Requires Critical Thinking\*\***
- 5. Improve or maintain muscular strength and endurance, based on entry and exit levels of resistance

training activities tracked on the student's personal weight card.

6. Develop and maintain an individualized weight training program, which accommodates the student's individual needs.
7. Identify and explain the health benefits of weight training. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1-Minute Sit-Up Test or equivalent depending on individual need.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam or equivalent.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to demonstrate improvement in their upper body strength. Assessment Method: 1-Minute Push-Up Test or equivalent depending on individual need.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

---

## Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**

Instructors will provide fitness information.

---

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Develop a personalized weight training exercise program.

---

## Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**

- **Skills Demonstrations/Performance Exam**
  - **Other**  
Fitness Testing Results
- 

## **Course Materials**

### **Other:**

1. Athletic shoes and athletic clothing is required.
  2. Instructors will provide information and references needed for the lecture component of the course.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 9

**Full Course Title:** Adapted Weight Training and Recreational Activities

**Short Title:** Adapt Wt Tr/RecAct

**TOP Code:** 0835.80 - Therapeutic Recreation/ Recreational Therapy

**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 1.5

**Total class hours:** 81.0

**Total contact hours in class:** 54.0

**Lecture hours:** 13.5

**Lab hours:** 40.5

**Hours outside of class:** 27.0

**Repeatable:** No

**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Adapted strength training techniques and methods to improve over-all muscular endurance and fitness. Additionally specific modified activities, games and sports will be experienced by the student to enhance their participation in life-long activities designed to improve self-esteem, social interaction and fitness. Activities included are but not limited to bocci ball, volleyball, frisbee games, pickle ball, horseshoes and basketball. Students with disabilities will be required to show proof of disability from a physician.

---

### Content

#### Course Lecture Content

1. Types of endurance
  - a. Muscular endurance
  - b. Cardiovascular endurance
2. Fit principles
  - a. Frequency
  - b. Intensity
  - c. Time
3. Rules and regulations of various activities, games and sports

- a. Bocci ball
- b. Basketball
- c. Volleyball
- d. Frisbee games
- e. Horseshoes
- f. Other games as added

### Course Lab/Activity Content

1. Skills and techniques within the limitations of individual disabilities
    - a. Throwing
    - b. Catching
    - c. Striking an object
    - d. Bouncing a ball
    - e. Rolling a ball
    - f. Motor skills necessary for multiple plan movements
- 

### Objectives

1. Recognize and understand the five components of fitness. **\*\*Requires Critical Thinking\*\***
  2. Safely and correctly demonstrate the proper strength training skills and techniques relative to their individual needs and disabilities.
  3. Determine their resting and appropriate training heart rates.
  4. Perform within the limitations of their individual disabilities the necessary skills and techniques of the various activities, sports and games.
  5. Safely perform and participate within the limitations of their disabilities proper strength training techniques and skills required of various activities, games and sports.
- 

### Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1-Minute Sit-Up Test or equivalent depending on individual need.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam or equivalent
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to demonstrate their knowledge of recreational activities. Assessment Method: Instructor provided verbal exam.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve

educational, professional, and personal objectives.

---

### Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Video presentations.
- 

### Assignments

#### Reading Assignments

Read the lecture information that will be covered on the department exam.

#### Other Assignments

Maintain a fitness journal.

---

### Methods of Evaluation

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Daily exercise log.
- 

### Course Materials

#### Other:

1. Information for lecture material will be provided by the instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 10  
**Full Course Title:** Adapted Yoga and Cardio Fitness  
**Short Title:** Adapt Yoga Cardio  
**TOP Code:** 0835.80 - Therapeutic Recreation/ Recreational Therapy  
**Effective Term:** Fall 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.5  
**Total class hours:** 81.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 13.5  
**Lab hours:** 40.5  
**Hours outside of class:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

Adapted Yoga and Cardio Fitness methods and techniques modified to individual needs and disabilities. Skills and techniques utilized to improve relaxation, flexibility, core stabilization and cardiovascular fitness. Students with disabilities will be required to show proof of disability from a physician.

---

### Content

#### Course Lecture Content

1. Yoga postures (adapted to individual needs and abilities)
  - a. Technique and alignment
  - b. Breathing and control
  - c. Relaxation exercises
2. Basic anatomy and physiology
  - a. Energy systems
  - b. Basic spinal anatomy and function
3. Physical fitness analysis
  - a. Body fat composition
  - b. Body measurements



- c. Blood pressure
- d. Resting and training heart rates
- e. Cardiovascular endurance

### Course Lab/Activity Content

1. Exercise performance
    - a. Stretching and flexibility techniques
    - b. Core stabilization exercises and techniques
    - c. Cardiovascular training
  2. Safety procedures
    - a. Pre-test and screening for specific disabilities and health issues
    - b. Proper exercise techniques
    - c. Proper breathing and heart rate monitoring
- 

### Objectives

1. Successfully demonstrate and practice the skills and techniques developed through modified Yoga exercises.
  2. Successfully develop an individualized, low impact cardiovascular fitness program. **\*\*Requires Critical Thinking\*\***
  3. Successfully demonstrate and practice the specific individualized exercises necessary to develop a functional level of core stability and flexibility.
- 

### Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their flexibility. Assessment Method: Sit and Reach Test or equivalent depending on individual need.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam or equivalent
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to demonstrate improvement in their cardiovascular endurance. Assessment Method: 3-Minute Step Test or equivalent depending on individual need.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

### Reading Assignments

Read the lecture information that will be covered on the department exam.

### Other Assignments

Keep an individual fitness log.

---

## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 20  
**Full Course Title:** Introduction to Kinesiology  
**Short Title:** Intro. Kinesiology  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 54.0  
**Lecture hours:** 54.0  
**Hours outside of class:** 108.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

This course provides an introduction to the interdisciplinary approach to the study of human movement. It provides an orientation to various educational pathways, requirements, and career opportunities in kinesiology in the areas of teaching, coaching, allied health, and fitness professions. Basic concepts of the kinesiology discipline and the importance of the sub-disciplines are discussed.

---

### Content

#### Course Lecture Content

1. Basic Concepts of Kinesiology
2. Historical, Ethical, and Philosophical Foundations of Kinesiology
3. Overview of Basic Movement Forms of Sport, Dance, and Exercise with a Focus on the Sub-Disciplines within Kinesiology
4. Introduction to the Sub-Discipline
  - a. Motor Learning/Control
  - b. Motor Development
  - c. Biomechanics
  - d. Exercise Physiology
  - e. Social Psychological Foundations

- f. Sport Nutrition
- 5. Exploration of Pathways and Career Opportunities
  - a. Allied Health
  - b. Sport
  - c. Fitness
  - d. Teaching
  - e. Coaching

---

## Objectives

1. Identify the basic concepts of Kinesiology.
2. Describe the historical, ethical, and philosophical foundations of Kinesiology.
3. Identify the fundamental concepts of basic movements.
4. Identify the relationship between performance in the movement forms of sport, dance, and exercise and the conceptual foundations of the sub-disciplines. **\*\*Requires Critical Thinking\*\***
5. Identify the pathways and requirements for career opportunities.

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to explain the importance of physical activity in daily life and the implications of this for the discipline of kinesiology. Assessment Method: Exam
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, the student should be able to explain the types of knowledge studied by Kinesiology scholars and applied in professional practice.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
3. Upon completion of this course, the student should be able to identify different career opportunities in Kinesiology. Assessment Method: Exam
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

---

## Methods of Instruction

- **Lecture/Discussion**
- **Other**

## Research

---

### Distance Education

#### Delivery Methods

- Online
  - Hybrid
    - Some lecture hours will be online
- 

### Assignments

#### Reading Assignments

Readings from the text book and Internet sources.

#### Writing Assignments

1. Weekly written assignments about topics relevant to the field of Kinesiology.
2. Written personal portfolio describing pathways and requirements for selected career which includes a cover letter, resume, and personal philosophy on physical activity.

#### Other Assignments

1. Weekly discussion threads for topics relevant to course material.
  2. Optional observation reports of different careers in Kinesiology
- 

### Methods of Evaluation

- Essay/Paper
  - Exams
  - Homework
  - Portfolio
  - Quizzes
  - Other
    - Observation reports of different careers.
- 

### Course Materials

#### Textbooks:

1. Hoffman, Shirl J. . *Introduction to Kinesiology: Studying Physical Activity* , Fifth ed. Human Kinetics, 2018, ISBN: 13:9781492549925  
**Equivalent text is acceptable**
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 21A  
**Full Course Title:** Analysis of Softball: Offense  
**Short Title:** Analysis SB Offense  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
**Total class hours:** 108.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 36.0  
**Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required) **Or**
  - Coaching
- 

### Course Description

Study and analysis of the various phases of softball offense, including philosophy, mental approach, hitting, and base running.

---

### Content

#### Course Lecture Content

1. Development of all Phases of Softball
  - a. Philosophy
  - b. Type of Offense: Power Hitting and Short Game
  - c. Offensive Tactics
2. Mental Aspect of Hitting
  - a. Pitch Selection
  - b. Contact Point: Inside, Outside and Down the Middle
  - c. Situational Hitting
3. Mechanical Aspect of Offense
  - a. Hitting

- b. Bunting
  - c. Slap Hit
- 4. Situational Offense
  - a. Hit and Run
  - b. Bunt and Run
  - c. Slay and Hit
- 5. Base Running
  - a. Run Through First Base
  - b. Delayed Steal
  - c. Stealing: Straight Steal, Delayed Steal, Runner on Third, Pass Ball
  - d. Sliding: Head First, Feet First, Avoiding the Tag
  - e. Situational Base Running: Hit and Run, Bunt and Run, Squeeze Play, Tagging up

---

## Objectives

1. Create a philosophy for offense.
2. Describe the essential principles for offensive softball. (i.e. short game and power hitting)
3. Analyze the contact points for hitting a softball. **\*\*Requires Critical Thinking\*\***
4. Demonstrate the different types of steals.
5. Demonstrate the different types of slides.

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in skills and game concepts. Assessment Method: Students will take a pre-test and post-test on offensive softball skills.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of offensive strategies in game like situations. Assessment Method: Students will demonstrate improvement in game skills in competition evaluated from video analysis by both instructor and self.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to describe the essential principles for offensive softball. (i.e. short game and power hitting) Assessment Method: Students will be given a written

exam to describe the principles of offensive softball.

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Video analysis, game evaluation, power point.
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

Research, observe and analyze different swings (right field, center field, left field) and verbally explain the differences.

---

## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Evaluation of offensive softball skills.
- 

## Course Materials

### Other:

1. Students will provide a notebook for evaluation.
  2. Internet sources as assigned by the instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 21B  
**Full Course Title:** Analysis of Softball: Defense  
**Short Title:** Analys Softball Def  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
**Total class hours:** 108.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 36.0  
**Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required) **Or**
  - Coaching
- 

### Course Description

Analysis and study of the various phases of softball defense, including philosophy, fielding and pitching.

---

### Content

#### Course Lecture Content

- I. Development of All Defensive Phases of Softball
  - A. Philosophy
  - B. Types of Defenses
  - C. Defensive Tactics
- II. Fundamentals of Defense
  - A. Throwing

- B. Fielding

- III. Mechanical Aspect of Defense

- A. Throwing

- B. Fielding: Outfield and Infield

- C. Cut-Offs

- IV. Position Play

- A. Responsibilities of Each Position

- B. Specific Responsibilities on Specific Plays

- V. Mental Aspect of Outfield Defense

- A. Angles: Drop Step, Double Drop, and Rounding a Ball

- B. Crow Hop

- C. Drop and Block

- D. Do or Die

- E. Figure Four

- F. Sac Fly

- G. Cut-Offs

- H. Trail Runners

- VI. Pitching

- A. Mechanics

- B. Different Pitches

- C. Mental Aspect

- D. Defensive Responsibilities of Pitcher

- VII. Catcher

- A. Framing

- B. Blocking

- C. Signs

- D. Responsibilities

- E. Situations Driven by the Catcher: Bunt Coverage, Pick-Offs, First and Third, Cut-Offs

---

## Objectives

1. Analyze different types of pitching mechanics. **\*\*Requires Critical Thinking\*\***
  2. Demonstrate the mechanics of throwing, fielding and cut-offs.
  3. Describe the different philosophies of softball defenses.
  4. Demonstrate the techniques for playing outfield defense.
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge of defensive strategies. Assessment Method: Students will be given a verbal exam on defensive situations.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to demonstrate the mechanics of throwing, fielding and cut-offs. Assessment Method: Students will be given a skills test to perform proper mechanics.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to demonstrate the techniques for playing defense. Assessment Method: Students will be given a skills test to perform proper mechanics.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Video analysis, game evaluation and Powerpoint.
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

Research, observe, and analyze different defensive techniques for covering bunts (with batter on first, without batter on first) and verbally explain the differences.

---

## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Evaluations of defensive softball skills.
-

## Course Materials

### Other:

1. Students will provide a notebook for evaluation.
2. Internet sources as assigned by the instructor.

---

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 22  
**Full Course Title:** Analysis of Basketball  
**Short Title:** Analysis Basketball  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Fall 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
**Total class hours:** 108.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 36.0  
**Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required) **Or**
  - Coaching
- 

### Course Description

Analysis of offensive and defensive basketball, including strategies and philosophy. Current techniques of shooting, passing, dribbling, along with the application of scouting to competitive play.

---

### Content

#### Course Lecture Content

1. Introduction to Offensive Basketball
  - a. Footwork
  - b. Shooting
  - c. Passing
  - d. Play breakdown
2. Introduction to Defensive Basketball
  - a. Footwork
  - b. Positioning
  - c. Skills
3. Theories of the Game

#### 4. Scouting opponents

---

### Objectives

1. Discuss and describe basic offensive and defensive systems.
  2. Recognize and construct basic components of shooting, passing and dribbling.
  3. Analyze various offensive and defensive theories. **\*\*Requires Critical Thinking\*\***
  4. Analyze an opponent's tendencies by applying scouting methods. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, the student should be able to compile a series of techniques for teaching individual fundamentals. Assessment Method: Students will participate in a verbal final exam.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to demonstrate knowledge of basic offensive skills. Assessment Method: Offensive skills test on offensive systems. I.e. press break
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to demonstrate knowledge of basic defensive strategies. Assessment Method: Defensive skills test on defensive systems I.e. Full court press
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

### Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Observation and Participation
- 

### Assignments

#### Reading Assignments

Read the NCAA rules book and take quizzes on the material.

#### Writing Assignments

Write up individual analysis of each basketball skill performed in a game.

**Other Assignments**

Analyze basketball videos.

---

**Methods of Evaluation**

- Exams
  - Homework
  - Participation
  - Quizzes
- 

**Course Materials**

**Other:**

1. Game videos
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 24  
**Full Course Title:** Analysis of Football  
**Short Title:** Analysis of FB  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
**Total class hours:** 108.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 36.0  
**Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Coaching
- 

### Course Description

Analysis of offensive and defensive football, including philosophy and strategies; current techniques of passing, blocking, and tackling along with practical application of scouting.

---

### Content

#### Course Lecture Content

1. Introduction to basic offensive scheme:
  - a. numbering
  - b. formations
  - c. running/passing scheme
  - d. player personnel
2. Introduction of defensive scheme
  - a. numbering
  - b. gap controls
  - c. run defense
  - d. coverage



- e. stunts
  - 3. Introduction to the kicking game
    - a. punt and punt return
    - b. kick off/kick off return
    - c. extra point
  - 4. Introduction to scouting:
    - a. formation recognition
    - b. game plan
  - 5. Theories of offensive/defensive football
- 

## Objectives

- 1. Discuss and describe a basic offensive and defensive system. **\*\*Requires Critical Thinking\*\***
  - 2. Recognize and construct basic components of kicking game. **\*\*Requires Critical Thinking\*\***
  - 3. Appraise an opponent team by application of scouting methods
  - 4. Describe various offensive and defensive theories.
- 

## Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate knowledge of game concepts. Assessment Method: Students will verbally present their assessment of video analysis.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - 2. Upon completion of this course, the student should be able to demonstrate an understanding of defense, offense, special teams and rules for collegiate football. Assessment Method: Students will demonstrate football skills tests and verbal exams on collegiate rules.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - 3. Upon completion of this course, the student should be able to analyze game films to understand game concepts and strategies. Assessment Method: Oral interview with the coach one on one describing video analysis.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Lecture/Discussion**
- **Other**

Power point, video analysis, game evaluation.

---

## **Assignments**

### **Reading Assignments**

### **Writing Assignments**

### **Other Assignments**

Research, observe and analyze different football defensive strategies and verbally explain the differences.

---

## **Methods of Evaluation**

- **Exams**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Tests skill evaluations.
- 

## **Course Materials**

### **Other:**

1. Student will provide a notebook for evaluation.
  2. Internet readings as assigned by the instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 28  
**Full Course Title:** Analysis of Soccer  
**Short Title:** Analysis of Soccer  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
**Total class hours:** 108.0  
    **Total contact hours in class:** 36.0  
        **Lecture hours:** 36.0  
    **Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Kinesiology (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Coaching
- 

### Course Description

Study and analysis of various phases of soccer, including fundamentals, offensive and defensive strategy, and different soccer styles.

---

### Content

#### Course Lecture Content

1. Development of all phases of offensive soccer
  - a. Importance of individual players and the team in offensive game
  - b. Offensive strategy
  - c. Importance of midfield in offense
2. Development of all phases of defensive soccer
  - a. Importance of individual players and the team in defensive situation
  - b. Defensive strategy
  - c. Importance of midfield in defense
  - d. Role and importance of goal-keeper in defense
3. Importance of communication between players and coaches on and off the field

4. Better understanding of the rules of the game
5. Importance of physical conditioning.

---

## Objectives

1. Develop and demonstrate different offensive strategies **\*\*Requires Critical Thinking\*\***
2. Develop and demonstrate different defensive strategies **\*\*Requires Critical Thinking\*\***
3. Develop and demonstrate understanding of the rules of soccer.
4. Scout an actual game and develop a scouting report.

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate several styles of offense and defense. Assessment Method: In a controlled setting, students will be told to run a certain offense and or defense and will be tested on their ability to accomplish this task.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to develop and demonstrate understanding of the rules of soccer. Assessment Method: Written test.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to scout an actual game and develop a scouting report. Assessment Method: Students will analyze either a live game, or a recorded game and use critical thinking while analyzing the game.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 4.
- 5.
- 6.
- 7.
- 8.

---

## Methods of Instruction

- **Lecture/Discussion**
- **Other**  
Power point, video analysis, game evaluation

---

## Assignments

### Reading Assignments

### **Writing Assignments**

#### **Other Assignments**

Research, observe and analyze different offensive strategies and verbally explain the differences.

---

### **Methods of Evaluation**

- **Exams**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Tests, skill evaluations
- 

### **Course Materials**

#### **Other:**

1. Students will provide notebook for evaluation.
  2. Internet readings as assigned by instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 29A  
**Full Course Title:** Analysis of Baseball: Offense  
**Short Title:** Analy Baseball- Off  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
**Total class hours:** 108.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 36.0  
**Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
  - Health (Masters Required) **Or**
  - Kinesiology (Masters Required) **Or**
  - Coaching
- 

### Course Description

Study and analysis of various phases of baseball offense, including fundamental skills of hitting and base running.

---

### Content

#### Course Lecture Content

1. Development of Fundamentals
  - a. Hitting
  - b. Swing Mechanics
  - c. Bunting Techniques
  - d. Rules Related to Batting, Base Running
2. Offensive Philosophy and Tactics
  - a. Bunting
  - b. Hit and Run
  - c. Advancing Runners
  - d. Signs/Communication

3. Base Running Philosophy and Tactics
  - a. Techniques
  - b. Steals
  - c. Signs/Communication
4. Offensive Statistics
  - a. Measuring Production
  - b. Providing Feedback to Coaches

---

## Objectives

1. Create a philosophy for baseball offense.
2. Describe the essential principles for offensive baseball.
3. Analyze the fundamentals of hitting and base running. **\*\*Requires Critical Thinking\*\***
4. Analyze offensive statistics for collegiate baseball. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate techniques and fundamentals of hitting. Assessment Method: Instructor provided skills test
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to analyze situational strategies and apply them to their performance. Assessment Method: Oral presentation game like skills assessment.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to demonstrate their knowledge of strategies, communication techniques, and knowledge of rules. Assessment Method: Test on rules and signs.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

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## Methods of Instruction

- **Lecture/Discussion**
- **Other**  
Power point, video analysis, game evaluation

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## Assignments

**Reading Assignments**

**Writing Assignments**

**Other Assignments**

Research, observe and analyze different swings (right field, center field, left field) and verbally explain the differences.

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### Methods of Evaluation

- Exams
  - Homework
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Skills Demonstrations/Performance Exam
  - Other
- Tests and skill evaluations.
- 

### Course Materials

**Other:**

1. Students will provide a notebook for evaluation.
  2. Internet readings will be assigned by the instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 29B  
**Full Course Title:** Analysis of Baseball: Defense  
**Short Title:** Anal Baseball Defen  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
**Total class hours:** 108.0  
    **Total contact hours in class:** 36.0  
        **Lecture hours:** 36.0  
    **Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Kinesiology (Masters Required) **Or**
  - Coaching
- 

### Course Description

Study and analysis of various phases of baseball defense, including fundamental skills of fielding, pitching and positioning.

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### Content

#### Course Lecture Content

##### I. Development of Fundamentals

1. Catching and Throwing a Baseball
2. The Different Positions
3. Fielding Groundball and Flyball Techniques
4. Pitching Mechanics
5. Rules Related to Defense and Pitching

## II. Defensive Philosophy

1. Pre-pitch Alignment, Positioning
2. "Live Ball" Roles, Responsibilities
3. Communication/Signs

## III. Pitching Strategy

1. Types of Pitches
2. Controlling Baserunners
3. Fielding Position After Pitch

## IV. Defensive/Pitching Statistics

1. Measuring Production
2. Providing Feedback to Coaches

---

## Objectives

1. Analyze and demonstrate "Live Ball" adjustments to situations. **\*\*Requires Critical Thinking\*\***
2. Demonstrate correct techniques and fundamentals.
3. Demonstrate knowledge of the rules, statistical calculations and situational strategies.

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## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their defensive baseball knowledge through testing reactions to different defensive situations. Assessment Method: Oral exam and skills tests understanding defensive skills.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to analyze and demonstrate "Live Ball" adjustments to situations. Assessment Method: Students will be given an oral exam regarding live ball scenarios.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to demonstrate knowledge of the rules, statistical calculations and situational strategies. Assessment Method: Written exam.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

- and issues in making decisions.
- **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Powerpoint, video analysis, and game evaluation.
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

Research, observe, and analyze different defensive techniques for covering bunts (i.e. with batter on first, without batter on first) and verbally explain the differences.

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## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Tests and skill evaluation.
- 

## Course Materials

### Other:

1. Game video analysis and internet readings as assigned by the instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** KINES 26  
**Full Course Title:** Care and Prevention of Athletic Injuries  
**Short Title:** Care & Prev Ath Inj  
**TOP Code:** 0835.00 - Health and Physical Education, General  
**Effective Term:** Spring 2018

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 72.0  
    **Lecture hours:** 45.0  
    **Lab hours:** 27.0  
**Hours outside of class:** 90.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
  - Physical Education (Masters Required) **Or**
  - Athletic Training **Or**
  - Kinesiology (Masters Required)
- 

### Course Description

An introduction to the treatment and prevention of specific athletic injuries. This course will cover the identification of injuries, proper treatment after they occur, and preventative measures.

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### Content

#### Course Lecture Content

- I. Organizing and Establishing an Effective Athletic Health Care System
  - A. Fitness Professionals, Coaches and Sports Medicine Team
  - B. Organizing and administering an athletic health care program
  - C. Legal liability and insurance
- II. Preventing Injuries in an Athletic Health Care System

- a. Preventing injuries through fitness training
- b. Sports nutrition and supplements
- c. Selecting and using protective sports equipment
- d. Understanding the potential dangers of adverse environmental conditions

### III. Techniques for Treating and Managing Sport-Related Injuries

- a. Handling emergency situations and injury assessment
- b. Blood-borne pathogens, universal precautions, and wound care
- c. Wrapping and taping techniques
- d. Understanding the basics of injury rehabilitation
- e. Helping the injured athlete psychologically

### IV. Recognition and Management of Specific Injuries and Conditions

- a. Recognizing different sports injuries
- b. Foot and Toes
- c. Ankle and Lower Leg
- d. Knee and Related Structures
- e. Thigh, Hip, Groin and Pelvis
- f. Shoulder Complex
- g. Elbow, Forearm, Wrist, and Hand
- h. Spine
- i. Thorax and Abdomen
- j. Head, Face, Eyes, Ears, Nose and Throat
- k. General medical conditions and health concerns
- l. Substance Abuse
- m. Preventing and managing injuries in young athletes

### Course Lab/Activity Content

#### 1. Wrapping/taping of specific athletic injuries.

- a. Ankles/Arch/Toes
- b. Knees
- c. Shoulder
- d. Elbow/Wrist/Hand
- e. Thigh, Hip, Groin and Pelvis

---

### Objectives

1. Describe athletic training as it relates to athletes, parents, coach, physician, trainer and administrator in a school setting.
2. Describe the basic anatomy, pathology and physiology of common injuries.
3. Identify and describe causes and methods of injuries of common athletic injuries.
4. Describe principles of early recognition and the signs and symptoms of common injuries. Determine proper care and prevention of injuries.
5. Demonstrate and describe appropriate emergency care.

6. Demonstrate basic level taping techniques.
  7. Evaluate injuries. **\*\*Requires Critical Thinking\*\***
  8. Analyze the effects of different rehabilitation modalities. **\*\*Requires Critical Thinking\*\***
  9. Determine correct terminology for the injury. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to apply appropriate wrapping/tapping techniques for an ankle injury. Assessment Method: Practical test wrapping/tapping an ankle appropriately.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of athletic injuries information. Assessment Method: Instructor provided exam.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, the student should be able to demonstrate knowledge and understanding of concussion protocol. Assessment Method: Instructor will evaluate the student's knowledge of the concussion protocol sequence with a verbal exam.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**
- Injury scenarios will be incorporated into the class.
- 

## Assignments

### Reading Assignments

Read the chapter on how to tape an ankle injury properly.

### Writing Assignments

Sport Injury Paper

1. Pick a sport injury.
  2. Research the injury.
  3. Paper must include:
    - Mechanism of injury
    - Signs and symptoms of injury
    - Average length of injury
    - Rehabilitation
    - Means of preventing further injury
    - Treatment
    - Include pictures, diagrams and anatomical charts of the injury.
  4. Paper should be five pages minimum.
- 

## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**
    - Projects, reports, and skill demonstrations.
- 

## Course Materials

### Textbooks:

1. Prentice, William. *Essentials of Athletic Injury Management*, Tenth ed. McGraw-Hill, 2015, ISBN: 978-0-07-802275-3  
**Equivalent text is acceptable**
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# KINESIOLOGY AA-T

## ASSOCIATE IN ARTS FOR TRANSFER

### Description

The Associate in Arts in Kinesiology for Transfer degree is designed to prepare students with the opportunity to complete their freshman/sophomore level classes required for a Bachelor's degree in Kinesiology within the California State University System (CSU). Upon completion of the Associate in Arts in Kinesiology degree, students will be prepared for transfer to a CSU for studies in Physical Therapy, Kinesiology, Pre-Medicine, and Exercise Science programs.

Associate in Arts in Kinesiology for Transfer requirements (as stated in SB1440 law) requires students to also complete the following:

- a minimum of 18 semester units in the major or area of emphasis as determined by the community college district
- 60 semester CSU transferable units
- California State University General Education-Breadth (CSU GE-Breadth) pattern of 39 units; OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern of 37 units.
- Obtainment of a minimum grade point average (GPA) of 2.0.
- Earn a grade of "C" or better in all courses required for the major or area of emphasis.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Examine and evaluate physical activities and their relationship to wellness and fitness.
2. Demonstrate proficiency of skills needed in activities commonly included in human movement programs.
3. Analyze theoretical approaches and major concepts of health and nutrition
4. Demonstrate knowledge and apply the fundamental rules and regulations of a variety of sports.

### Program Requirements:

#### Required Core Courses: (11 units)

BIOL4	Human Anatomy
BIOL5	Human Physiology
KINES20	Introduction to Kinesiology

#### Course Block Units: (11 Required)

4  
4  
3

#### Movement based courses: Choose one course from the following team sport courses. (minimum 1.5 units)

1.5

KINES1.71	Basketball
KINES1.77	Volleyball-Beginning
KINES1.31	Golf-Beginning

#### Course Block Units: (6 - 6.5 Required)

1.5 - 2  
1.5  
1.5

#### Movement based courses: Choose one course from the following individual sport courses. (minimum 1.5 units)

#### Course Block Units: (1.5 - 3 Required)



KINES1.25	Badminton	1.5
KINES1.31	Golf-Beginning	1.5
KINES1.24	Bowling	1.5

**Movement based courses: Choose one course from the following fitness courses. (minimum 1.5 units)**

**Course Block Units: (1.5 - 4.5 Required)**

KINES1.21	Aerobic Exercise	1.5
KINES1.22	Step Aerobics	1.5
KINES1.57	Weight Training	1.5
KINES1.26	Body Toning	1.5
KINES1.27	Fitness Walking/Jogging	1.5
KINES1.34	Boot Camp Fitness	1.5
KINES1.36	Yoga	1.5

**Select two courses (minimum of 6 units) from the following courses:**

**Course Block Units: (6 - 9 Required)**

CHEM1A	General Chemistry	5
HLTH3	First Aid and CPR for Kinesiology Majors	3
PHYS2A and	General Physics	3
PHYS3A	General Physics Laboratory	1
STAT1	Introduction To Statistical Methods	4

**Total: 26.00 - 34.00**

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