Kinesiology and Athletics

The Cosumnes River College Kinesiology program offers a wide variety of classes, including Fitness, Dance, Aquatics, Individual Sports, Team Sports, Intercollegiate Athletics, and Kinesiology classes.

Program Maps


Associate Degrees for Transfer

A.A.-T. in Kinesiology

The Associate in Arts in Kinesiology for Transfer Degree (AA-T) is designed to meet common lower-division requirements for a major in Kinesiology at California State University (CSU) campuses by completion of 60 transferable semester units with a minimum 2.0 GPA, to include either the California State University General Education Breadth pattern or the Intersegmental General Education Transfer Curriculum; students must earn a grade of C or better in all the courses for the major as described in the Required Program. Upon successful completion of the degree requirements, students will be guaranteed admission to the CSU system with junior status and will not have to repeat lower division coursework. Students are encouraged to meet with a counselor to develop their educational plans as degree options and general education requirements vary for each university.

Catalog Date: June 1, 2020

Degree Requirements

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<thead>
<tr>
<th>COURSE CODE</th>
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<th>UNITS</th>
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<tbody>
<tr>
<td><strong>CORE REQUIREMENTS:</strong></td>
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<tr>
<td>KINES 300</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
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<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology</td>
<td>5</td>
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<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology</td>
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<tr>
<td><strong>ELECTIVE LIST A - 2 Courses from the following:</strong></td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<tr>
<td>or PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
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<tr>
<td>BIOL 310</td>
<td>General Biology (4)</td>
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<tr>
<td>CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
<td></td>
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<tr>
<td>PHYS 350</td>
<td>General Physics (4)</td>
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<tr>
<td><strong>ACTIVITY ELECTIVES:</strong></td>
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<tr>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>FITNS 440</td>
<td>Swimming I (1)</td>
<td></td>
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<tr>
<td>FITNS 380</td>
<td>Circuit Weight Training (1)</td>
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<tr>
<td>FITNS 381</td>
<td>Weight Training (1)</td>
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<tr>
<td>FITNS 390</td>
<td>Basic Yoga (1)</td>
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<tr>
<td>FITNS 406</td>
<td>Walking and Jogging (1)</td>
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</tbody>
</table>
### COURSE TITLE
- PACT 310 Badminton I (1)
- TMACT 302 Soccer - Outdoor (1)
- TMACT 320 Basketball (1)
- TMACT 330 Volleyball (1)
- Total Units: 23

Select a maximum of one (1) course from any three (3) of the following areas for a maximum of three units: Aquatics (FITNS 440); Fitness (FITNS 308, 380, 381, 390, 406); Individual Sports (PACT 310); Team Sports (TMACT 302, 320, 330).

The Associate in Arts in Kinesiology for Transfer (AA-T) degree may be obtained by completion of 60 transferable semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes
Upon completion of this program, the student will be able to:
- Utilize the theories of biomechanics and exercise physiology and apply them to sport and fitness pedagogy.
- Discuss how sociological, psychological, historical, and philosophical factors influence the field of kinesiology and sport.
- Evaluate the unique and overlapping roles of each body system in promoting homeostasis and how such body systems adapt to the demands of activity and sport.
- Evaluate anatomical and physiological information and apply findings to decision making.
- Assess and measure improvements in fitness levels through a comprehensive analysis of aerobic capacity, body composition, muscular endurance, and flexibility.
- Define and understand how to properly execute fitness and sport training techniques.
- FOR STUDENTS CHOOSING THE STAT 300 or PSYC 330 OPTION: use the concepts of descriptive statistics to display and analyze univariate and bivariate data.
- FOR STUDENTS CHOOSING THE CHEM 305 OPTION: apply the basic terminology and nomenclature of elements and compounds relevant to the human body and metabolism.
- FOR STUDENTS CHOOSING THE PHYS 350 OPTION: solve conceptual problems in classical mechanics, fluids, mechanical waves, and thermodynamics.

### Career Information
The AA-T in Kinesiology can provide students with the foundational knowledge necessary for transfer to a 4-year Bachelor of Science (BS) or Bachelor of Arts (BA) degree program. Career opportunities for students who have earned BS or BA degrees in Kinesiology include but are not limited to: exercise physiologist, physical therapy aide, health consultant, personal trainer, recreation director, referee, group fitness instructor, health club manager, athletic coach, activities director, K-12 physical educator, public health educator, swimming pool manager, cardiac rehabilitation technician, or corporate fitness director. Some careers may require additional training. NOTE TO TRANSFER STUDENTS: The Associate Degree for Transfer program is designed for students who plan to transfer to a campus of the California State University (CSU). Other than the required core, the courses you choose to complete this degree will depend on some extent on the selected CSU for transfer. In addition, some CSU-GE Breadth or IGETC requirements can also be completed using courses required for this associate degree for transfer major (known as “double-counting”). Meeting with a counselor to determine the most appropriate course choices will facilitate efficient completion of your transfer requirements. For students wishing to transfer to other universities (UC System, private, or out-of-state), the Associate Degree for Transfer may not provide adequate preparation for upper-division transfer admissions; it is critical that you meet with a CRC counselor to select and plan the courses for the major, as programs vary widely in terms of the required preparation.

### Associate Degrees

#### A.A. in Physical Education

The Cosumnes River College Physical Education program offers a wide variety of physical education classes, including Fitness, Dance, Aquatics, Self Defense, Individual Sports, Team Sports, Intercollegiate Athletics, and Physical Education Theory classes. The program in Physical Education outlined below is typical of lower-division requirements for four-year colleges and universities (though some requirements tend to vary from college to college). For specific requirements, students should refer to a catalog of the college of their choice. Students are also advised to see a counselor before selecting the courses best aligned with their transfer institution.

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor’s degree in this major, it is critical that you meet with a CRC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that CRC requires for an Associate’s degree in this major may be different from the requirements needed for the Bachelor’s degree.

Highlights include:
- A wide variety of physical education options
- Outstanding facilities that include a state of the art fitness center, competitive aquatic facilities, baseball stadium, state of the art community and athletic center, second gymnasium, soccer/football stadium
- 2 FIFA sized soccer fields with scoreboards, softball stadium, 8 championship tennis courts and numerous physical education fields.

Physical Education
NOTE: The University of California has a limitation on the number of units of physical education courses that can be transferred. The California State University System has no such limitation, but there are restrictions placed on the number of physical education units that can be applied toward the major and general education. See a counselor for specific course limitations.

All activity classes are open to both men and women unless noted within the course title. Students may be concurrently enrolled in more than one physical education activity class; however, no more than two of the same physical education activity classes may be taken by a student in the same semester.

The prefixes ADAPT, DANCE, FITNESS, PACT, TMACT, and SPORT refer to courses which may be used to satisfy the physical education graduation requirement. Beginning classes concentrate on fundamental skills, rules, scoring, equipment, dress, etiquette and basic strategy. Intermediate classes continue efforts on skill development while concentrating on strategy and competitive play.
Activity courses may be taken up to four times in each activity area, unless otherwise identified (e.g. four Tennis, four Aerobics, four Weight Training, etc.).

Courses with the "PET" prefix are open to students interested in the physical education major and in the theoretical aspects of sports activity. PET courses do not meet the physical education graduation requirement; however, they are all transferable. Some "PET" courses have a unit limitation to the UC system. See a counselor for specific course limitations.

Athletics
Academic Advising for Athletes

10 intercollegiate athletic opportunities for student participation:
* For Men: Baseball, Basketball, Soccer, Tennis
* For Women: Basketball, Soccer, Softball, Tennis, Volleyball, Water Polo

Cosumnes River College is a member of the Bay Valley Conference which includes community colleges located in the San Francisco Bay Area and the interior valleys of Northern California. The Bay Valley Conference is a member of the Community College League of California - Commission on Athletics (COA) and adheres to all rules and regulations governing community college athletics within the State of California.

In order to participate in intercollegiate athletics, both men and women must fulfill the requirements of the Los Rios Community College District and the Athletic Constitution of the Commission on Athletics. These requirements are very exacting and the athletes are advised to become thoroughly familiar with them in order to avoid eligibility problems. The athletic director is familiar with the eligibility requirements and would be available to answer specific questions.

Students who have not competed in intercollegiate athletics are deemed scholastically eligible for their first season of competition. In order to maintain eligibility, an athlete must participate in Cosumnes River College's Athletic Academic Advising. This Academic Advising Program requires athletes to:
* Meet with an athletic academic counselor annually and complete a Student Educational Plan (SEP).
* Maintain at least a 2.0 cumulative Grade Point Average (GPA), attend classes regularly and complete all assigned course work.
* Successfully complete 24 units between the first and second season of participation in a specific sport, of which 18 units must be in General Education or degree specific classes.
* Maintain active enrollment in a minimum of 12 units during the semester of competition. Nine of these 12 units must be General Education or degree specific.

Field Study Classes at Cosumnes River College:
Nature is often the best classroom! Come learn outside in Cosumnes River College's field study courses. These classes consist of short classroom sessions followed by extended trips to some of the most unique and beautiful environments in California, including Big Sur, Monterey Bay, Mt. Lassen, Point Reyes, Yosemite and more! These short-term classes are offered by several departments, including Biology, Geography, Geology, Photography, and Physical Education. For more information about specific classes, consult the class schedule or visit the Los Rios Field Study Consortium website at: www.losrios.edu/fieldstudy.

Catalog Date: June 1, 2020

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<td>CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
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**Elective:**

A minimum of 6 units from the following:

<table>
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<tr>
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<td>General Biology (4)</td>
</tr>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
</tr>
<tr>
<td>HEED 300</td>
<td>Health Science (3)</td>
</tr>
<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
</tr>
<tr>
<td>PHYS 350</td>
<td>General Physics (4)</td>
</tr>
<tr>
<td>KINES 301</td>
<td>Personal Wellness (3)</td>
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<tr>
<td>or HEED 350</td>
<td>Personal Wellness (3)</td>
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**Plus 1-2 units selected from courses in the following areas:**

A minimum of 1 unit from the following:

One unit selected from: Adapted Aquatics, Adapted Physical Education, Aerobics, Basketball, Body Fitness, Dance, Golf, Lifeguard Training, Mountaineering, Softball, Swimming, Team Sports, Tennis, Volleyball, Water Polo, Weight-Training

Total Units: 25

The Physical Education Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See CRC graduation requirements.

Adapted Physical Education (ADAPT)

ADAPT 300 Adapted Physical Education
In adapted physical education, the instructor works under the recommendation/direction of the student's physician. Class activities are adapted or modified to meet individual needs. Each student performs at an individual level of ability without pressure or competition. Students with both temporary and permanent disabilities are served as well as students with major health problems. Students must have a physician's statement indicating (a) the disability, (b) specific restrictions, and (c) recommended activities.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Evaluate, analyze, and accurately assess fitness levels appropriate for student's limitations or disabilities
- Evaluate and measure improvements in the basic components of fitness including body composition, body measurements, training heart rate zone, range of motion, muscular strength and balance in a pre and post fitness assessment.
- Comprehend and recognize improvements in the fitness levels.
- Evaluate and modify fitness programs throughout the semester to maintain maximum benefits from their workouts
- SLO #2: Distinguish between and discuss the value of overall fitness as it relates to daily living.
- Identify individual fitness objectives
- Analyze which skills are appropriate to the abilities and limitations.
- Judge safe habits for participation within their limits of their disabilities.
- SLO #3: Utilize knowledge to develop, design and implement individual exercise programs.
- Distinguish, choose and use proper terminology associated with fitness.
- Differentiate and understand the proper use of equipment in class.
- Explain and demonstrate coordinated locomotor skills appropriate for individual abilities.
- Develop and improve gross and fine motor skills complimentary to their abilities.

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### ADAPT 332 Adapted Aquatics

- **Units:** 1
- **Hours:** 9 hours LEC; 27 hours LAB
- **Prerequisites:** None
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area III(a); CSU Area E2
- **Catalog Date:** June 1, 2020

This physical education class is a personal water safety and fitness class adapted for individuals who are physically challenged. The class will be tailored for the individual's abilities and needs. Topics covered will include stroke mechanics, water safety, movement through water, and the use of water for resistive exercises.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Analyze and examine various methods of water exercises including swimming, and perform them within their individual limitations.
- Explain and demonstrate the fundamental techniques of hydrodynamics.
- Examine and evaluate the different water exercises to improve general fitness levels.
- Develop, revise and improve swimming strokes or methods of moving through the water considering specific physical challenges.
- Relate, understand and use the water to develop or increase psycho motor skills especially in the areas of balance, spatial awareness and kinesthetic sense.
- SLO #2: Identify and practice safety strategies to be used in and around the pool.
- Analyze and demonstrate personal water safety skills that correspond to specific physical limitations.
- Distinguish and use correct swimming terminology.
- Recognize, appraise, and implement the correct use of aquatic equipment used in class.

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### ADAPT 333 Adapted Shallow Water Aerobics

- **Units:** 1
- **Hours:** 9 hours LEC; 27 hours LAB
- **Prerequisites:** None
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area III(a); CSU Area E2
- **Catalog Date:** June 1, 2020

This class is designed for individuals who are physically challenged and uses the resistance of the water for low impact weight bearing exercise. It will be tailored to each student's individual abilities. The class will include exercises in shallow water; working on cardiovascular endurance and fitness, muscular strength and endurance as well as increase overall flexibility. Students must have a doctor's recommendation on file. No swimming skills are needed or required as students will be in shallow water and use equipment to help with flotation.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
- SLO #1: Examine and analyze various methods of exercise, in shallow water, and perform them within their individual abilities.
- SLO #2: Identify and practice water safety strategies to be used in and around the pool.
- SLO #3: Evaluate measurable improvements in aerobic fitness levels.
- Demonstrate and use proper form and technique for shallow water aerobic exercise.
- Demonstrate, modified if necessary, water safety strategies as they relate to their specific disability or challenge.
- Demonstrate, modified if necessary, water safety strategies as they relate to their specific disability or challenge.
- Appraise the correct use of equipment in class.
- Identify and recognize muscles and their movements in order to distinguish which types of exercises can be best implemented.
- Distinguish and use correct deep water exercise terminology.
- Develop and improve workout coordination, intensity and duration as the semester progresses, especially cardiovascular endurance.
- Evaluate measurable improvements in aerobic fitness levels.
- Discuss and develop, and demonstrate improved physiological skills appropriate to individual challenged abilities including flexibility, range of motion, muscular strength and endurance and aerobic development.
- Explain and demonstrate improvement in psychomotor development which includes speed, agility, perceptual motor functions, balance, kinesthetic sense, spatial awareness and relationships and hand to eye and foot to eye coordination.
- Evaluate, analyze, and accurately assess current fitness levels.
- Evaluate and measure improvements in the basic components of fitness including body composition, body measurements, target heart rate training, flexibility, muscular strength, endurance, and balance through a pre and post test assessment.
- Measure and calculate blood pressure, resting, ambient and training heart rates and their relationships of these to fitness, exercise and individual disabilities.
- Discuss, develop, and demonstrate improved physiological skills appropriate to individual challenged abilities including flexibility, range of motion, muscular strength and endurance and aerobic development.
- Explain and demonstrate improvement in psychomotor development which includes speed, agility, perceptual motor functions, balance, kinesthetic sense, spatial awareness and relationships and hand to eye and foot to eye coordination.
- Identify and recognize muscles and their movements in order to distinguish which types of exercises can be best implemented.
- Appraise the correct use of equipment in class.
- Examine the proper use of terminology related to psychomotor and physiological development.
- Construct an ongoing exercise plan to meet individual needs.

ADAPT 334 Adapted Deep Water Aerobics

Units: 1
Hours: 9 hours LEC; 27 hours LAB
Prerequisite: None.
Advisory: Although swimming skills are not necessary, it is strongly suggested that students enrolled in this course are comfortable in an aquatic environment, especially in deep water.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to allow students with disabilities or challenges, the opportunity to improve their overall fitness through a no-impact, non-weight bearing class in the water. In this class, cardiovascular exercises and endurance will be stressed. Additionally, due to the resistance of the water, students will improve their overall strength and flexibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1. Discuss, analyze and understand methods of exercising in deep water and demonstrate skills within their individual abilities.
- Comprehend basic hydrodynamics as well as viscosity, hydrostatic pressure and buoyancy as they relate to exercising in deep water.
- Demonstrate and use proper form and technique, adjusted as need be for each individual student, for deep aqua exercise.
- Discuss, understand and use proper spinal and body alignment with respect to the flotation belt and other equipment used in this class.
- SLO #2. Identify and practice strategies related to safety in and around a pool environment, especially in the deep water.
- Demonstrate, modified if necessary, water safety strategies as they relate to each student's individual challenge, abilities and/or needs.
- Discuss and understand strategies use in case of an emergency for classmates around them in the water.
- SLO #3. After taking the initial fitness assessment, develop individual fitness goals and apply appropriate training principle for achieving those goals.
- Demonstrate understanding of aerobic vs anaerobic exercise and the benefit for using both while working out.
- Develop and improve workout coordination, intensity and duration as the semester progresses, especially cardiovascular endurance.
- Distinguish and use correct deep water exercise terminology.

ADAPT 336 Motor Development for the Physically Challenged

Units: 1 - 2
Hours: 9 - 18 hours LEC; 27 - 54 hours LAB
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course gives the student individual instruction which promotes and develops overall physical fitness and psychomotor skills. This activity class for the physically challenged includes exercises in flexibility, strength development, aerobic activity and relaxation training. Students must have a doctor's recommendation on file.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Evaluate, analyze, and accurately assess current fitness levels.
- Evaluate and measure improvements in the basic components of fitness including body composition, body measurements, target heart rate training, flexibility, muscular strength, endurance, and balance through a pre and post test assessment.
- Measure and calculate blood pressure, resting, ambient and training heart rates and their relationships of these to fitness, exercise and individual disabilities.
- SLO #2: Select biomechanical movements and apply the understanding of those movements related to physical activity in order to create an effective and efficient exercise program according to individual needs.
- Distinguish the association between fitness and wellness as it pertains to individual physical challenges
- Discuss, develop, and demonstrate improved physiological skills appropriate to individual challenged abilities including flexibility, range of motion, muscular strength and endurance and aerobic development.
- Explain and demonstrate improvement in psychomotor development which includes speed, agility, perceptual motor functions, balance, kinesthetic sense, spatial awareness and relationships and hand to eye and foot to eye coordination.
- Identify and recognize muscles and their movements in order to distinguish which types of exercises can be best implemented.
- Appraise the correct use of equipment in class.
- Examine the proper use of terminology related to psychomotor and physiological development.
- Construct an ongoing exercise plan to meet individual needs.
ADAPT 339 Walk and Wheel

This course is designed for students who are disabled and/or physically challenged and want to participate in a general physical education activity course. Individualized walking or wheeling programs are designed to enhance cardiovascular and cardio-respiratory endurance. The course also includes specific exercises for muscular strength, muscular endurance, and flexibility. Small group games and activities are included to promote fitness and fun.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1. Evaluate personal physical limitation(s) and/or challenge(s), devise a plan and comprehend the importance of living as actively as possible.
- Critique their beginning and end of the semester fitness assessment to determine current fitness levels.
- Recognize and summarize improvements in fitness levels at mid-term and the conclusion of the semester.
- SLO #2. Identify and practice safe skills and movements related to their challenge for participation in physical activities.
- Analyze and develop coordinated locomotor skills with the scope of their individual ability and/or limits.
- Improve fitness components, recognize that improvement and adjust workouts accordingly.
- SLO #3. Establish and understand changes in heart rate while working out and at rest as their fitness changes and/or improves.
- Monitor and chart heart rate information related to training zones while comprehending the difference of each zone and how they relate to fitness.

ADAPT 495 Independent Studies in Adapted Physical Education

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of "Special Studies" for full details of Independent Studies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
- Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
- Use information resources to gather discipline-specific information.
- SLO #2: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).
- Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.
- Explain the importance of the major discipline of study in the broader picture of society.
- SLO #3: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 3).
- Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
- SLO #4: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).
- Utilize skills from the “academic tool kit” including time management, study skills, etc., to accomplish the independent study within one semester term.

Dance (DANCE)

DANCE 310 Jazz Dance I

Units: 1
Hours: 54 hours LAB
Course Family: Jazz Dance Technique (http://crc.losrios.edu/course-families#id_100032)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed for students who are disabled and/or physically challenged and want to participate in a general physical education activity course. Individualized walking or wheeling programs are designed to enhance cardiovascular and cardio-respiratory endurance. The course also includes specific exercises for muscular strength, muscular endurance, and flexibility. Small group games and activities are included to promote fitness and fun.
This physical education course covers barre and center floor warm-ups, exercises, jazz techniques, isolations, walks and turns. This course explores variation of styles in ethnic, lyrical and modern jazz dance given in combinations and offers students the opportunity for exploration and improvisation using jazz steps learned in class. This class is for students with no or very little dance training.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1:** employ jazz dance as an activity that will promote fitness and wellness in the student's life.
- identify the role that jazz dance has in maintaining health and well-being.
- demonstrate the ability to relieve stress and enjoy life through dance.
- demonstrate an improvement in several areas of fitness, but most notably in cardiovascular fitness, coordination, and flexibility.
- **SLO #2:** demonstrate skills and dance movements in jazz dance.
- demonstrate body control through proper technique and exercises requiring balance, flexibility, agility, endurance, strength and coordination.
- demonstrate a kinesthetic awareness of placement.
- analyze shape, rhythm, time/texture and quality into space.
- create an atmosphere for self-expression in jazz.
- define, practice and assume a degree of skill of specific jazz techniques, including floor stretches, center barre isolation progression, jazz walk combinations, turns, jazz adage, hops, jumps, leaps, stage presence, and beginning jazz combinations.
- **SLO #3:** demonstrate an ability to work cooperatively with others to achieve physical, social, and mental skills through participation in jazz dance.
- illustrate the ability to socialize and work with others to practice and perform jazz dance routines.
- illustrate the ability to respect other students in the class and value the contribution they make to the group effort of creating a dance routine.
- **SLO #4:** develop an appreciation and understanding of jazz dance as an art form and how it relates to other types of dance and forms.
- relate the history and cultural significance of jazz dance in society.
- contrast and compare jazz dance choreographers and dancers past and present.
- develop a better understanding of dance as a performer.

**DANCE 312 Jazz Dance II**

This beginning/intermediate dance class continues the fundamental jazz skills learned in the previous level with further focus on proper technique including alignment, balance, multiple turns, leaps, and more complex combinations. This course is for students with some previous dance training.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1:** employ jazz dance as an activity that will promote fitness and wellness in the student's life.
- identify the role that jazz dance has in maintaining health and well being.
- demonstrate the ability to relieve stress and enjoy life through dance.
- demonstrate an improvement in several areas of fitness, but most notably in cardiovascular fitness, coordination, and flexibility.
- **SLO #2:** demonstrate beginning/intermediate skills and dance movements in jazz dance.
- demonstrate body control through proper technique and exercises requiring balance, flexibility, agility, endurance, strength and coordination.
- demonstrate a kinesthetic awareness of placement.
- analyze shape, rhythm, time/texture and quality into space.
- create an atmosphere for self expression in jazz.
- define, practice and assume a degree of skill of specific jazz techniques, including floor stretches, centre barre isolation progression, jazz walk combinations, turns, jazz adage, hops, jumps, leaps, stage presence, and beginning/intermediate jazz combinations.
- **SLO #3:** demonstrate an ability to work cooperatively with others to achieve physical, social, and mental skills through participation in jazz dance.
- illustrate the ability to socialize and work with others to practice and perform jazz dance routines.
- illustrate the ability to respect other students in the class and value the contribution they make to the group effort of creating a dance routine.
- **SLO #4:** develop an appreciation and understanding of jazz dance as an art form and how it relates to other types of dance and forms.
- relate the history and cultural significance of jazz dance in society.
- contrast and compare jazz dance choreographers and dancers past and present.
- develop a better understanding of dance as a performer.

**DANCE 313 Jazz Dance III**
This intermediate dance class continues with the fundamental jazz skills learned in the previous level with a further focus on proper technique while performing more complex combinations and exploring different rhythms and styles. This course is for students with previous dance training.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- employ jazz dance as an activity that will promote fitness and wellness in the student's life. (SLO 1)
- identify the role that jazz dance has in maintaining health and well being.
- identify the role that jazz dance has in maintaining health and well being.
- demonstrate an improvement in several areas of fitness, but most notably in cardiovascular fitness, coordination, and flexibility.
- demonstrate intermediate skills and dance movements in jazz dance. (SLO 2)
- demonstrate body control through proper technique and exercises requiring balance, flexibility, agility, endurance, strength and coordination.
- demonstrate a kinesthetic awareness of placement.
- analyze shape, rhythm, time/texture and quality into space.
- define, practice and assume a degree of skill of specific jazz techniques, including floor stretches, center barre isolation progression, jazz walk combinations, turns, jazz adage, hops, jumps, leaps, stage presence, and intermediate jazz combinations.
- demonstrate an ability to work cooperatively with others to achieve physical, social, and mental skills through participation in jazz dance. (SLO 3)
- illustrate the ability to socialize and work with others to practice and perform jazz dance routines.
- illustrate the ability to respect other students in the class and value the contribution they make to the group effort of creating a dance routine.
- relate the history and cultural significance of jazz dance in society.
- contrast and compare jazz dance choreographers and dancers past and present.
- develop a better understanding of dance as a performer.

**DANCE 314 Jazz Dance IV**

This intermediate/advanced dance class offers the opportunity for students to create a personal jazz style using the techniques learned in the previous levels. This course explores variation of styles in ethnic, lyrical and modern given in combinations and offers students the opportunity for exploration and improvisation using jazz steps learned in class. This class is for high intermediate to advanced dance students only.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- employ jazz dance as an activity that will promote fitness and wellness in the student's life. (SLO 1)
- identify the role that jazz dance has in maintaining health and well being.
- demonstrate an ability to relieve stress and enjoy life through dance.
- demonstrate an improvement in several areas of fitness, but most notably in cardiovascular fitness, coordination, and flexibility.
- demonstrate intermediate/advanced skills and dance movements in jazz dance. (SLO 2)
- demonstrate body control through proper technique and exercises requiring balance, flexibility, agility, endurance, strength and coordination.
- demonstrate a kinesthetic awareness of placement.
- analyze shape, rhythm, time/texture and quality into space.
- define, practice and assume a degree of skill of specific jazz techniques, including floor stretches, center barre isolation progression, jazz walk combinations, turns, jazz adage, hops, jumps, leaps, stage presence, and intermediate/advanced jazz combinations.
- demonstrate an ability to work cooperatively with others to achieve physical, social, and mental skills through participation in jazz dance. (SLO 3)
- illustrate the ability to socialize and work with others to practice and perform jazz dance routines.
- illustrate the ability to respect other students in the class and value the contribution they make to the group effort of creating a dance routine.
- develop an appreciation and understanding of jazz dance as an art form and how it relates to other types of dance and forms. (SLO 4)
- relate the history and cultural significance of jazz dance in society.
- contrast and compare jazz dance choreographers and dancers past and present.
- develop a better understanding of dance as a performer.

### DANCE 320 Ballet I

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<thead>
<tr>
<th>Units:</th>
<th>1</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Course Family:</td>
<td>Ballet Technique</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (* All PE Activity courses: combined maximum transfer credit, 4 units)</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course covers the fundamentals of beginning ballet technique. Basic terminology, coordination, alignment and execution of beginning ballet technique will be addressed. Students will experience a typical ballet class beginning with exercises at the barre, developed exercises in the center and across the floor exercises. Students will gain strength, agility, flexibility, coordination and balance. Students will also acquire knowledge of ballet history and repertory. Students will present their semester-long study of beginning ballet in a final showcase performance. This course is for students with no to very little dance experience.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Employ ballet as an activity that will promote fitness and wellness in the student's life.
- SLO #2: Relate the role that ballet has in maintaining health and well-being.
- SLO #3: Demonstrate an improvement in several areas of fitness, but most notably in coordination, agility, strength, balance and flexibility.
- SLO #4: Demonstrate beginning level knowledge of ballet terms and techniques.
- SLO #5: Identify and properly execute beginning barre, center, and across the floor exercises.
- SLO #6: Analyze and safely execute introductory ballet movement patterns.
- SLO #7: Apply beginning level ballet terminology to the execution of ballet positions and techniques.
- SLO #8: Discuss the historical and traditional foundations of ballet.
- SLO #9: Relate the historical and cultural significance of ballet in society.

### DANCE 321 Ballet II

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Course Family:</td>
<td>Ballet Technique</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>DANCE 320 with a grade of &quot;C&quot; or better; or one year of beginning training determined by the professor per an evaluation for the level of proficiency.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is a continuation of beginning ballet technique with a progression in barre, center, and across the floor exercises. Fundamentals of beginning ballet are addressed with greater emphasis on strength and coordination. Students will further develop their ballet skills, movement vocabulary, and sequence construction while advancing their knowledge of ballet history and repertory. Students will present their semester-long study of Level II ballet in a final performance. This course is recommended for students who have successfully completed Ballet I and are at a high beginner or intermediate level.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Employ ballet as an activity that will promote fitness and wellness in the student's life.
- SLO #2: Relate the role that ballet has in maintaining health and well-being.
- SLO #3: Demonstrate an improvement in several areas of fitness, but most notably in strength and coordination.
- SLO #4: Identify and properly execute Level II barre, center, and across the floor exercises.
- SLO #5: Analyze and safely execute Level II ballet movement patterns.
- SLO #6: Collaborate and construct beginning level adagio and allegro sequences.
- SLO #7: Illustrate the ability to respect other students in the class and value the contribution they make to the group effort of creating a sequence.
- SLO #8: Develop an appreciation and understanding of ballet as an art form and how it relates to other types of dance and forms.
- SLO #9: Discuss the historical and traditional foundations of ballet.
- SLO #10: Evaluate ballet as a culturally significant art form in contemporary society.

### DANCE 322 Ballet III
This course is a progression of ballet from Dance 321 with an emphasis on technique in barre exercises to improve extensions, center exercises to improve balance and across the floor combinations to challenge the dancer with more complex steps and difficult combinations. This course is recommended for students who have successfully completed Ballet II with a grade of "C" or better or are at an intermediate level to be determined by the instructor.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- SLO#1 Employ ballet as an activity that will promote fitness and wellness in the student's life.
- Demonstrate an improvement in several areas of fitness, most notably in strength, coordination and balance.
- SLO#2 Identify and properly execute Level III barre, center, and across the floor exercises.
- Analyze and safely execute Level III ballet movement patterns and combinations.
- SLO#3 Demonstrate an ability to work cooperatively with other students to achieve physical, social and communication skills through participation in ballet.
- Collaborate and construct intermediate adagio and allegro sequences.
- SLO#4 Develop an appreciation and understanding of ballet as an art form and how it relates to other types of dance.
- Discuss the historical and traditional foundations of ballet as a culturally significant art form in contemporary society.

DANCE 330 Modern Dance I

This beginning class offers an introduction to basic dance movement and the basic elements of music and rhythm. This course includes rhythmic, isolated and expressive movement as well as elemental concepts of space, time and force. This course is for students with little or no previous dance training.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- SLO #1: employ modern dance as an activity that will promote fitness and wellness in life.
- demonstrate an improvement in several fitness components including muscular strength, muscular endurance, flexibility, coordination, and cardiovascular conditioning.
- recognize the benefits physically of participation in dance, including the impact on overall health.
- SLO #2: demonstrate skills and dance movements in modern dance.
- perform basic modern dance movements safely and with an improved degree of skill and kinesthetic awareness.
- learn modern dance terminology and how it relates to modern dance movement.
- analyze and synthesize movement fundamentals, dance routines, rhythms, and various styles.
- apply their own creative expression to modern dance movement.
- SLO #3: demonstrate an ability to work cooperatively with others to achieve a desired creative outcome through modern dance.
- analyze and problem solve in a group through participation in choreography of modern dance in-class performances.
- SLO #4: develop an appreciation and understanding of modern dance as an art form and how it relates to other types of dance and art forms.
- identify and relate the history and development of modern dance.
- contrast and compare modern dance to various dance forms.

DANCE 332 Modern Dance II

This beginning/intermediate modern dance class continues with the fundamental modern dance skills learned in the previous level. This course includes rhythmic, isolated and expressive movement. Concepts of space, time and force as related to dance will be discussed. Various cultural and contemporary dances will be explored. This course is for students who have successfully completed Modern Dance I or have previous dance training.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- SLO #1: employ modern dance as an activity that will promote fitness and wellness in life.
- demonstrate an improvement in several fitness components including muscular strength, muscular endurance, flexibility, coordination, and cardiovascular conditioning.
- recognize the benefits physically of participation in dance, including the impact on overall health.
- SLO #2: demonstrate beginning/intermediate skills and dance movements in modern dance.
- perform beginning/intermediate modern dance movements safely and with an improved degree of skill and kinesthetic awareness.
- recall modern dance terminology and relate to modern dance movement.
- analyze and synthesize movement fundamentals, dance routines, rhythms, and various styles
- apply their own creative expression to modern dance movement.
- SLO #3: develop an appreciation and identify and relate the history and development of modern dance.
- understanding of modern dance as an art form and how it relates to other types of dance and art forms.
- contrast and compare modern dance to various dance forms.
- SLO #4: demonstrate an ability to work cooperatively with others to achieve a desired creative outcome through modern dance.
- analyze and problem solve in a group through participation in choreography of modern dance in-class performances.

DANCE 333 Modern Dance III

Units: 1
Hours: 54 hours LAB
Course Family: Modern Dance Technique (http://crc.losrios.edu/course-families#id_100034)
Prerequisite: DANCE 332 with a grade of "C" or better; or have training at a beginning-intermediate level in modern dance, as determined by the professor per an evaluation for the level of proficiency.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This intermediate modern dance class continues to develop fundamental modern dance skills learned in the previous level. The class focuses on proper technique with more complex combinations. The students will perform various types of styles including cultural and contemporary dance. This course is for students who have successfully completed Modern Dance II or have previous dance training.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: employ intermediate modern dance as an activity that will promote fitness and wellness in life.
- demonstrate an improvement in several fitness components including muscular strength, muscular endurance, flexibility, coordination, and cardiovascular conditioning.
- recognize the benefits physically of participation in dance, including the impact on overall health.
- SLO #2: demonstrate skills and dance movements in modern dance.
- perform intermediate modern dance movements safely and with an improved degree of skill and kinesthetic awareness.
- recall modern dance terminology and relate to modern dance movement.
- analyze and synthesize movement fundamentals, dance routines, rhythms, and various styles
- apply their own creative expression to modern dance movement.
- SLO #3: demonstrate an ability to work cooperatively with others to achieve a desired creative outcome through modern dance.
- analyze and problem solve in a group through participation in choreography of modern dance in-class performances.
- SLO #4: develop an appreciation and understanding of modern dance as an art form and how it relates to other types of dance and art forms.
- identify and relate the history and development of modern dance.
- contrast and compare modern dance to various dance forms.

DANCE 334 Modern Dance IV

Units: 1
Hours: 54 hours LAB
Course Family: Modern Dance Technique (http://crc.losrios.edu/course-families#id_100034)
Prerequisite: DANCE 333 with a grade of "C" or better; or have training at an intermediate level in modern dance, as determined by the professor per an evaluation for the level of proficiency.
Enrollment Limitation: The student's level of ability must be appropriate for the class. Students who are inexperienced or at too high of a level will be asked to take another course. The instructor will make this determination.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This intermediate/advanced modern dance class continues to develop fundamental modern dance skills learned in the previous level. The class focus is on proper technique while performing complex combinations and developing a personal style. This course creates an opportunity for self-discovery, self-discipline and self-expression in the art form of modern dance. Creative assignments will be given in improvisation and movement communication and expression utilizing problem-solving techniques. This course is for students who have successfully completed Modern Dance III or have previous dance training.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: employ modern dance as an activity that will promote fitness and wellness in life.
demonstrate an improvement in several fitness components including muscular strength, muscular endurance, flexibility, coordination, and cardiovascular conditioning.

- recognize the benefits physically of participation in dance, including the impact on overall health.

- SLO #2: demonstrate skills and dance movements in modern dance.

- perform intermediate/advanced modern dance movements safely and with an improved degree of skill and kinesthetic awareness.

- recall modern dance terminology and relate to modern dance movement.

- analyze and synthesize movement fundamentals, dance routines, rhythms, and various styles.

- apply their own creative expression to modern dance movement.

- SLO #3: demonstrate an ability to work cooperatively with others to achieve a desired outcome through modern dance.

- analyze and problem solve in a group through participation in choreography of modern dance in-class performances.

- SLO #4: develop an appreciation and understanding of modern dance as an art form and how it relates to other types of dance and art forms.

- identify and relate the history and development of modern dance.

- contrast and compare modern dance to various dance forms.

DANCE 351 Urban Hip Hop I

This course includes basic urban-style Hip Hop moves and rapid level changes for floor work. Choreography is provided on a bare bones theme and developed according to individual style, ability and personal interpretation. The history of this genre and the traditional competitive elements of Hip Hop dance are examined, as well as the role of dance in Hip Hop culture. An opportunity for Freestyle, Old Style, Poppin', Lockin', and Dance Poetry exploration is offered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO # 1: implement Hip Hop dance skills, steps, and choreographed dance movements.

- select, adapt and demonstrate a warm up that is designed to support the body.

- demonstrate at least 20 beginning level Hip Hop skills and steps.

- SLO # 2: express an understanding of Hip Hop history and culture.

- discuss and identify the origins of Hip Hop dance and its role in Hip Hop culture.

- identify three East Coast Old School dancers and compare their styles to that of three West Coast dancers.

- categorize and discuss the root styles of Capoeira, Soulstepping, Stomp, and Drill Team.

- illustrate the differences in root styles pertaining to rhythms, group dynamics, and formations.

DANCE 352 Urban Hip Hop II

This course builds on the skills introduced with Urban Hip Hop I. Skills, steps, and hip hop dance combinations will progress in difficulty. Students will have more opportunity to explore freestyle movement and participate in session work. The emphasis of this class will cover the progression of hip hop dance beginning with break dance through the current trends of today.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: research the progression of hip hop dance beginning with break dance through the current trends of today

- Compare and contrast the old school moves with the new school moves.

- Categorize the various styles within hip hop dance and distinguish the individual steps that belong to each style.

- SLO #2: explore freestyle movement and participate in session work.

- Originate dance combinations building on the steps taught in class.

- Express emotion with musical interpretation with freestyle dance.

- Execute a three-minute dance at performance level.

DANCE 353 Urban Hip Hop III
This course builds on the skills and steps learned in Urban Hip Hop I and II. Level III dance combinations will be taught covering various styles within hip hop dance. Students will work in groups to create a final presentation that expands a teacher-choreographed dance into a full length performance piece that utilizes choreographic elements and adds student choreography. The emphasis of this class will be on choreographic styles.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: demonstrate an understanding of choreographic Hip Hop Styles.
- integrate choreographic elements into a hip hop combination and extend it into a three minute performance quality dance.
- express personal style and emotion when creating hip hop choreography.
- associate hip hop steps with their cultural and historical origins.
- demonstrate 3 Level III hip hop dance combinations.
- identify the choreographic styles of combinations taught and recognize these styles in other choreography.
- SLO #2: develop intermediate level Hip Hop dance skills.
- state the names of 10 or more level III hip hop steps.
- execute with appropriate technique and style at least 10 intermediate level skills or steps.

DANCE 354 Urban Hip Hop IV

This is an intermediate level course that builds on the skills learned in Urban Hip Hop levels I-III. Students will be introduced to freestyle movement and the elements of cyphering and battling. Musicality, emotion, and storytelling are explored as students develop their own artistry within freestyle movement. The emphasis of this class will be on utilizing intermediate level skills with freestyle movement.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: express freestyle movement and the elements of cyphering and battling.
- experiment with musicality, emotion, and storytelling in freestyle hip hop dance.
- correlate movement with the movement of other dancers while battling.
- evaluate the movement of other dancers and 'bite', 'burn', or 'kill off' their opponent while battling.
- compare and contrast the freestyle battling elements of one-on-one, two-on-two, and crew battling.
- SLO #2: combine intermediate level Hip Hop skills and steps to freestyle dancing, cyphering, and battling.
- practice and apply intermediate level hip hop skills with freestyle movement.
- develop original intermediate level skills, tricks, steps, bites, burns and kill-offs to incorporate with freestyle movement.

DANCE 386 Dance History

This comprehensive study of the history, evolution and culture of dance as an art form encompasses ballet, modern, African and social dance. The analysis of various styles of dance commences with social order, expression and the power of dance in a culture.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Examine and discuss dance as a performing art derived from many different forms, styles and cultures throughout history.
- Analyze how dance was considered a function of cleansing, cathartic release and the proper education of a good citizen in the early Greek society.
- Examine the history of ballet, the oldest form of Western dance.
Develop an understanding of modern dance dating back to the early 1900's and how it continues to evolve and change to present day.

• Examine the components of jazz dance including movements from ballet, modern, African and street dance.
• SLO #2 Develop a world view of dance with strong ethnic identities in many different areas of the world.
• Identify different ways of looking at cross-cultural dance.
• Assess the chronology of world history through dance and the development of traditions.
• SLO #3 Analyze the cultural dynamics of political events, scientific advancements and religious ceremonies as it relates to dance history.

DANCE 410 Dance Composition and Production I

- Units: 2
- Hours: 18 hours LEC; 54 hours LAB
- Course Family: Dance Composition and Production
- Prerequisite: None
- Transferable: CSU; UC (* Any PE Activity courses combined: maximum credit, 4 units)
- General Education: AA/AS Area III(a); CSU Area E2
- Catalog Date: June 1, 2020

This course introduces students to the elements of choreography and the creative processes of composing dances. Students assume the roles of dancer and choreographer in developing improvisation, directing, and performance skills to produce and perform original group compositions. This course culminates in a final showcase performance designed to give students an opportunity to experience a college level dance production.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1: Employ dance as an activity that will promote fitness and wellness in their life.
• Apply fitness concepts to dance and understand the benefits of those components.
• SLO #2: Demonstrate basic knowledge of dance composition and production.
• Demonstrate beginning level technique for the creation of choreography.
• Identify the stages of the creative process: preparation, incubation, elaboration, presentation.
• Identify the elements of choreography.
• Understand the roles of the dancer and the choreographer.
• Understand general stage directions and operations of a dance production.
• SLO #3: Develop the ability to work collaboratively and individually to achieve a desired creative outcome.
• Analyze and solve choreographic challenges.
• Develop an appreciation for personal expression.
• Develop an appreciation for group creativity.
• SLO #4: Develop an appreciation for the creative processes involved in composing and producing dances of several styles and genres.
• Relate and reflect thoughtfully on the development of one's creative processes.
• Relate the creative processes of modern and contemporary choreographers.

DANCE 411 Dance Composition and Production II

- Units: 2
- Hours: 18 hours LEC; 54 hours LAB
- Course Family: Dance Composition and Production
- Prerequisite: DANCE 410; Student should have completed DANCE 410, or beginning level training, or satisfy the professor with a level of proficiency.
- Advisory: CSU; UC
- Transferable: AA/AS Area III(a); CSU Area E2
- Catalog Date: June 1, 2020

This course provides an opportunity to explore the processes of composing and producing beginning to intermediate level choreography. Students will work in small groups to develop original compositions that demonstrate an understanding of choreographic forms and creative processes. This course culminates in a final showcase performance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1: Employ dance as an activity that will promote fitness and wellness in their life.
• Apply fitness concepts to dance and understand the benefits of those components.
• SLO #2: Demonstrate beginning to intermediate knowledge of dance composition and production.
• Demonstrate beginning to intermediate level technique for the creation of choreography.
• Identify and develop the stages of the creative process: preparation, incubation, elaboration, presentation.
• Identify the elements of choreography.
• Identify choreographic devices.
• Understand the roles of the dancer and the choreographer.
• Understand the role of house and backstage attendants.
• Understand general stage directions and operations of a dance production.
• SLO #3: Develop the ability to work collaboratively and individually to achieve a desired creative outcome.
• Analyze and solve choreographic challenges.
• Develop an appreciation for personal expression.
• Develop an appreciation for group creativity.
• SLO #4: Develop an appreciation for the creative processes involved in composing and producing dances of several styles and genres.
• Relate and reflect thoughtfully on the development of one’s creative processes.
• Relate the creative processes of modern and contemporary choreographers.

DANCE 412 Dance Composition and Production III

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Course Family: Dance Composition and Production
Prerequisite: DANCE 411 with a grade of "C" or better; or have beginning to intermediate knowledge of composing dances, determined by the professor per an evaluation for the level of proficiency.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course provides an opportunity to explore the processes of composing and producing intermediate level choreography. Students will identify and integrate the contributions of modern and contemporary choreographers for the purpose of expanding their choreography skills. An emphasis on smaller compositions, for example, solos, duos, and trios will be included along with the roles of lighting and costume design. This course culminates in a final showcase performance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1: Employ dance as an activity that will promote fitness and wellness in their life.
• Apply fitness concepts to dance and understand the benefits of those components.
• SLO #2: Demonstrate intermediate knowledge of dance composition and production.
• Demonstrate intermediate level technique for the creation of choreography.
• Develop and evaluate the stages of the creative process: preparation, incubation, elaboration, presentation.
• Integrate the elements of choreography and choreographic devices to produce compositions.
• Employ and evaluate lighting and costuming design.
• SLO #3: Develop the ability to give and receive choreographic direction to achieve a desired creative outcome.
• Analyze and solve choreographic challenges in augmenting choreography.
• Demonstrate the ability to execute and project the choreographer's vision.
• SLO #4: Develop an appreciation for the creative processes involved in composing and producing dances of several styles and genres.
• Relate and reflect thoughtfully on the development of one’s creative processes.
• Identify and apply choreographic techniques employed by modern and contemporary choreographers.
• Evaluate dance as a culturally significant art form in contemporary society.

DANCE 413 Dance Composition and Production IV

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Course Family: Dance Composition and Production
Prerequisite: DANCE 412 with a grade of "C" or better; or have intermediate knowledge of composing dances, determined by the professor per an evaluation for the level of proficiency.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course provides an opportunity to explore the processes of composing and producing advanced level choreography. Students will continue their study of modern and contemporary choreographers' contributions for the purpose of expanding their choreography skills. An emphasis on cross-disciplinary studies including multimedia, drama, art, and music will provide an integrated approach for exploring the significance of dance and other art forms in contemporary society. This course culminates in a final showcase performance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1: Employ dance as an activity that will promote fitness and wellness in their life.
• Apply fitness concepts to dance and understand the benefits of those components.
• SLO #2: Demonstrate advanced knowledge of dance composition and production.
• Demonstrate advanced level technique for the creation of choreography.
• Develop and evaluate the stages of the creative process: preparation, incubation, elaboration, presentation.
• Integrate the elements of choreography and choreographic devices to produce compositions.
• Employ and evaluate lighting and costuming design.
• SLO #3: Develop the ability to give and receive choreographic direction to achieve a desired creative outcome.
• Analyze and solve choreographic challenges in augmenting choreography.
• Demonstrate the ability to execute and project the choreographer's vision.
• SLO #4: Develop an appreciation for the creative processes involved in composing and producing dances of several styles and genres.
• Relate and reflect thoughtfully on the development of one's creative processes.
• Identify and apply choreographic techniques employed by modern and contemporary choreographers.
• Evaluate dance as a culturally significant art form in contemporary society and from a cross-disciplinary perspective.

DANCE 495 Independent Studies in Dance

Units: 1 - 3  
Hours: 54 - 162 hours LAB  
Prerequisites: None.  
Transferable: CSU  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of “Special Studies” for full details of Independent Studies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
• Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
• Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
• Use information resources to gather discipline-specific information.
• SLO #2: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).
• Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.
• Explain the importance of the major discipline of study in the broader picture of society.
• SLO #3: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 3).
• Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
• SLO #4: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).
• Utilize skills from the “academic tool kit” including time management, study skills, etc., to accomplish the independent study within one semester term.

Fitness (FITNS)

FITNS 306 Aerobics: Cardio-Kickboxing

Units: 1  
Hours: 54 hours LAB  
Prerequisites: None.  
Transferable: CSU; UC (Any or all PE Activity courses combined: maximum credit, 4 units)  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

This course emphasizes proper alignment, execution, and timing of faster paced movements from kickboxing, boxing, and aerobic dance to improve cardiovascular fitness. Various training methods will also be used to improve individual strength and flexibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1: apply basic knowledge and skill learned to enjoy the sport of cardio-kickboxing.
• demonstrate measurable improvement in aerobic fitness and muscle strength.
• discuss the relevance of aerobic fitness as part of a lifelong commitment to fitness.
• apply techniques for using a timed pulse rate to establish an overall target heart rate.
• identify and discuss the major muscle groups and their potential for moving the body.
• SLO #2: Utilize knowledge to design, develop, and implement an effective personalized fitness program.
• analyze the relationship between strength training and the overall improvement of delivering punches, kicks and strikes in cardio-kickboxing to create their own personalized fitness program.
• evaluate and use with precision proper cardio-kickboxing delivery technique.
• SLO #3: understand and apply the safety rules, etiquette rules and procedures for the activity of cardio-kickboxing.
• understand how to use the safety equipment in delivering punches to the kickboxing bags.

FITNS 310 Aquatic Fitness I
This course is designed to improve student’s fitness level through the use of shallow and deep water exercise. The course will focus on using the resistance of the water for low or non-weight bearing exercise to improve cardiovascular fitness, muscular strength and endurance, and flexibility in shallow and deep water. Additionally, students will learn information related to overall health and fitness. No swimming skills are needed as flotation devices such as aqua joggers will be provided for deep water workouts.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1. Understand, describe and demonstrate knowledge of physical fitness as it relates to aquatic exercise.
- Analyze their pre and post semester fitness levels using the class assessment test.
- Demonstrate and use proper form and technique related to aquatic exercise.
- SLO #2. Formulate individual fitness goals, apply appropriate training principles toward acquisition of goals.
- Develop, improve and adapt workout intensity, duration and coordination throughout the course.
- Demonstrate understanding of aerobic vs. anaerobic aqua exercise and the need for both.
- SLO #3. Design an aqua-exercise workout to include emphasis in cardiovascular exercise, muscular strength and endurance, and a component to improve flexibility.

**FITNS 314 Aquatic Fitness III- Deep Water Jogging**

**Units:** 1  
**Hours:** 54 hours LAB  
**Course Family:** Aerobic Water Fitness (http://crc.losrios.edu/course-families#id_100019)  
**Prerequisite:** None.  
**Advisory:** Although no swimming skills are needed or required, it is strongly suggested that students enrolled in this class are comfortable in an aquatic environment, especially deep water.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area III(a); CSU Area E2  
**Catalog Date:** June 1, 2020

This jogging/running course uses the resistance of deep water to build and/or improve muscular strength and endurance, cardiovascular fitness and increases flexibility while wearing a flotation belt to maintain a vertical position in the water. It is a fitness class for those individuals who want to improve their current fitness level with non-weight bearing exercise in the water.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1. Understand, demonstrate and discuss components of fitness as they relate to deep water jogging.  
- Compare and contrast the difference of jogging and running in the water vs on land.  
- SLO #2. Comprehend the relationship of different heart rates used in fitness training and how they relate to fitness level.  
- Discuss, compute and understand their own resting, ambient, training and recovery heart rate several times throughout the semester and relate to current fitness level.  
- Explain, understand and demonstrate the difference between aerobic and anaerobic running workouts in the water as well as the benefit of each in regard to fitness training.  
- Demonstrate improvement in cardiovascular fitness, especially endurance throughout the course by increased jogging/running intensity and duration before a need to rest.  
- SLO #3. Understand and use proper form, technique and mechanics in regard to jogging and running in deep water.  
- Discuss and comprehend the principles of hydrostatic pressure and viscosity, as they relate to deep water jogging and running.  
- Understand and demonstrate proper body alignment in the water with respect to the flotation belt used in this class.

**FITNS 320 Body Fitness**

**Units:** 1  
**Hours:** 54 hours LAB  
**Prerequisite:** CSU; UC  
**Transferable:** AA/AS Area III(a); CSU Area E2  
**General Education:** None.  
**Catalog Date:** June 1, 2020

This course is designed to assess and improve physical fitness levels, enhance weight control, and encourage a healthy attitude toward lifelong fitness. Students receive theories and practical activities involved in obtaining and maintaining a healthy weight and appropriate level of fitness.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1 Define and participate in regular physical conditioning program.  
- Identify individual goals and objectives and develop diet and fitness plans based on those goals.
• Recognize, relate and appreciate the need for lifelong fitness conditioning.
• SLO#2 Analyze and accurately assess current fitness levels.
• Modify workouts as cardiovascular and strength levels improve.
• Evaluate fitness levels throughout the semester.
• SLO#3 Implement proper dietary strategies for weight control.
• Assess current nutrition habits with the use of food journals.
• Investigate current trends in nutrition and fallacies of fad diets.

FITNS 323 Fitness Ball

| Units: | 1 |
| Hours: | 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU; UC (Any or all PE Activity courses combined: maximum credit, 4 units) |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Data: | June 1, 2020 |

The fitness ball is a valuable tool for developing core strength (middle of your body), flexibility and balance. Because of the fitness ball’s inherent instability, the effect of traditional strength training exercises is intensified when performed in conjunction with the fitness ball. Students will learn to safely and effectively execute strengthening exercises for all the major muscle groups with and without hand weights, flexibly exercises, and balancing exercises. Specific topics and exercises may vary each semester depending on the needs of the students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1: Evaluate fitness level in various components of fitness using standard tests and measurements.
• Establish a pre/mid/post training fitness profile as measured by fitness assessments.
• Measure an improvement in body composition, muscular endurance and flexibility as evidenced by the fitness assessments.
• SLO #2: Design, implement and evaluate a fitness program.
• Modify exercises to suit the changing needs and abilities of the individual as measured by instructor observation and responses to written classwork/homework.
• Conceptualize the kinesiology of exercises presented as assessed by written exams/homework.
• Create a personalized program for home use that addresses strength, flexibility and balance as measured by a fitness ball portfolio. The program will evolve as the student gains experience and skills.
• Understand safety guidelines for each exercise.
• Size and inflate the ball according to body dimensions.

FITNS 324 Mat Pilates

| Units: | 1 |
| Hours: | 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Data: | June 1, 2020 |

This beginning course is a unique methodology that offers improvement in core strength, posture and flexibility. Mat Pilates is designed to work with the deepest muscles with a sequence of fundamental exercises to achieve improved balance and position control while strengthening and toning the entire body.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO#1 Demonstrate an improvement in several areas of fitness.
• Increase in joint mobility.
• Gain greater strength and flexibility of the large and small muscles for core stabilization.
• SLO#2 Apply the Pilates method to a routine practice to create more challenges with endurance and range of motion.
• Improve strength, stamina, alignment and breath control.
• SLO#3 Create a personalized program for home use that addresses strength, flexibility and balance.
• Understand modifications to achieve safety using different patterns of movement.
• Build strength progressively with more challenges, coordination and increased intensity.

FITNS 326 Mat Pilates II

| Units: | 1 |
| Hours: | 54 hours LAB |
| Prerequisite: | None |
| Advisory: | FITNS 324 |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Data: | June 1, 2020 |
This intermediate course is designed to improve core strength and overall body awareness using the unique methodology of Mat Pilates. Mat Pilates II will include a sequence of fundamental exercises with the addition of intermediate level exercises. The addition of equipment (i.e. fitness balls, resistance bands, etc.) will be introduced.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO#1 Integrate basic mind/body skills using Mat Pilates exercises and techniques in a general group fitness setting.
- Gain muscular strength and endurance.
- Increase joint mobility.
- SLO#2 Apply and determine fitness goals, safety and effectiveness using the Pilates method.
- Improve general daily mobility.
- SLO#3 Comprehend and focus on proper spinal alignment and breathing techniques while demonstrating Mat Pilates exercises.
- SLO#4 Identify which muscles are used for core strength.

**FITNS 327 Mat Pilates III**

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<tbody>
<tr>
<td>Hours</td>
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<tr>
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<td>CSU Area E2</td>
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<td>Catalog Date</td>
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This course will use Mat Pilates training for muscle groups through controlled exercises taught at an advanced level. The advanced course is designed to improve in strength, posture, flexibility, and coordination. This course will include resistance methods of training and use of equipment (i.e. fitness balls, resistance bands, etc.) to help build strength and improve mobility.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Students will demonstrate improvement in strength, posture, flexibility, and coordination.
- Increase muscular strength and endurance.
- SLO #2: Determine and apply fitness goals, safety, and effective technique using the Pilates method.
- Understand correct technique in order to improve daily mobility.
- SLO #3: Demonstrate the knowledge of various exercises and practical application in the study of Pilates at an advanced level.
- Develop an at home exercise routine at an advanced level.
- SLO #4: Focus of proper spinal alignment and breathing techniques via Mat Pilates exercises.
- Students will identify which muscle groups are used during each exercise.

**FITNS 328 Thighs, Abs, and Gluteals (TAG)**

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<th>Units</th>
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<tr>
<td>Hours</td>
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<tr>
<td>Prerequisites</td>
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<tr>
<td>General Education</td>
<td>AA/AS Area III(a); CSU Area E2</td>
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<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
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This course is designed to be a workout specific to the thighs, abdominal and gluteal muscles included as part of the Cross Training family of Power Sculpting and Fitness Ball. This class will include workouts using a variety of calisthenics/exercises designed to enhance muscular strength and endurance, including core strength.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Evaluate strength and personal fitness levels for lower body and core training using standard fitness testing.
- Create an individual fitness profile determined by a pre-, mid- and post-fitness assessments.
- Analyze their fitness and flexibility levels and apply training methods to achieve fitness goals.
- Appraise improvements in body composition, muscular strength, muscular endurance and flexibility.
- SLO #2: Identify and apply exercises used in motion as related to lower body conditioning, core training and balance.
- Organize exercise variables using repetition, resistance, and time to train for desired outcome of muscular strength, endurance and balance when working specific muscle groups.
- Apply progressive exercises for improvement of muscular strength, muscular endurance, core training, and balance; including principles of frequency, intensity, duration and types of activities as components of exercise.
- SLO # 3: Understand and apply safety techniques, proper biomechanics to create efficiency of psychomotor skills and achieve maximum benefits in that exercise.
- Analyze and train using proper lifting and other locomotor movements.
- Utilize proper exercise technique during the warm up, workout, and cool down.
- Recognize and identify basic anatomy of specific muscles.
- Recall and discriminate major muscle groups in recruiting to perform specific types of exercises.
FITNS 331 Boot Camp Fitness

This course is designed to be a physically intense and challenging fitness class. Training exercises used during this class will include jogging, interval training, hill running training, obstacle courses, and performing a variety of calisthenics designed to enhance muscular strength and endurance. In addition, students will be challenged to understand and apply fitness training principles. The students will train individually, with a partner or in a team setting.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Evaluate strength and fitness levels for daily living using standard fitness testing.
- SLO #2: Identify and apply exercises used in motion as related to conditioning.
- SLO #3: Design, implement, and evaluate a weight training program for personal use.
- SLO #4: Understand and apply safety techniques and training etiquette to boot camp fitness.

FITNS 339 Multi Sport Training for Fitness

This course covers multi-sport training, including swimming, cycling and running. This class is designed for the beginner triathlete or any student interested in cross training for fitness. The student will be taught how to develop improved techniques in all three activities. Students must supply their own road or mountain bike and helmet. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Apply basic knowledge and skill learned to participate in cross training or triathlons.
- SLO #2: Evaluate their own fitness level and create a training program to prepare for cross training for fitness or triathlons.
- SLO #3: Understand and apply the safety rules, etiquette rules and procedures within the sports of swimming, cycling, and running.

FITNS 348 High-Intensity Interval Training

This course covers high-intensity interval training, which includes a variety of endurance and strength exercises. The course is designed to improve cardiovascular fitness and muscular endurance. Students will perform a variety of activities that involve short bursts of intense exercise followed by periods of recovery. The course is suitable for individuals of all fitness levels and can be tailored to meet individual fitness goals.
This course is designed to be a physically intense and total body workout included as part of the Cross Training family of Boot Camp Fitness. This class will include workouts using running, obstacle courses, and performing a variety of calisthenics designed to enhance muscular strength and endurance used through high intensity intervals.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1**: Evaluate strength and personal fitness levels for high-intensity interval training using standard fitness testing.
- **SLO #2**: Create an individual fitness profile determined by a pre-, mid- and post-fitness assessments.
- **SLO #3**: Analyze their fitness levels and apply training methods to achieve fitness goals.
- **SLO #4**: Appraise improvements in aerobic capacity, body composition, muscular strength, muscular endurance, agility, power, speed, and flexibility.
- **SLO #5**: Apply target heart rate and perceived exertion to evaluate the effectiveness of their workout sessions.
- **SLO #6**: Identify and apply exercises used in motion as related to interval conditioning.
- **SLO #7**: Design and conduct an interval training program for personal use.
- **SLO #8**: Design and identify a personal heart rate training zone.
- **SLO #9**: Apply progressive training intervals using drills and exercises for improvement of cardiovascular, muscular strength, muscular endurance and agility; including principles of frequency, intensity, duration and types of activities as components of exercise.
- **SLO #10**: Understand and apply safety techniques, proper biomechanics and training etiquette to interval training.
- **SLO #11**: Analyze and train using proper walking, jogging, running, jumping, lifting and other locomotor movements.
- **SLO #12**: Utilize and recall proper exercise technique during the warm up, workout, and cool down.

**FITNS 352 Power Sculpting**

Power Sculpting is a non-impact conditioning course designed to enhance muscular fitness (muscular endurance and muscular strength), balance, and improve body composition by sculpting and defining muscles through the use of resistance equipment (other than weight machines), core training, calisthenics, and flexibility exercises.

Upon completion of this course, the student will be able to:

- **SLO #1**: Demonstrate an understanding of the process of determining the validity of fitness and health information using the scientific method and the relationship between scientific research and established knowledge.
- **SLO #2**: Evaluate and measure improvement of one's own muscular fitness level by using the fitness components such as muscular strength, muscular endurance, body composition, body measurement and flexibility.
- **SLO #3**: Utilize knowledge to design, develop, and implement an effective personalized fitness program.
- **SLO #4**: Organize program variables (reps, resistance, time) to train for the desired outcome of muscular strength and/or muscular endurance when performing exercises that target specific muscle groups.
- **SLO #5**: Demonstrate proper technique in executing power sculpting exercises.
- **SLO #6**: Understand biomechanical movement as applied to physical activity to create efficiency of psychomotor skills and achieve maximum benefits in that activity.
- **SLO #7**: Recognize and identify major muscles of the body and their movements/mechanics.
- **SLO #8**: Discriminate major muscle groups worked by each sculpting exercise to distinguish and develop/maintain their function in exercise.
- **SLO #9**: Select an appropriate stretch for a target muscle group.

**FITNS 355 Workforce Fitness**

This physical education course emphasizes concepts related to health, physical fitness and recreation as they relate to the industrial worker. Exercise programs will be designed to improve specific muscle groups impacted in the occupational setting.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- SLO #1 Demonstrate an understanding of the process of determining the validity of fitness and health information using the scientific method and the relationship between scientific research and established knowledge.
- Demonstrate basic understanding of health and fitness. Students at various levels of knowledge and fitness will be challenged to improve to the next level.
- SLO #2 Utilize knowledge to design, develop, and implement an effective personalized fitness program.
- Apply and plan a personal fitness program using proper lifting techniques as well as the mechanics of lifting, pushing and carrying. Students at various levels of knowledge and fitness will be challenged to improve to the next level.
- Apply and plan a personal fitness plan using proper strength and cardiovascular training. Students at various levels of knowledge and fitness will be challenged to improve to the next level.
- SLO #3 Recognize motivational techniques and apply them to enable the student to create lifestyle changes in fitness and health.
- Assess current habits and apply behavioral modification procedures to ensure healthier choices. Students at various levels of knowledge and fitness will be challenged to improve to the next level.

FITNS 380 Circuit Weight Training

Units: 1  
Hours: 54 hours LAB  
Prerequisite: None  
Transferable: CSU; UC (Any or all PE activity courses combined: 4 units maximum)  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

Circuit Weight Training shall introduce the student to a fitness program of progressive resistive exercises designed to promote improvement in muscular strength and endurance, cardiovascular endurance, and flexibility, as well as, decrease in body fat percentage. The student will move in a prescribed circuit (alternating timed lifting with active recovery) utilizing machines, free weights, cardiovascular activities, and flexibility training.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1. develop fitness in the following areas: cardiovascular, muscular strength, muscular endurance and flexibility.
- analyze their current fitness levels and develop personalized goals for fitness improvement.
- apply fitness concepts in circuit training.
- SLO#2. develop an understanding of cardiovascular fitness and how it applies to circuit training.
- monitor heart rates during workouts.

FITNS 381 Weight Training

Units: 1  
Hours: 54 hours LAB  
Prerequisite: None.  
Transferable: CSU; UC (Any or all PE Activity courses combined: maximum credit 4 units)  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

This physical education course is designed to develop fitness strength through weight training. Students will learn basic weight training techniques using the weight machines and basic free lifts. The student will be able to design and implement their own weight training program for future use after taking this class.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1 Evaluate strength and fitness levels using standard fitness testing.
- Identify goals and design weight training programs based upon personal goals as recorded on workout logs. Students will utilize the weight circuit when developing their program.
- Students will compare strength tests, analyze results, and formulate new strategies for meeting unattained goals.
- SLO #2 Identify concepts and differentiate between types of strength training programs
- Explain principles and concepts of progressive resistance training. Students will explore the weight circuit and how to best utilize it.
- Experiment with different types of training programs to find one which best suits individual needs
- SLO #3 Design, implement, and evaluate a personalized strength training program
- Conceptualize the kinesiology of lifts presented as assessed by written exam
- Modify exercises to suit changing levels of strength
- SLO #4 Recognize safety issues in weight training including spotting, collars, and class awareness.
- Demonstrate proper lifting techniques at each level as evaluated by the instructor.

FITNS 384 Weight Training II
This physical education course is designed to stress the proper guidelines, principles and techniques of weight lifting and the development of muscular strength and endurance at an intermediate level. The students will design and implement their own weight training program.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1 Evaluate muscular strength, muscular endurance and cardiorespiratory fitness levels using standard fitness testing.
- Identify goals and design weight training programs based upon personal goals as recorded on workout logs.
- Compare strength tests, analyze results, and formulate new strategies at an intermediate level.
- SLO #2 Identify and apply concepts and differentiate between types of strength training programs at an intermediate level.
- Explain principles and concepts of progressive resistance training at the intermediate level as it applies to their individual program.
- Experiment with different types of training programs to find one which best suits individual needs.
- SLO #3 Design, implement, and critique a personalized strength training program.
- Conceptualize the mechanics of lifts presented as assessed by written exam.
- Modify exercises to suit changing levels of strength.
- SLO #4 Demonstrate proper lifting techniques at an intermediate level as evaluated by the instructor.
- Practice safety in weight training including spotting, collars and class awareness.

**FITNS 386 Weight Training III**

This physical education course is designed to stress the proper guidelines, principles and techniques of weight lifting and the development of muscular strength, endurance and power at an advanced level. More emphasis will be placed on free weights as the student progresses. The students will design and implement their own weight training program.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Evaluate muscular strength, muscular endurance and cardiorespiratory fitness levels using standard fitness testing.
- Identify goals and design weight training programs based upon personal goals as recorded on workout logs.
- Compare strength tests, analyze results, and formulate new strategies at an advanced level.
- SLO #2: Understand biomechanical movement and differentiate between types of strength training exercises at an advanced level.
- Apply advanced weight training principles and techniques to exercise routines.
- Experiment with different types of exercises and programs to find one which best suits individual goals.
- SLO #3: Design, implement, and analyze a personalized strength training program at an advanced level.
- Modify exercises to suit changing levels of strength.
- Demonstrate and evaluate stabilization, balance and core exercises to improve performance.
- Examine and demonstrate advanced strength and conditioning techniques to improve speed, agility and quickness.
- SLO #4: Demonstrate proper lifting techniques and form at an advanced level as evaluated by the instructor.
- Practice safety in weight training including spotting, collars and class awareness.

**FITNS 390 Basic Yoga**

This course in Yoga emphasizes breathing, stretching, and relaxing techniques. Yoga positions and philosophies are examined.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- SLO#1 Utilize knowledge to design, develop and implement an effective personalized fitness program.
- SLO#1 Utilize knowledge to design, develop and implement an effective personalized fitness program.
- SLO#2 Understand biomechanical movement as applied to physical activity to create efficiency of psychomotor skills and achieve maximum benefits in that activity.
- SLO#3 Enable the student to create lifestyle changes in fitness and health.
- Develop a personalized yoga workout that can be modified to their strengths and weaknesses.
- Identify and perform breathing patterns
- Explain duration and repetition guidelines associated with hatha yoga asana.
- Apply and evaluate the benefits of yoga as a tool for stress reduction and improved range of motion.

FITNS 393 Yoga II

**Units:** 1  
**Hours:** 54 hours LAB  
**Prerequisite:** FITNS 390 with a grade of "C" or better

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO#1 Utilize knowledge to design, develop and implement a progressive personal yoga session.
- SLO#2 Understand biomechanical movement as applied to yoga movement to create efficiency of psychomotor skills and achieve maximum benefits of body and breath work.
- SLO#3 Enable the student to create lifestyle changes in fitness and health.
- Express a solid understanding of yogic principles, practices, history and philosophy.
- Describe meditation methods to improve concentration, focus and mood.

FITNS 394 Yoga III

**Units:** 1  
**Hours:** 54 hours LAB  
**Prerequisite:** FITNS 390 or 393 with a grade of "C" or better

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: successfully perform asanas and pranayama and utilize yoga as a means to lifelong fitness, including an understanding and recognition of a yoga practice and training methods, and applying them to their own yoga practice. Explain and demonstrate the fundamental techniques of asanas.
- SLO #2: be comfortable in a group setting and with the social aspects of a group yoga practice.
- Understand the basic components of teaching a yoga session to a group.
- Analyze the correct posture technique of others in the class, demonstrate yoga assisting etiquette.
- Demonstrate the ability of self-reflection and assessment, assessment of peers, and constructive critiques of a yoga session.
- Arrange a music playlist that will aid in the flow of a yoga practice.
- SLO #3 express a solid understanding of yogic principles, practices, history and philosophy.
- Recount the 8 limbs of yoga and how they apply to the yogic lifestyle.
- Recount the 7 Chakras and how they apply to the yogic lifestyle.
FITNS 406 Walking and Jogging

This course is designed to improve cardiovascular fitness, muscle endurance, and flexibility. Weight management, nutritional guidelines and healthy living information will also contribute to overall health and wellness for the student in this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Demonstrate an understanding of the process of determining the validity of fitness and health information using the scientific method and the relationship between scientific research and established knowledge.
- Use critical thinking skills combined with course information to differentiate between valid scientific health and fitness products and non-effective health and fitness products.
- SLO #2: Utilize knowledge to design, develop, and implement an effective personalized fitness program.
- Evaluate and measure improvement of one's own fitness level in the basic fitness components such as body composition, body measurement, target heart rate zone, and flexibility. Measure and calculate resting heart rate, maximum heart rate, and target heart rates.
- Comprehend and recognize improved levels of fitness through fitness testing and recognizing those improvements as each a separate component of fitness.
- Practice proper biomechanical techniques for both walking and jogging to insure a safe workout to maximize the efficiency of the workout.
- Establish an effective work-out program suited to the student's individual needs.
- SLO #3: Recognize and analyze the implementation of fitness principles as related to weight management through walking and jogging for fitness.
- Establish appropriate goals in fitness workouts and measure progress in those goals.
- Utilize nutrition information, including caloric intake to enhance weight loss with exercise if that is the goal of the student.

FITNS 440 Swimming I

This class provides the opportunity for students to become safe and comfortable in the water. Students will develop swimming skills on their front and back. Instruction will emphasize freestyle and backstroke as well as water safety. Each student will progress toward becoming an endurance swimmer for enhanced fitness.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: successfully swim and utilize swimming as a means to lifelong fitness, including an understanding and recognition of basic swimming techniques and training methods, and applying them to their own workouts.
- explain and demonstrate the fundamental techniques of hydrodynamics.
- choose and use the correct terminology associated with swimming.
- comprehend, recognize and demonstrate proper water safety techniques associated with maintaining personal water safety, treading and survival floating, and helping in an emergency.
- recognize, develop, practice and demonstrate proper stroke mechanics for the basic strokes on the front and back. Freestyle, kicking and sculling or finning, backstroke and/or elementary backstroke will be emphasized.
- choose, differentiate and demonstrate the proper use of the swimming equipment in class.
- SLO #2: be comfortable in the pool with swimming etiquette and the social aspects of group training.
- develop and improve their comfort level in and around the water.
- identify and judge correct lap lane usage.

FITNS 441 Swimming II

This course is designed for non-swimmers or those returning to swimming after a long absence. Topics include basic water adjustment skills, floats, glides, basic freestyle and backstroke. It is appropriate for those afraid or not comfortable in deep water or those unable to correctly or continuously swim 25 meters without stopping. Instruction will be given in the physical and psychological adjustment to water.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- **SLO #1**: successfully swim and utilize swimming as a means to lifelong fitness, including an understanding and recognition of basic swimming techniques and training methods, and applying them to their own workouts.
- explain and demonstrate the fundamental techniques of hydrodynamics.
- choose and use the correct terminology associated with swimming.
- comprehend, recognize and demonstrate proper water safety techniques associated with maintaining personal water safety, treading and survival floating, and helping in an emergency.
- recognize, develop, practice and demonstrate proper stroke mechanics for the basic strokes on the front and back. Freestyle, kicking and sculling or finning, backstroke and/or elementary backstroke will be emphasized.
- choose, differentiate and demonstrate the proper use of the swimming equipment in class.
- develop and improve their comfort level in and around shallow water.
- develop and improve their comfort level in and around deep water.

**FITNS 442 Swimming III**

**Units:** 1  
**Hours:** 54 hours LAB  
**Course Family:** [Swimming](http://crclosrios.edu/course-families#id_100018)  
**Prerequisite:** FITNS 441 with a grade of "C" or better; Students must be able to swim 50 yards of freestyle with proficient side-breathing and 50 yards of backstroke.  
**Transferable:** CSU; UC (Any or all PE activity courses combined: maximum credit, 4 units)  
**General Education:** AA/AS Area III(a); CSU Area E2  
**Catalog Date:** June 1, 2020  

The purpose of this course is to teach intermediate swimmers, who have mastered basic water acclimation, water safety, and basic swimming skills, swim training protocols and design, further refinement of stroke technique, proper diving technique, and development of cardiovascular capacity. Students will learn and refine the stroke techniques of freestyle, backstroke, and breaststroke. Students will learn flip turns for freestyle and backstroke. Students will be introduced to swim training and workout design.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1**: successfully swim and utilize swimming as a means to lifelong fitness, including an understanding and recognition of basic swimming techniques and training methods, and applying them to their own workouts. explain and demonstrate the fundamental techniques of hydrodynamics.
- recognize, develop, practice, and demonstrate proper form and technique in the standard swimming strokes (freestyle, backstroke, and breaststroke).
- choose, differentiate, and demonstrate the proper use and care of swim training equipment.
- demonstrate proper form and technique of freestyle, backstroke, and breaststroke turns and breakouts.
- demonstrate proper form and technique of sculling and treading water.
- demonstrate proper understanding of diving safety, technique and practice progressions.
- demonstrate and intermediate swimming fitness level by completing a 500-yard swim test.
- **SLO #2**: be comfortable in the pool with swimming etiquette and the social aspects of group training.
- analyze the stroke technique of others in the class, demonstrate swimming etiquette of group training, including: self-reflection and assessment, assessment of peers, constructive critiques of training group performance.

**FITNS 443 Swimming IV**

**Units:** 1  
**Hours:** 54 hours LAB  
**Course Family:** [Swimming](http://crclosrios.edu/course-families#id_100018)  
**Prerequisite:** FITNS 442 with a grade of "C" or better; Students must demonstrate the ability to swim in deep water and possess, at minimum, intermediate swimming skills using correct stroke mechanics and technique.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area III(a); CSU Area E2  
**Catalog Date:** June 1, 2020  

This swim class is for advanced intermediate swimmers who want to learn or improve proper training technique specific to the four competitive strokes. Students will also develop or refine underwater efficiency related to increasing speed during entry into the water, turning and breakouts for all of the competitive strokes (free, back, breast and fly). Advanced training protocols, drills and workouts will be used.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1**: Identify and demonstrate proper form and technique in the four competitive strokes of freestyle, backstroke, breaststroke and butterfly.
- Develop, adapt and/or improve swimming stroke mechanics and skills in the four competitive strokes.
- Develop and demonstrate proper form and technique of drilling, finning, sculling and treading water.
- **SLO #2**: Demonstrate proper form and technique of entry, turns and breakouts in freestyle, backstroke, breaststroke and butterfly.
- Develop and/or demonstrate understanding of proper diving safety, technique and practice progression for competitive swimming.
- Develop, adapt and/or improve technique of turns and breakouts for the four competitive strokes.
- **SLO #3**: Choose, differentiate and demonstrate proper use and care of swim training equipment.
FITNS 444 Swimming V

Units: 1
Hours: 54 hours LAB
Course Family: Swimming (http://crc.losrios.edu/course-families#id_100018)
Prerequisite: FITNS 442 with a grade of “C” or better; Students must demonstrate the ability to swim in deep water and possess, at minimum, intermediate swimming skills using correct stroke mechanics and technique.
Transferable: CSU; UC (Any or all PE Activity courses combined: maximum credit, 4 units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This swimming class emphasizes improvement in aerobic fitness. This is a self-paced overload method of training using a workout approach. Stroke efficiency, aerobic fitness, and personal improvement will be emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1 Define and participate in regular physical conditioning program in swimming.
- SLO #2 Develop, adapt and improve swimming stroke mechanics.
- SLO #3 Understand the correct terminology associated with swimming.
- SLO #4 Analyze and accurately assess current fitness levels through swimming.
- SLO #5 Comprehend, recognize and evaluate improved levels of fitness through swimming including cardiovascular development, muscular strength and endurance, and flexibility.
- SLO #6 Understand the relationship between resting, ambient and training heart rates and how to calculate each.
- SLO #7 Implement proper strategies for group swimming.
- SLO #8 Select and judge the proper method of group swimming as it pertains to lap lane methods.
- SLO #9 Choose and evaluate their preferred method of turning at the wall to ensure smooth transitions for continuous swimming.

FITNS 495 Independent Studies in Fitness

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of “Special Studies” for full details of Independent Studies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
- SLO #2: Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- SLO #3: Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
- SLO #4: Use information resources to gather discipline-specific information.
- SLO #5: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).
- SLO #6: Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.
- SLO #7: Explain the importance of the major discipline of study in the broader picture of society.
- SLO #8: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 3).
- SLO #9: Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
- SLO #10: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).
- SLO #11: Utilize skills from the “academic tool kit” including time management, study skills, etc., to accomplish the independent study within one semester term.

Kinesiology (KINES)

KINES 300 Introduction to Kinesiology
This introductory course presents an interdisciplinary approach to the study of human movement. It will provide students with an overview of the sub-disciplines in kinesiology, including the history, philosophy, sociology and psychology of sport; pedagogy; and motor behavior, biomechanics and physiology of physical activity. In addition, students will learn about career opportunities in teaching physical education, coaching, health and fitness, therapeutic exercise and sport management.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Recognize the types of knowledge concerning physical activity that are acquired through experience.
- state the components and explain the importance of physical activity experiences.
- describe the nature of subjective physical activity experiences.
- SLO #2: Examine the categories of scholarly study of physical activity.
- describe how philosophy fits into the field of kinesiology.
- recognize the importance of the history of physical activity.
- identify and analyze the key concepts of the sociology of physical activity.
- understand and discuss the social-psychological factors that influence people's behavior and performance in physical activity.
- understand and differentiate between the principles of motor learning, motor control and motor development.
- explore how human movement biomechanics emerged; identify and apply the basic laws of physics to the structure and function of the human body.
- understand adaptations in anatomy and physiology in response to physical activity.
- SLO #3: Examine the various career opportunities in the field of kinesiology and its sub-disciplines.
- compare and contrast the types of knowledge and skills essential for performing professional work in teaching, coaching, health and fitness, therapeutic exercise and sport management.
- discuss how to prepare for the various career opportunities in kinesiology and its sub-disciplines.
- determine what attitudes, values and goals are necessary for the various professions in kinesiology and its sub-disciplines.

**KINES 301 Personal Wellness**

**Same As:** HEED 350

**Units:** 3

**Hours:** 54 hours LEC

**Prerequisite:** None.

**Transferable:** CSU

**General Education:** AA/AS Area III(b); CSU Area E1

**Catalog Date:** June 1, 2020

This course takes a personal approach to lifetime healthy habits. The students will relate their own lives to topics that include: Fitness, weight management, relationships, nutrition, stress management, sexual health, risky behaviors, and prevention of diseases. Assessment, plans for change and reinforcement will be applied through the use of journals, projects, written assignments and tests. This course is the same as HEED 350, and only one may be taken for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Utilize critical thinking skills to assess health information presented through lectures, assignments and other sources.
- Define the basic concepts of health and wellness.
- Identify the components of fitness.
- Evaluate the different ways to assess body composition.
- Distinguish between unhealthy and healthy stress.
- Analyze strategies useful in coping with stress.
- Evaluate and assess methods toward making responsible decisions.
- SLO #2: Evaluate their current personal health status and devise programs designed to improve and/or maintain that status.
- Evaluate their current status of Wellness.
- Apply training principles to a fitness program and avoid fitness misconceptions.
- SLO #3: Articulate the importance of lifestyle choices as a determinant toward disease prevention and leading a healthier, happier life.
- Measure and assess the effects of negative health habits and positive health habits on both short and long term health.
- SLO #4: Apply goal setting techniques to produce behavioral changes for improvement in their lives.
- Recognize the distinct stages for changing a behavior.
- Create short term, medium and long term goals geared toward behavioral changes for improved health.
- Evaluate and apply motivational techniques when implementing a behavioral change plan.

**KINES 308 Women in Sport**
This course examines the relationship between women and sport, primarily in the United States, from multiple perspectives. Consideration is given to the cultural, economic, educational, legal, physiological and social influences on women in sport. Situating the ever-evolving roles that women assume in sport within a historical context, emphasis is placed on using the past to advise the present and effect change in the future. The course covers four broad areas: women's sport in historical context; the benefits and risks of participating in sport and physical activity; women, sport and social location; and women in the sport industry.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1**: Identify key historical moments that created the foundation for women's sport in the present
- **SLO #2**: Understand the suspect science of female weakness
- **SLO #3**: Understand the overview of Title IX's Legislative history
- **SLO #4**: Recognize the growth in athletic programs since Title IX
- **SLO #5**: Describe the benefits and risks that women may experience as a result of participating in sport.
- **SLO #6**: Explain the concept of the Female Athlete Paradox.
- **SLO #7**: Understand the sporting experiences of women of color in the United States.
- **SLO #8**: Examine sexual orientation and women's sport
- **SLO #9**: Explore culture, aging and the older woman.
- **SLO #10**: Summarize the physiological differences that exist between female and male athletes.
- **SLO #11**: Explain what those differences may be and may not be.
- **SLO #12**: Examine the effect of menstruation on athletic performance.
- **SLO #13**: Identify the changing roles of women working in the sport industry and the challenges and opportunities that they encounter.
- **SLO #14**: Describe the history of women in sports media.
- **SLO #15**: Explain the scarcity of women working in corporate sport.
- **SLO #16**: Merchandising and sporting goods targeted to female consumers.

**KINES 416 Psychology of Sport**

This course will explore current and historical concepts, theories, and techniques of sport and fitness psychology and the role these concepts play in the achievement of optimal performance in sports and in life.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1**: Demonstrate an understanding of the motivational techniques that will assist with performance and personal goals.
- **SLO #2**: Define sports psychology, explain the history of sport psychology, and explain the relevance of multiculturalism in sport and exercise.
- **SLO #3**: Explain how sport and exercise impact the mental processes that create consciousness, behavior, emotion, and intelligence.
- **SLO #4**: Evaluate and explain the impact of sport and exercise on society and self.
- **SLO #5**: Prepare necessary strategies that will build self-awareness and self-confidence.
- **SLO #6**: Identify how the use of sport and exercise concepts, theories, and techniques can improve the physiological well-being of self and society.
- **SLO #7**: Apply the appropriate tools and techniques to build self-confidence and self-image to enhance goal achievement in sport and exercise.
- **SLO #8**: Students will evaluate the various psychological skills and techniques, used in sport, that will enhance success in life both verbally and in writing.
- **SLO #9**: Observe and evaluate professionals engaged in sport training using techniques learned in class.
- **SLO #10**: Prepare a mental skills training program that can be used in any sport training setting.

**KINES 460 Sport in Society**
This course is an introduction to the examination of sport in contemporary society. The course analyzes sport as a social institution and examines sports interaction with politics, economics, education, religion, gender, race, media, and ethics. The course also focuses on the impact of sport on participants, spectators, and society as a whole.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1 Define sport in society, explain the history of sport in society, and explain the relevance of sports in our society.
- Identify social problems related to sport and predict potential social problems related to sport in the future.
- Identify social benefits related to sport and predict potential social benefits related to sport in the future.
- Evaluate sport from both a functionalist and critical perspective.
- Review research to discover issues related to sport in society.
- Complete a research project or paper discussing a specific issue concerning society and sport using previous research and one's own critical thinking.
- SLO #2 Identify and analyze the impact of religion, race, gender, social class, education, media, and politics on sport, sport's participants, and sport's spectators and vice versa.
- Compare and contrast public policies and ethical issues about sport and propose alternative solutions to these issues.
- Explain and apply various theories to sport.
- Debate the role society plays in influencing sport and the role sport plays in influencing individuals in society.
- Critique the impact of violent behavior in sport on society.
- Assess the relationship between sport and all levels of education.

KINES 495 Independent Studies in Physical Education Theory

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of “Special Studies” for full details of Independent Studies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
- Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
- Use information resources to gather discipline-specific information.
- SLO #2: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).
- Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.
- Explain the importance of the major discipline of study in the broader picture of society.
- SLO #3: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 1).
- Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
- SLO #4: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).
- Utilize skills from the “academic tool kit” including time management, study skills, etc., to accomplish the independent study within one semester term.

KINES 498 Work Experience in Physical Education

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of “Special Studies” for full details of Independent Studies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
- Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
- Use information resources to gather discipline-specific information.
- SLO #2: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).
- Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.
- Explain the importance of the major discipline of study in the broader picture of society.
- SLO #3: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 1).
- Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
- SLO #4: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).
- Utilize skills from the “academic tool kit” including time management, study skills, etc., to accomplish the independent study within one semester term.
This course provides students with opportunities to develop marketable skills in preparation for employment in their major field of study or advancement within their career. It is designed for students interested in work experience and/or internships in transfer level degree occupational programs. Course content includes understanding the application of education to the workforce; completion of required forms which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. Appropriate level learning objectives are established by the student and the employer. During the semester, the student is required to participate in a weekly orientation and 75 hours of related paid work experience, or 60 hours of unpaid work experience for one unit. An additional 75 or 60 hours of related work experience is required for each additional unit. Work Experience may be taken for a total of 16 units when there are new or expanded learning objectives. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- DEMONSTRATE AN UNDERSTANDING AND APPLICATION OF PROFESSIONAL WORKPLACE BEHAVIOR IN A FIELD OF STUDY RELATED ONE'S CAREER.(SLO 1)
- Understand the effects time, stress, and organizational management have on performance.
- Demonstrate an understanding of consistently practicing ethics and confidentiality in a workplace.
- Examine the career/life planning process and relate its relevancy to the student.
- Demonstrate an understanding of basic communication tools and their appropriate use.
- Demonstrate an understanding of workplace etiquette.
- DESCRIBE THE CAREER/LIFE PLANNING PROCESS AND RELATE ITS RELEVANCY TO ONE'S CAREER.(SLO 2)
- Link personal goals to long term achievement.
- Display an understanding of creating a professional first impression.
- Understand how networking is a powerful job search tool.
- Understand necessary elements of a résumé.
- Understand the importance of interview preparation.
- Identify how continual learning increases career success.
- DEMONSTRATE APPLICATION OF INDUSTRY KNOWLEDGE AND THEORETICAL CONCEPTS AS WRITTEN IN LEARNING OBJECTIVES IN PARTNERSHIP WITH THE EMPLOYER WORK SITE SUPERVISOR.(SLO 3)

Personal Activity (PACT)

PACT 310 Badminton I

**Units:** 1
**Hours:** 54 hours LAB
**Prerequisite:** None.
**Transferable:** CSU; UC (Any and all PE Activity courses combined: maximum transfer credit 4 units)
**General Education:** AA/AS Area III(a); CSU Area E2
**Catalog Date:** June 1, 2020

This course provides a review of basic fundamentals, techniques and rules. The emphasis is on skills and techniques such as play strategies for singles and doubles and shot selection for various play situations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO#1: Play the game of badminton and apply rules, strategies, and techniques.
- Demonstrate the proper use and care of equipment.
- Demonstrate an appreciation for the proper etiquette required for badminton including sportsmanship.
- Employ proper safety techniques while practicing badminton.
- Demonstrate the proper technique used to grip a racket.
- Demonstrate the proper technique used to serve.
- Demonstrate the proper technique for an overhead and underhand clear.
- Demonstrate the proper technique for a drop shot.
- Demonstrate the proper technique for a drive shot.
- Demonstrate the proper body mechanics for executing a forehand stroke.
- Demonstrate the proper body mechanics for executing a backhand stroke.
- Express an understanding for the vocabulary terms used in badminton.
- Express an understanding for the rules and regulations for badminton.
- SLO#2: Understand the benefits of physical activity to their health and well being.
- Evaluate their fitness level for improvement during the course.
- SLO#3: Demonstrate appropriate social behavior by working independently and with others during physical activity.
- Gain an appreciation for cooperating with a partner in small groups.

PACT 311 Badminton II
This course provides instruction in intermediate skills, techniques, and rules of badminton. It emphasizes skill and technique development beyond that of a beginning player, as well as intermediate strategies for singles and doubles.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Student will be able to effectively understand, execute and apply the required skill to effectively execute the shots required and understand the tactical approaches to the game to effectively compete at the game of badminton at a competitive level.
- Effectively execute serves, drop shots, smashes, and backhand shots consistent with an intermediate-level badminton player.
- Describe and apply rules and intermediate-level strategies of the game.
- Evaluate the importance of sportsmanship in competitive situations.
- Execute intermediate-level playing strategies by playing to personal strengths, while taking advantage of an opponent's weaknesses.
- Describe the benefits of badminton as a fitness activity.

PACT 390 Tennis I

This is a beginning tennis course. The course covers skills, rules, etiquette, and strategies of the game. The student will develop basic skills such as ground strokes, serving, volleying, elementary strategies, game rules, and basic knowledge of tennis strategies. The student will also engage in singles play and learn to improve in their play against an opponent. Playing tennis stimulates enjoyable, cooperative, and competitive modes of behavior and promotes awareness of physical activity for lifelong health and fitness.

This course is designed for students with little or no prior tennis experience.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: The student will identify, implement, and demonstrate competency in tennis techniques and tactics as they best apply to their respective skill level.
- Demonstrate and improve in basic strokes (forehand, backhand, volley, serves) and apply the proper grips for each stroke, as well as know basic rules, strategies and scoring for doubles and singles play.
- SLO #2: Understand and assemble a variety of conditioning drills and techniques associated with improving the physical skills required in tennis.
- Employ various training exercises to help condition a tennis athlete.
- SLO #3: Understand and apply mental strategies to effectively compete at their respective ability level.
- Learn and analyze basic position in relation to the ball.
- SLO #4: Relate to other players, instructors in a manner that is appropriate to tennis etiquette and respectful of all participants.
- Understand and apply tennis rules and regulations. Utilize proper tennis etiquette during game play.

PACT 391 Tennis II

This course reviews basic fundamentals, techniques, rules, and social courtesies of tennis. Intermediate players are encouraged to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Apply the basic knowledge and skills learned to enjoy the sport of tennis.
- Understand and improve in more advanced strokes (forehand, backhand, serves, volleys) as well as understanding and implementing an advanced strategic and tactical play in both singles and doubles.
- SLO #2: Understand and assemble a variety of conditioning drills and techniques associated with improving the physical skills required in tennis.
- Be able to identify and employ various training exercises to help condition a tennis athlete.
- SLO #3: Understand and apply mental strategies to effectively compete at their respective ability level.
- Understand and analyze basic positioning and how to play to their individual respective strengths.
PACT 393 Tennis III

Units: 1
Hours: 54 hours LAB
Prerequisites: None.
Advisory: PACT 391 with a grade of "C" or better; Tennis III students are recommended to have significant experience, preferably at the high school varsity level.
Transferable: CSU; UC
Catalog Date: June 1, 2020

Tennis III focuses on improving and refining the competitive physical and mental skills and techniques of the sport. Particular attention will be given to the strategic development of the overall player while refining racket strokes that set up and finish points. Hitting patterns, serving placement, and tactical movement will also be introduced and developed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: The student will identify, implement, and demonstrate competency in tennis techniques and tactics as they best apply to their respective skill level.
- Working towards mastery in advanced technical, strategic, physical and mental skills to become a competitive tennis player.
- SLO #2: Understand and assemble a variety of conditioning drills and techniques associated with improving the physical skills required in tennis.
- Develop a superior fitness level applying advance training techniques to help condition a superior tennis athlete.
- SLO #3: Understand and apply mental strategies to effectively compete at their respective ability level.
- Exhibit mastery of court position as well as learning techniques and shot patterns which will allow them to play to their own strengths, while taking advantage of their opponents' weaknesses in a competitive environment.
- SLO #4: Relate to other players, instructors in a manner that is appropriate to tennis etiquette and respectful of all participants.
- Understand and apply tennis rules and regulations. Utilize proper tennis etiquette during game play.

PACT 495 Independent Studies in Personal Activity

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisites: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of "Special Studies" for full details of Independent Studies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
- Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
- Use information resources to gather discipline-specific information.
- SLO #2: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).
- Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.
- SLO #3: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 3).
- Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
- SLO #4: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).
- Utilize skills from the "academic tool kit" including time management, study skills, etc., to accomplish the independent study within one semester term.

Sports (SPORT)

SPORT 300 Baseball, Intercollegiate-Men

Units: 3
Hours: 175 hours LAB
Prerequisites: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020
This course is for students who wish to participate in intercollegiate baseball. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- **SLO #1**: Employ critical thinking skills by creating, planning, and evaluating success as participant on an athletic team.
- **SLO #2**: Prepare for successful transfer to four year institutions and participation in athletics.
- **SLO #3**: Relate to teammates, coaches, and the competitive atmosphere in a manner that enhances their participation as well as the team environment. Develop the ability to participate in athletic competition at a high level.
- **SLO #4**: Create an atmosphere which develops responsible citizens and student athletes who represent the sport to themselves and others in a productive manner.

**SPORT 301 Off Season Conditioning for Baseball**

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>It is advised that students taking this course have played 2 years of high school varsity baseball.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is designed to optimize sports performance and reduce risk of injury for the off-season intercollegiate athlete in the sport of baseball. Course content will include: sport specific skill development, sport specific strength training, cardiovascular conditioning, agility work, plyometric jump training, speed training and flexibility exercises. This course is designed to prepare students for intercollegiate baseball competition and may be repeated to meet requirements for CCCAA eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- **SLO #1**: Evaluate strength and fitness levels for competition using standard fitness testing
- **SLO #2**: Identify and apply exercises used in motion as related to the sport.
- **SLO #3**: Relate to teammates, coaches, and the competitive atmosphere in a manner that enhances their participation as well as the team environment. Develop the ability to participate in athletic competition at a high level.
- **SLO #4**: Create an atmosphere which develops responsible citizens and student athletes who represent the sport to themselves and others in a productive manner.
SPORT 303 Pre-Season Conditioning for Baseball

This course is designed to optimize sports performance and reduce risk of injury for the pre-season intercollegiate athlete in the sport of baseball. Course content includes sport-specific skill development, sport-specific strength training, cardiovascular conditioning, agility work, plyometric training, speed training, and flexibility exercises. This course designed to prepare students for participation in intercollegiate competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: evaluate and improve strength and fitness levels for competition using standard fitness testing.
- assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal test, flexibility, and strength tests.
- demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size.
- improve baseball specific position-related fitness. Such as shoulder flexibility for pitchers.
- demonstrate the ability to evaluate and plan a fitness program to improve their fitness based upon needs associated with playing competitive baseball.
- SLO #2: Apply training techniques, exercises and efficiency in motion as related to the sport of baseball.
- apply principles of sport motion to the exercises needed to enhance their flexibility and physical strength in that specific muscle group.
- measure their improvement and apply needed resistance or intensity in order to maximize efficiency in their workout.
- improve individual position-specific defensive skills
- improve batting technique.
- understand and demonstrate the ability to implement effective offensive and defensive techniques and tactics in the sport of baseball.
- SLO #3 demonstrate the ability to become a productive and effective member of a team.
- problem solve in working out conflicts between individuals on the team to create a cooperative working atmosphere
- maintain composure in the face of adversity in baseball play.
- support teammates in achieving their goals on the team.

SPORT 311 Basketball, Intercollegiate-Men, Fall

This course is for students who wish to participate in intercollegiate basketball. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: prepare for successful transfer to four year institutions and participate in athletics.
- compose and demonstrate an appreciation for the sport of basketball.
- improve in advanced individual and team basketball skills.
- assess and demonstrate advanced concepts of basketball team tactics in both offense and defense.
- measure individual fitness level through conditioning for basketball.
- explain the importance of good study habits as they pertain to academic success to maintain good standing as a student and for athletic eligibility.
- design, demonstrate and practice strength building through weight training appropriate for intercollegiate basketball.
- SLO #2: develop the ability to utilize critical thinking skills, evaluate, plan and create success as participant on an athletic team.
- distinguish injury prevention techniques for common athletic injuries.
- describe and interpret basketball rules and regulations.
- explain and demonstrate the personal skills necessary to be a viable, contributing team player.
- SLO #3: relate to teammates, coaches, and the competitive atmosphere in a manner that enhances their participation as well as the team environment. Develop the ability to participate in athletic competition at a high level.
- examine and demonstrate an appreciation for the competitive nature of basketball.
- SLO #4: become a responsible, productive citizen who represents the sport to themselves and others in a productive manner.
- improve individual health habits including eating nutritiously, getting enough sleep, and avoiding negative health habits as they pertain to intercollegiate competition.

SPORT 312 Basketball, Intercollegiate-Men, Spring
This course is for students who wish to participate in intercollegiate basketball. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: prepare for successful transfer to four year institutions and participate in athletics at the intercollegiate level of understanding and skill for basketball.
- compose and demonstrate an appreciation for the sport of basketball.
- improve in advanced individual and team basketball skills.
- assess and demonstrate advanced concepts of basketball team tactics in both offense and defense.
- measure individual fitness level through conditioning for basketball.
- explain the importance of good study habits as they pertain to academic success to maintain good standing as a student and for athletic eligibility.
- design, demonstrate and practice strength building through weight training appropriate for intercollegiate basketball.
- SLO #2: develop the ability to utilize critical thinking skills, evaluate, plan and create success as participant on an athletic team.
- distinguish injury prevention techniques for common athletic injuries.
- describe and interpret basketball rules and regulations.
- explain and demonstrate the personal skills necessary to be a viable, contributing team player.
- SLO #3: relate to teammates, coaches, and the competitive atmosphere in a manner that enhances their participation as well as the team environment. Develop the ability to participate in athletic competition at a high level.
- examine and demonstrate an appreciation for the competitive nature of basketball.
- SLO #4: become a responsible, productive citizen who represents the sport to themselves and others in a productive manner.
- improve individual health habits including eating nutritiously, getting enough sleep, and avoiding negative health habits as they pertain to intercollegiate competition.

SPORT 313 Off Season Conditioning for Basketball

This course is designed to prepare the collegiate basketball player for the competitive season and reduce risk of injury. Course content will include: collegiate level basketball-specific skill development, a solid aerobic conditioning plan, sport specific strength training, agility work, plyometrics, speed training and flexibility exercises as well as team play combination of activities designed to prepare the athlete both physically and mentally. This course is designed to prepare students for intercollegiate basketball competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1 Evaluate strength and fitness levels for competition using standard fitness testing.
- assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal test, flexibility, and strength tests. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- improve basketball fitness through weight training and aerobic conditioning. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- SLO #2 Identify and apply exercises used in motion as related to the sport.
- apply kinesiology principles of sport motion to the exercises needed to enhance their physical strength in that particular muscle group movement. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- measure their improvement and apply needed resistance or intensity in order to maximize efficiency in their workout. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- improve in individual defensive and offensive basic skills. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- improve individual defense and understand its importance with regard to team defense. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- explain and demonstrate the defensive tactics of basketball. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
• explain and demonstrate the offensive tactics of basketball. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• SLO #3 Design, implement, and evaluate a personalized training program for athletes.

• describe the theory of conditioning as it relates to the development of individual programs. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• apply principles in cardiovascular fitness to enhance and support a training program. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• employ goal-setting techniques toward establishing their fitness program. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• SLO #4 Understand and apply safety techniques and training etiquette to training.

• use proper safety procedures and techniques while training. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• illustrate proper etiquette and demonstrate an ability to relate to others while training. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

SPORT 314 Pre-Season Conditioning for Basketball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU; UC (Any and all PE Activity courses: combined maximum transfer credit, 4 units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to prepare the collegiate basketball player for the competitive season and reduce risk of injury. Course content will include: collegiate level basketball-specific skill development, a solid aerobic conditioning plan, sport specific strength training, agility work, plyometrics, speed training and flexibility exercises as well as team play combination of activities designed to prepare the athlete both physically and mentally. This course is designed to prepare students for intercollegiate basketball competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1 Evaluate strength and fitness levels for competition using standard fitness testing.

• assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal tear, flexibility, and strength tests. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• improve basketball fitness through weight training and aerobic conditioning. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• apply kinesiology principles of sport motion to the exercises needed to enhance their physical strength in that particular muscle group movement. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• measure their improvement and apply needed resistance or intensity in order to maximize efficiency in their workout. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• improve in individual defensive and offensive basic skills. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• improve individual defense and understand its importance with regard to team defense. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• explain and demonstrate the defensive tactics of basketball. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• explain and demonstrate the offensive tactics of basketball. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• SLO #3 Design, implement, and evaluate a personalized training program for athletes.

• describe the theory of conditioning as it relates to the development of individual programs. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• apply principles in cardiovascular fitness to enhance and support a training program. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• employ goal-setting techniques toward establishing their fitness program. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• SLO #4 Understand and apply safety techniques and training etiquette to training.

• use proper safety procedures and techniques while training. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

• illustrate proper etiquette and demonstrate an ability to relate to others while training. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
SPORT 316 Basketball, Intercollegiate-Women, Fall

This course is for students who wish to participate in intercollegiate basketball. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Develop the ability to utilize critical thinking skills, evaluate, plan and create success as a participant on an athletic team.
- improve in advanced individual and team basketball skills.
- explain and demonstrate advanced concepts of basketball team tactics in both offense and defense.
- improve individual fitness level through conditioning for basketball.
- explain and demonstrate the personal skills necessary to be a viable, contributing team player.
- explain basketball rules and regulations.
- SLO #2: Prepare for successful transfer to four year institutions and participate in athletics.
- explain the importance of good study habits as they pertain to academic success to maintain good standing as a student and for athletic eligibility.
- explain, demonstrate and practice strength building through weight training appropriate for intercollegiate basketball.
- SLO #3: Relate to teammates, coaches and the competitive atmosphere in a manner that enhances their participation as well as the team environment.
- review injury prevention techniques for common athletic injuries.
- demonstrate an appreciation for the competitive nature of basketball.
- SLO #4: Become a responsible, productive citizen who represents the sport to themselves and others in a productive manner.
- explain and demonstrate an appreciation for the sport of basketball.

SPORT 317 Basketball, Intercollegiate-Women, Spring

This course is for students who wish to participate in intercollegiate basketball. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Develop the ability to utilize critical thinking skills, evaluate, plan and create success as a participant on an athletic team.
- explain and demonstrate advanced concepts of basketball team tactics in both offense and defense.
- explain and demonstrate the personal skills necessary to be a viable, contributing team player.
- SLO #2: Prepare for successful transfer to four year institutions and participate in athletics.
- explain the importance of good study habits as they pertain to academic success to maintain good standing as a student and for athletic eligibility.
- identify, demonstrate and practice strength building through weight training appropriate for intercollegiate basketball.
- SLO #3: Relate to teammates, coaches and the competitive atmosphere in a manner that enhances their participation as well as the team environment.
- explain injury prevention techniques for common athletic injuries.
- demonstrate an appreciation for the competitive nature of basketball.
- SLO #4: Demonstrate responsible, productive conduct as a citizen who represents the sport of themselves and others in a productive manner.
- improve individual health habits including eating nutritiously, getting enough sleep, and avoiding negative health habits as they pertain to intercollegiate competition.

SPORT 318 Post-Season Conditioning for Basketball

This course is for students who wish to participate in intercollegiate basketball. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Develop the ability to utilize critical thinking skills, evaluate, plan and create success as a participant on an athletic team.
- explain and demonstrate advanced concepts of basketball team tactics in both offense and defense.
- explain and demonstrate the personal skills necessary to be a viable, contributing team player.
- SLO #2: Prepare for successful transfer to four year institutions and participate in athletics.
- explain the importance of good study habits as they pertain to academic success to maintain good standing as a student and for athletic eligibility.
- identify, demonstrate and practice strength building through weight training appropriate for intercollegiate basketball.
- SLO #3: Relate to teammates, coaches and the competitive atmosphere in a manner that enhances their participation as well as the team environment.
- review injury prevention techniques for common athletic injuries.
- demonstrate an appreciation for the competitive nature of basketball.
- SLO #4: Demonstrate responsible, productive conduct as a citizen who represents the sport of themselves and others in a productive manner.
- improve individual health habits including eating nutritiously, getting enough sleep, and avoiding negative health habits as they pertain to intercollegiate competition.
This course is designed to increase sport performance and overall understanding of women's intercollegiate basketball concepts and strategic philosophies. Course content will include: collegiate level basketball-specific skill development, collegiate level offensive and defensive concepts, team specific basketball fundamentals, Team specific drills for individual improvement and sport specific agility work, plyometrics and speed training.

This course is designed to prepare students for participation in intercollegiate competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1 Assess various practice situations and apply appropriate solution.
- SLO #2: Demonstrate proper technique in sport-specific fundamentals.
- SLO #3: Demonstrate proper weight lifting techniques that are sport-specific to basketball.
- SLO #4: Demonstrate proper body movement and control as it pertains to agility and footwork through basketball movements.
- Assessment will be given through scrimmage situations to help evaluate proper agility and footwork.

SPORT 350 Soccer, Intercollegiate-Men

This course is for students who wish to participate in intercollegiate soccer. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Apply and demonstrate an understanding of the technical knowledge of soccer.
- SLO #2: Apply and demonstrate an understanding of tactical knowledge of the game of soccer.
- SLO #3: Apply and demonstrate the physical skills that are required in the game of soccer.
- SLO #4: Apply and demonstrate the psychological skills needed in the game of soccer.
This course is designed to prepare the collegiate soccer player for the competitive season and reduce the risk of injury. Course content will include: collegiate level soccer-specific skill and tactical development, a solid aerobic conditioning plan, sport specific strength training, agility work, plyometrics, speed training and flexibility exercises as well as team play combination of activities designed to prepare the athlete both physically and mentally. This course is designed to prepare students for intercollegiate soccer competition and may be repeated to meet requirements for CCCAA eligibility.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1 Evaluate strength and fitness levels for competition using standard fitness testing.
- Assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal seat, flexibility, and strength tests. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Improve soccer fitness through weight training and aerobic conditioning. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- Identify and apply exercises used in motion as related to the sport.
- Apply kinesiology principles of sport motion to the exercises needed to enhance their physical strength in that particular muscle group movement. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Measure their improvement and apply needed resistance or intensity in order to maximize efficiency in their workout. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Improve in individual defensive and offensive basic skills. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- Understand, explain and demonstrate the offensive tactics of soccer. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Design, implement, and evaluate a personalized training program for athletes.
- Describe the theory of conditioning as it relates to the development of individual programs. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Apply principles in cardiovascular fitness to enhance and support a training program. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Employ goal-setting techniques toward establishing their fitness program. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Apply kinesiology principles of sport motion to the exercises needed to enhance their physical strength in that particular muscle group movement. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Illustrate proper etiquette and demonstrate an ability to relate to others while training. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal seat, flexibility, and strength tests. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Use proper safety procedures and techniques while training. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Illustrate proper etiquette and demonstrate an ability to relate to others while training. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.

### SPORT 352 Off-Season Conditioning for Women's Soccer

This course covers off-season training and conditioning skills and techniques specific for intercollegiate soccer. Topics include skill development, strength training, cardiovascular conditioning, and speed training. Students will need to provide themselves with appropriate soccer attire, soccer cleats, and shin guards. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1 Evaluate strength and fitness levels for competition using standard fitness testing.
- Assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal seat, flexibility, and strength tests. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Improve soccer fitness through weight training and aerobic conditioning. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
- Identify and apply exercises used in motion as related to the sport.
- Apply kinesiology principles of sport motion to the exercises needed to enhance their physical strength in that particular muscle group movement. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Measure their improvement and apply needed resistance or intensity in order to maximize efficiency in their workout. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
SPORT 355 Soccer, Intercollegiate-Women

Upon completion of this course, the student will be able to:

- SLO #1: Apply and demonstrate an understanding of the technical knowledge of soccer.
  - Recognize and execute the correct technique for passing in the game of soccer.
  - Recognize and execute the correct technique for receiving in the game of soccer.
  - Recognize and execute the correct technique for shooting in the game of soccer.
  - Recognize and execute the correct technique for crossing in the game of soccer.
  - Recognize and execute the correct technique for dribbling in the game of soccer.
  - Recognize and execute the correct technique for trapping in the game of soccer.
- SLO #2: Apply and demonstrate an understanding of tactical knowledge of the game of soccer.
  - Recognize and execute a possession oriented offense.
  - Recognize and execute the correct technique for trapping in the game of soccer.
  - SLO #3: Apply and demonstrate the physical skills that are required in the game of soccer.
  - Apply the process for acquiring appropriate fitness levels for intercollegiate soccer competition.
  - Recognize the difference between aerobic and anaerobic fitness as it pertains to their individual fitness levels.
  - Recognize the value of power, strength, speed and agility for the game of soccer.
  - SLO #4: Apply and demonstrate the psychological skills needed in the game of soccer.
  - Demonstrate and execute visualization exercises.
  - Demonstrate and execute self control.
  - Demonstrate and execute mental toughness.
  - Value and demonstrate self confidence.
  - value team confidence.

- Recognize the four moments of the game; attacking, defending, transition and set plays.

SPORT 357 Pre-Season Conditioning For Women's Soccer

This course is for students who wish to participate in intercollegiate soccer. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Apply and demonstrate an understanding of the technical knowledge of soccer.
- SLO #2: Apply and demonstrate an understanding of tactical knowledge of the game of soccer.
- SLO #3: Apply and demonstrate the physical skills that are required in the game of soccer.
- SLO #4: Apply and demonstrate the psychological skills needed in the game of soccer.
This course is designed to increase sport performance and overall understanding of intercollegiate soccer concepts and strategic philosophies. Course content will include: collegiate level soccer-specific skill development, collegiate level offensive and defensive concepts, team specific soccer fundamentals, team specific drills for individual improvement and sport specific agility work, plyometrics and speed training. This course is designed to prepare students for intercollegiate soccer competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- Assess various practice situations and apply appropriate solutions (SLO 1)
- Demonstrate and apply intercollegiate offensive and defensive philosophies (SLO 2)
- Demonstrate proper technique in sport-specific fundamentals
- Demonstrate an improved level of agility and speed training

SPORT 358 Pre-Season Conditioning for Men's Soccer

This course is designed to increase sport performance and overall understanding of intercollegiate soccer concepts and strategic philosophies. Course content will include: collegiate level soccer-specific skill development, collegiate level offensive and defensive concepts, team specific soccer fundamentals, team specific drills for individual improvement and sport specific agility work, plyometrics and speed training. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Apply and demonstrate proper footwork techniques specific to soccer.
- Analyze and employ the proficient advanced technique for dribbling in the game of soccer.
- Analyze and employ the proficient advanced technique for passing in the game of soccer.
- Analyze and employ the proficient advanced technique for receiving in the game of soccer.
- Analyze and employ the proficient advanced technique for crossing in the game of soccer.
- Analyze and employ the proficient advanced technique for shooting in the game of soccer.
- SLO #2: Apply and demonstrate endurance and strength needed in order to be competitive in soccer.
- Analyze and execute proficiently the training concepts for aerobic base training.
- Analyze and execute proficiently the training concepts for high intensity aerobic training.
- Analyze and execute proficiently the training concepts for speed endurance training.
- Analyze and execute proficiently the training concepts for speed training.
- Analyze and execute proficiently the training concepts for strength training.
- SLO #3: Apply and demonstrate proper form and techniques when executing various drills for soccer.
- Analyze and execute proficiently the technical concepts for training offense.
- Analyze and execute proficiently the technical concepts for training defense.
- Analyze and execute proficiently the technical concepts for training transition to offense.
- Analyze and execute proficiently the technical concepts for training transition to defense.
- SLO#4: Apply and demonstrate appropriate warm up and cool down procedures for injury prevention.
- Analyze and execute proficiently the training concepts for static warm ups and cooldowns.
- Analyze and execute proficiently the training concepts for dynamic warm ups and cooldowns.
- Analyze and execute proficiently the training concepts for neuromuscular control and balance.
- Analyze and execute proficiently the training concepts for plyometrics and agility.
- SLO#5: Apply and demonstrate proper technique in agility training.
- Analyze and execute proficiently the training concepts for agility training.
- Analyze and execute proficiently the training concepts for balance training.
- Analyze and execute proficiently the training concepts for coordination training.

SPORT 365 Softball, Intercollegiate-Women
This course is for students who wish to participate in intercollegiate softball. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- **SLO #1**: Develop the ability to utilize critical thinking skills, evaluate, plan, and create success as a participant on an athletic team.
- **SLO #2**: Demonstrate knowledge of fast pitch softball rules.
- **SLO #3**: Understand and apply strategies, both offensively and defensively, in competitive situations.
- **SLO #4**: Prepare for successful transfer to four year institutions and participate in athletics.
- **SLO #5**: Identify the guidelines for academic success and athletic eligibility.
- **SLO #6**: Relate to teammates, coaches and the competitive atmosphere in a manner that enhances their participation as well as the team environment. Develop the ability to participate in athletic competition at a high level.
- **SLO #7**: Improve both individual skill levels and team softball skills.
- **SLO #8**: Evaluate and measure the skill levels, strengths, and weaknesses of other teams, in order to prepare for upcoming contests.
- **SLO #9**: Apply off-season conditioning and strength training principles to the competitive environment.
- **SLO #10**: Become a responsible, productive citizen who represents the sport to themselves and others in a productive manner.
- **SLO #11**: Examine the values of teamwork and demonstrate strategies to improve team cohesiveness and camaraderie.

**SPORT 366 Off Season Conditioning for Softball**

Units: 3

This physical education course involves a combination of basic skills and strategy tactics with an emphasis on a fitness component for the sport of softball. The course will also offer a mental training component for peak performance. This course is designed to prepare students for intercollegiate softball competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- **SLO #1**: Demonstrate and increase proper muscular strength and endurance specific to the sport of softball.
- **SLO #2**: Perform weight lifting and/or body lifting techniques, develop core strengthening and flexibility. Apply and demonstrate speed, agility, and endurance training for the sport of softball.
- **SLO #3**: Comprehend, analyze and execute the basic fundamental skills as it relates to the sport of softball.
- **SLO #4**: Understand and properly perform the basic fundamentals of offense which consists of: • base-running; lead-offs and jumps, rounding bases, steals, tags, sliding • short game; bunts: sacrifice, sneaky, squeeze, fake slap sacrifice, slaps; left handed and right handed • hitting; proper stance, mechanics and handling of the bat, contact points, balance, extension
- **SLO #5**: Understand and properly perform the basic fundamentals of defense which consists of: • throwing; overhand, ¾, side arm, underhand tosses, crow hops, quick-hands • fielding: ground balls, fly balls, back hands, forehands, line drives, bunt pick up, short hops • pitching; proper grip and spins for fast ball, change up, drop, curve, screw • catching; receiving, framing, blocking
- **SLO #6**: Combine the basic softball skills and distinguish which skills are most appropriate for specific softball game situations and apply the appropriate solutions.
- **SLO #7**: Understand and properly perform offensive situational play and strategies which consist of: hit and runs, bunt and runs, delay and straight steals, distinguishing out situations, squeeze, sacrifice, sneaky, slap placement, reading hit ball situations, tag ups, identify, recall and apply signs to each situation.
- **SLO #8**: Evaluate and perform peak performance techniques relevant to softball.
- **SLO #9**: Identify and formulate appropriate goals for softball skills and personal improvement. Recognize and become aware of self-talk, non-verbal language and the elements in ones control. Employ and demonstrate the proper refocus techniques and perform a personally constructed routine to aid in refocusing for peak performance.
- **SLO #10**: Identify and develop ways to support, lead, and communicate amongst teammates in order for the team to succeed as a unit towards a common goal.
- **SLO #11**: Develop listening skills and provide feedback to coaches and teammates while performing basic softball skills, game strategy and the mental game. Demonstrate proper etiquette and sportsmanship during practice and competition. Participate in and contribute to team building activities.
SPORT 368 Pre-Season Conditioning for Softball

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 hours LAB</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None.</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course. It is advised that athletes taking this course have participated at the varsity level in high school or competed on a summer travel ball team.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This physical education course involves a combination of basic skills and strategy tactics with an emphasis on a fitness component for the sport of softball. The course will also offer a mental training component for peak performance. This course is designed to prepare students for intercollegiate softball competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Demonstrate and increase proper muscular strength and endurance and cardiovascular endurance specific to the sport of softball.
- SLO #2: Comprehend, analyze and execute the basic fundamental skills as it relates to the sport of softball.
- SLO #3: Understand and properly perform the fundamentals and strategy for the middle infield and corner position play which consists of: steal coverage, position play dependent on batters, rundowns, relay, bag coverage, tags vs. force outs, throws and catches on the run, communication between fielders, 1st and 3rd situations, slap defense, pick offs, back-ups etc.
- SLO #4: Identify and formulate appropriate goals for softball skills and personal improvement. Recognize and become aware of self-talk, non-verbal language and the elements in ones control. Employ and demonstrate the proper refocus techniques and perform a personally constructed routine to aid in refocusing for peak performance.
- SLO #5: Identify and develop ways to support, lead, and communicate amongst teammates in order for the team to succeed as a unit towards a common goal. Develop listening skills and provide feedback to coaches and teammates while performing basic softball skills, game strategy and the mental game. Demonstrate proper etiquette and sportsmanship during practice and competition. Participate in and contribute to team building activities.

SPORT 375 Swimming and Diving, Intercollegiate-Women

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisites:</td>
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</tr>
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<td>Enrollment Limitation:</td>
<td>Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course. It is advised that athletes taking this course have participated at the varsity level in high school or competed on a summer travel ball team.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (All PE Activity courses: combined maximum transfer credit, 4 units)</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This is an advanced swimming and diving activity course that provides competition with other community college teams. Fundamentals, rules, team strategy, and aquatic skills appropriate to intercollegiate athletic competition are expected of competitors. This course is designed to prepare students for intercollegiate competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Develop the ability to utilize critical thinking skills, evaluate, plan and create success as a participant on an athletic team.
- SLO #2: Prepare for successful transfer to four year institutions and participate in athletics.
- SLO #3: Combine the basic softball skills and distinguish which skills are most appropriate for specific softball game situations and apply the appropriate solutions.
- SLO #4: Understand and properly perform the fundamentals and strategy for the middle infield and corner position play which consists of: hit and runs, bunt and runs, delay and straight steals, distinguishing out situations, squeeze, sacrifice, sneaky, slap placement, reading hit ball situations, tag ups, identify, recall and apply signs to each situation.
- SLO #5: Develop listening skills and provide feedback to coaches and teammates while performing basic softball skills, game strategy and the mental game. Demonstrate proper etiquette and sportsmanship during practice and competition. Participate in and contribute to team building activities.
• explain, demonstrate and practice strength building through weight training appropriate for swimming.
• SLO #3: Relate to teammates, coaches and the competitive atmosphere in a manner that enhances their participation as well as the team environment.
• explain injury prevention techniques for common athletic injuries.
• explain and demonstrate an appreciation for the competitive nature of intercollegiate swimming.
• SLO #4: Become a responsible, productive citizen who represents the sport to themselves and others in a productive manner.
• improve individual health habits including eating nutritiously, getting enough sleep, and avoiding negative health habits as they pertain to intercollegiate competition.
• explain and demonstrate an appreciation for the sport of swimming.

SPORT 376 Off Season Swim & Dive

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU, UC (All PE Activity courses: combined maximum transfer credit, 4 units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course combines basic skills and stroke technique with an emphasis on a fitness component for the sport of swim and dive. It also offers a dry-land training component for peak performance. This course is designed to prepare students for intercollegiate swim and dive competition. This course is designed to prepare students for intercollegiate competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility. The participant must adhere to CCCAA eligibility requirements.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1 Evaluate strength and fitness levels for competition using standard fitness testing.
• assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal teat, flexibility, and strength tests. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
• demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size. Students will again be challenged to improve their level of fitness and knowledge of conditioning concepts.
• SLO #2 Identify and apply exercises used in motion as related to the sport.
• apply and demonstrate speed, agility, and endurance training to the sport of swim and dive.
• apply kinesiology principles of sport motion to the exercises needed to enhance their physical strength in that particular muscle group movement.
• measure their improvement and apply needed resistance or intensity in order to maximize efficiency in their workout.
• improve in their swimming technique to maximize efficiency and speed.
• SLO #3 Design, implement, and evaluate a personalized training program for athletes.
• describe the theory of conditioning as it relates to the development of individual programs.
• apply principles in cardiovascular fitness to enhance and support a training program.
• employ goal-setting techniques toward establishing their fitness program.
• SLO #4 Understand and apply safety techniques and training etiquette to training.
• use proper safety procedures and techniques while training.
• illustrate proper etiquette and demonstrate an ability to relate to others while training.

SPORT 377 Pre-Season Conditioning Swim & Dive

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU, UC (All PE Activity courses: combined maximum transfer credit, 4 units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is a preparation for the competitive swimming and dive intercollegiate season. It also offers a dry-land and weight training components for peak performance. This course is designed to prepare students for intercollegiate competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO #1 Evaluate strength and fitness levels for competition using standard fitness testing.
• assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal teat, flexibility, and strength tests. Students will be challenged to improve their level of fitness and knowledge of conditioning concepts.
• demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size. Students will again be challenged to improve their level of fitness and knowledge of conditioning concepts.
• SLO #2 Identify and apply exercises used in motion as related to the sport.
• apply and demonstrate speed, agility, and endurance training to the sport of swim and dive.
• apply kinesiology principles of sport motion to the exercises needed to enhance their physical strength in that particular muscle group movement.
• measure their improvement and apply needed resistance or intensity in order to maximize efficiency in their workout.
• improve in their swimming technique to maximize efficiency and speed.
• SLO #3 Design, implement, and evaluate a personalized training program for athletes.
• describe the theory of conditioning as it relates to the development of individual programs.
• apply principles in cardiovascular fitness to enhance and support a training program.
• employ goal-setting techniques toward establishing their fitness program.
• SLO #4 Understand and apply safety techniques and training etiquette to training.
• use proper safety procedures and techniques while training.
• illustrate proper etiquette and demonstrate an ability to relate to others while training.

SPORT 380 Tennis, Intercollegiate-Men

This course covers fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition in tennis. It may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO#1 Students will apply and demonstrate an understanding of the technical knowledge of tennis
  - Demonstrate and execute a fundamental forehand stroke
  - Demonstrate and execute a fundamental backhand stroke
  - Demonstrate and execute a fundamental approach shot
  - Demonstrate and execute a fundamental volley and half volley
  - Demonstrate and execute a fundamental overhead
  - Demonstrate and execute a variety of serves including flat, slice, and kick serve.
  - Demonstrate and execute a variety of defensive strokes including lob and slice
  - Demonstrate consistency and accuracy utilizing all of the fundamental strokes in a variety of capacities
- SLO#2 Students will apply and demonstrate an understanding of the tactical strategies in tennis for both singles and doubles play.
  - Recognize ball and court relationship relative to the highest percentage shot available
  - Understand how to set up a point both as a server and a returner
  - Improve position relative ball placement
  - Understand strategy relative to score and situation and make the correct play at the correct time
  - Evaluate opponent’s strengths and weaknesses and make correct adjustments
  - Correctly execute offensive and defensive shots and movements at appropriate times
  - Execute plays, both singles and doubles, which gain tactical and psychological advantage
  - Formulate pre-game strategies, and analyze and summarize post game experiences
- SLO#3 Relate to teammates, coaches, and opponents in a manner that enhances their participation as well as the overall team experience.
  - Understand positive reinforcement and utilize opportunities in matches and practices to support teammates
  - Evaluate emotional demeanor and utilize strategies to stay under control
  - Be gracious in both victory and defeat

SPORT 385 Tennis, Intercollegiate-Women

This course is for students who wish to participate in intercollegiate tennis. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO#1 Students will apply and demonstrate an understanding of the technical knowledge of tennis
  - Demonstrate and execute a fundamental forehand stroke
SPORT 386 Off Season Conditioning for Tennis

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to prepare the intercollegiate tennis player for the competitive season and reduce the risk of injury. Course content will include intercollegiate level tennis-specific skill development, a solid aerobic conditioning plan, sport specific - strength training, agility work, plyometrics, speed training and flexibility exercises and other activities designed to prepare the athlete both physically and mentally. This course is designed to prepare students for intercollegiate tennis competition and may be repeated to meet requirements for CCCAA eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- Demonstrate and execute a fundamental backhand stroke
- Demonstrate and execute a fundamental approach shot
- Demonstrate and execute a fundamental volley and half volley
- Demonstrate and execute a fundamental overhead
- Demonstrate and execute a variety of serves including flat, slice, and kick serve.
- Demonstrate and execute a variety of defensive strokes including lob and slice
- Demonstrate consistency and accuracy utilizing all of the fundamental strokes in a variety of capacities
- SLO#1 Evaluate strength and fitness levels for competition using standard fitness testing.
- SLO#2 Students will apply and demonstrate an understanding of the tactical strategies in tennis for both singles and doubles play.
- SLO#3 Relate to teammates, coaches, and opponents in a manner that enhances their participation as well as the overall team experience.
- Understand how to set up a point both as a server and a returner
- Improve position relative ball placement
- Understand strategy relative to score and situation and make the correct play at the correct time
- Evaluate opponent’s strengths and weaknesses and make correct adjustments
- Correctly execute offensive and defensive shots and movements at appropriate times
- Execute plays, both singles and doubles, which gain tactical and psychological advantage
- Formulate pre-game strategies, and analyze and summarize post game experiences
- SLO#4 Understand and apply safety techniques and training etiquette to training.
- Be gracious in both victory and defeat
use proper safety procedures and techniques while training. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

illustrate proper etiquette and demonstrate an ability to relate to others while training. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

SPORT 403 Pre-Season Conditioning for Volleyball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course. It is advised that athletes taking this course have participated at the varsity level in high school or competed on a club volleyball team.
Transferable: CSU; UC (All PE Activity courses: combined maximum transfer credit, 4 units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course involves a combination of skill development and tactical strategies with an emphasis on a fitness component for the sport of volleyball. The course will also offer a mental training component for peak performance. This course is designed to prepare students for intercollegiate volleyball competition and may be taken a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1 Evaluate strength and fitness levels for competition using standard fitness testing.
- assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal test, flexibility, and strength tests.
- demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size.
- improve volleyball fitness through weight training and aerobic conditioning.
- Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts.
- Advanced students will be encouraged to help the beginners.
- SLO #2 Identify and apply exercises used in motion as related to the sport.
- apply principles of sport motion to the exercises needed to enhance their physical strength in that particular muscle group movement.
- measure their improvement and apply needed resistance or intensity in order to maximize efficiency in their workout.
- improve in individual defensive and offensive basic skills.
- improve individual defense and understand its importance with regard to team defense.
- explain and demonstrate the defensive tactics of volleyball.
- explain and demonstrate the offensive tactics of volleyball.
- Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

SPORT 405 Volleyball, Intercollegiate-Women

Units: 3
Hours: 175 hours LAB
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is for students who wish to participate in intercollegiate volleyball. This course may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO#1: Apply and demonstrate an understanding of the technical knowledge of volleyball.
- Recognize and execute the correct technique of passing, setting, hitting, blocking, digging and serving.
- Recognize and practice situations of when to use a particular technique of a skill.
- SLO#2: Apply and demonstrate an understanding of strategic knowledge of the game of volleyball.
- Describe and employ transition offense.
- Examine strength and weaknesses of various defenses.
- Understand and apply the intricacies of an offense.
- SLO#3: Apply and demonstrate the physical training required to play volleyball.
- Use the process for acquiring appropriate fitness level for intercollegiate volleyball competition.
- Recognize the value of power, strength, speed and agility for the game of volleyball.
- SLO#4: Prepare for successful transfer to four year institutions and participate in athletics.
- Explain the importance of good study habits as they pertain to academic success to maintain good standing as a student and for athletic eligibility.
- Explain, demonstrate and practice strength building through weight training appropriate for intercollegiate volleyball.
1. Develop the ability to utilize critical thinking skills, evaluate, plan and create success as a participant on an athletic team.
2. Improve in advanced individual and team volleyball skills.
3. Understand advanced concepts of volleyball.
4. Explain and demonstrate the personal skills necessary to be a viable, contributing team player.
5. Examine volleyball rules and regulations.
6. Relate to teammates, coaches and the competitive atmosphere in a manner that enhances their participation as well as the team environment.
7. Explain injury prevention techniques for common athletic injuries.
8. Explain and demonstrate an appreciation for the competitive nature of volleyball.
9. Become a responsible, productive citizen who represents the sport to themselves and others in a productive manner.
10. Improve individual health habits including eating nutritiously, getting enough sleep, and avoiding negative health habits as they pertain to intercollegiate competition.

**SPORT 406 Off Season Conditioning for Volleyball**

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<tr>
<th>Units:</th>
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<td>Hours:</td>
<td>27 - 162 hours LAB</td>
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<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Enrollment Limitation:</td>
<td>Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is designed to prepare the collegiate volleyball player for the competitive season and reduce risk of injury. Course content will include: Collegiate level volleyball-specific skill development, a solid aerobic conditioning plan, sport specific strength training, agility work, plyometric jump training, speed training and flexibility exercises as well as team play combination of activities designed to prepare the athlete both physically and mentally. This course is designed to prepare students for intercollegiate volleyball competition and may be repeated a maximum of four times to meet California Community College Athletic Association requirements for eligibility.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Evaluate strength and fitness levels for competition using standard fitness testing.
2. Assess their fitness level for competition by applying the following fitness tests: body fat analysis, abdominal test, flexibility, and strength tests.
3. Demonstrate increased cardiovascular endurance, flexibility, strength, and muscle size.
4. Improve volleyball fitness through weight training and aerobic conditioning.
5. Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.

**SPORT 495 Independent Studies in Sport**

<table>
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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Students of different levels (beginning/intermediate/advanced) will be challenged to improve their level of fitness and knowledge of conditioning concepts. Advanced students will be encouraged to help the beginners.
An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of "Special Studies" for full details of Independent Studies.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1**: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
- **SLO #2**: Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- **SLO #3**: Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
- **SLO #4**: Use information resources to gather discipline-specific information.

Team Activity (TMACT)

**TMACT 300 Soccer, Indoor**

**Units:** 1  
**Hours:** 54 hours LAB  
**Course Family:** Soccer ([http://crc.losrios.edu/course-families#id_100023](http://crc.losrios.edu/course-families#id_100023))  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area III(a); CSU Area E2  
**Catalog Date:** June 1, 2020

The purpose of this course is to provide the student with beginning level knowledge and skills associated with indoor soccer. This course emphasizes defense, offense, passing, ball control, heading, and shooting. It covers the skills, strategy, and rules that govern the play of indoor soccer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1**: Analyze and employ the correct technique for passing in the game of soccer.  
- **SLO #2**: Analyze and execute the correct technique for shooting in the game of soccer.  
- **SLO #3**: Analyze and execute the correct technique for crossing in the game of soccer.  
- **SLO #4**: Recognize and apply the sociological and psychological skills needed in a team sport environment.  
- **SLO #5**: Recognize personal goals and pursue these goals effectively (College Wide Outcome – Area 4).  
- **SLO #6**: Use information resources to gather discipline-specific information.

**TMACT 301 Indoor Soccer II**

The purpose of this course is to provide the student with advanced level knowledge and skills associated with indoor soccer. This course emphasizes defense, offense, passing, ball control, heading, and shooting. It covers the skills, strategy, and rules that govern the play of indoor soccer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO #1**: Analyze and employ the correct technique for passing in the game of soccer.  
- **SLO #2**: Analyze and execute the correct technique for shooting in the game of soccer.  
- **SLO #3**: Analyze and execute the correct technique for crossing in the game of soccer.  
- **SLO #4**: Recognize the difference between aerobic and anaerobic fitness as it pertains to fitness levels for indoor soccer.  
- **SLO #5**: Recognize the agility, balance, and coordination requirements as it pertains to indoor soccer.  
- **SLO #6**: Value and demonstrate self confidence.

Value team confidence.

Value the social aspects of a team sport environment.
The purpose of this course is to provide the student with an intermediate level player environment to challenge the players knowledge and skills associated with indoor soccer. This course emphasizes an intermediate level of defending, attacking, and technical ability. It covers the skills, strategy, and rules that govern the play of indoor soccer. This class is not for beginners.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Apply and demonstrate an intermediate level of understanding of the technical aspects for indoor soccer.
- Analyze and employ proficient technique for passing in the game of indoor soccer.
- Analyze and execute proficient technique for receiving in the game of indoor soccer.
- Analyze and execute the proficient technique for shooting in the game of indoor soccer.
- Analyze and execute the proficient technique for crossing in the game of indoor soccer.
- Analyze and execute the proficient technique for dribbling in the game of soccer.
- SLO #2: Apply and demonstrate an intermediate level of tactical knowledge of the game for indoor soccer.
- Analyze and execute an intermediate level for offense.
- Analyze and execute an intermediate level for defense.
- Analyze and execute an intermediate level for goalkeeping.
- SLO #3: Apply and demonstrate an intermediate level of the physical skills that are required for the game of indoor soccer.
- Recognize the difference between aerobic and anaerobic fitness as it pertains to intermediate fitness levels for indoor soccer.
- Recognize the agility, balance, and coordination requirements as it pertains to intermediate levels for indoor soccer.
- Recognize the value of power, strength, and speed involved at an intermediate level for indoor soccer.
- SLO #4 Recognize and apply the sociological and psychological skills needed in a team sport within an intermediate level environment.
- Demonstrate and execute self control within the confines of an intermediate level environment.
- Demonstrate and execute mental toughness within the confines of an intermediate level environment.
- Value and demonstrate self-confidence within the confines of an intermediate level environment.
- Value team confidence within the confines of an intermediate level environment.
- Value the social aspects of a team sport environment within the confines of an intermediate level.

TM ACT 302 Soccer - Outdoor

The purpose of this course is to provide the student with beginning level knowledge and skills associated with outdoor soccer. This course emphasizes defense, offense, passing, ball control, heading, and shooting. It covers the skills, strategy, and rules that govern the play of outdoor soccer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Apply and demonstrate an understanding of the technical knowledge and skills of soccer.
- Analyze and employ the correct technique for passing in the game of soccer.
- Analyze and execute the correct technique for receiving in the game of soccer.
- Analyze and execute the correct technique for shooting in the game of soccer.
- Analyze and execute the correct technique for crossing in the game of soccer.
- Analyze and execute the correct technique for dribbling in the game of soccer.
- SLO #2: Apply and demonstrate basic understanding of tactical knowledge of the game of soccer.
- Analyze and execute a basic offense.
- Analyze and execute a basic defense.
- Analyze and execute basic goalkeeping.
- SLO #3: Apply and demonstrate the physical skills that are required in the game of soccer.
- Recognize the difference between aerobic and anaerobic fitness as it pertains to fitness levels for soccer.
- Recognize the agility, balance, and coordination requirements as it pertains to soccer.
- Recognize the value of power, strength, and speed involved in soccer.
- SLO #4 Recognize and apply the sociological and psychological skills needed in a team sport environment.
- Demonstrate and execute self-control.
- Demonstrate and execute mental toughness.
- Value and demonstrate self-confidence.
- Value team confidence.
- Value the social aspects of a team sport environment.

**TMACT 303 Outdoor Soccer II**

**Units:** 1

**Hours:** 54 hours LAB

**Course Family:** Soccer

**Prerequisite:** None.

**Advisory:** TMACT 302; Student should have completed Outdoor Soccer I, played 1 year of High School Varsity Soccer, completed 1 year of College Soccer, or satisfy the professor with a level of proficiency.

**Transferable:** CSU; UC

**General Education:** AA/AS Area III(a); CSU Area E2

**Catalog Date:** June 1, 2020

The purpose of this course is to provide the student with an intermediate level player environment to challenge and improve the player's knowledge and skills associated with outdoor soccer. This course emphasizes an intermediate level of defending, attacking, and technical ability. It covers the skills, strategy, and rules that govern the play of outdoor soccer. This class is not for beginners.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Apply and demonstrate an intermediate level of understanding of the technical aspects for outdoor soccer.
  - Analyze and employ proficient technique for passing in the game of outdoor soccer.
  - Analyze and execute proficient technique for receiving in the game of outdoor soccer.
  - Analyze and execute the proficient technique for shooting in the game of outdoor soccer.
  - Analyze and execute the proficient technique for crossing in the game of outdoor soccer.
  - Analyze and execute the proficient technique for dribbling in the game of outdoor soccer.

- SLO #2: Apply and demonstrate an intermediate level of tactical knowledge of the game for outdoor soccer.
  - Analyze and execute an intermediate level for offense.
  - Analyze and execute an intermediate level for defense.
  - Analyze and execute an intermediate level for goalkeeping.

- SLO #3: Apply and demonstrate an intermediate level of the physical skills that are required for the game of outdoor soccer.
  - Recognize the difference between aerobic and anaerobic fitness as it pertains to intermediate fitness levels for outdoor soccer.
  - Recognize the agility, balance, and coordination requirements as it pertains to intermediate levels for outdoor soccer.
  - Recognize the value of power, strength, and speed involved at an intermediate level for outdoor soccer.

- SLO #4 Recognize and apply the sociological and psychological skills needed in a team sport within an intermediate level environment.
  - Demonstrate and execute self-control within the confines of an intermediate level environment.
  - Demonstrate and execute mental toughness within the confines of an intermediate level environment.
  - Value and demonstrate self-confidence within the confines of an intermediate level environment.
  - Value team confidence within the confines of an intermediate level environment.
  - Value the social aspects of a team sport environment within the confines of an intermediate level.

**TMACT 304 Outdoor Soccer III**

**Units:** 1

**Hours:** 54 hours LAB

**Course Family:** Soccer

**Prerequisite:** TMACT 303; Student should have completed Outdoor Soccer II, played 2 years of High School Varsity Soccer, played at the competitive level of youth soccer, completed 1 year of College Soccer, or satisfy the professor with a level of proficiency.

**Transferable:** CSU; UC

**General Education:** AA/AS Area III(a); CSU Area E2

**Catalog Date:** June 1, 2020

The purpose of this course is to provide the student with an advanced level player environment to challenge the player's knowledge and skills associated with outdoor soccer. This course emphasizes an advanced level of defending, attacking, and technical ability. It covers the skills, strategy, and rules that govern the play of outdoor soccer. This class is not for beginners or intermediate players.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1: Apply and demonstrate an advanced level of understanding of the technical aspects for outdoor soccer.
  - Analyze and employ advanced proficient technique for passing in the game of outdoor soccer.

- SLO #2: Apply and demonstrate an advanced level of tactical knowledge of the game for outdoor soccer.

- SLO #3: Apply and demonstrate an advanced level of the physical skills that are required for the game of outdoor soccer.
  - Recognize the difference between aerobic and anaerobic fitness as it pertains to advanced fitness levels for outdoor soccer.
  - Recognize the agility, balance, and coordination requirements as it pertains to advanced levels for outdoor soccer.
  - Recognize the value of power, strength, and speed involved at an advanced level for outdoor soccer.

- SLO #4 Recognize and apply the sociological and psychological skills needed in a team sport within an advanced level environment.
  - Demonstrate and execute self-control within the confines of an advanced level environment.
  - Demonstrate and execute mental toughness within the confines of an advanced level environment.
  - Value and demonstrate self-confidence within the confines of an advanced level environment.
  - Value team confidence within the confines of an advanced level environment.
  - Value the social aspects of a team sport environment within the confines of an advanced level.
- Analyze and execute advanced proficient technique for receiving in the game of outdoor soccer.
- Analyze and execute advanced proficient technique for shooting in the game of outdoor soccer.
- Analyze and execute advanced proficient technique for crossing in the game of outdoor soccer.
- Analyze and execute advanced proficient technique for dribbling in the game of outdoor soccer.
- SLO #2: Apply and demonstrate an advanced level of tactical knowledge of the game for outdoor soccer.
- Analyze and execute an advanced level for defense.
- Analyze and execute an advanced level for goalkeeping.
- SLO #3: Apply and demonstrate an advanced level of the physical skills that are required for the game of outdoor soccer.
- Recognize the difference between aerobic and anaerobic fitness as it pertains to advanced fitness levels for outdoor soccer.
- Recognize the agility, balance, and coordination requirements as it pertains to advanced levels for outdoor soccer.
- Recognize the value of power, strength, and speed involved at an advanced level for outdoor soccer.
- SLO #4 Recognize and apply the sociological and psychological skills needed in a team sport within an advanced level environment.
- Demonstrate and execute self-control within the confines of an advanced level environment.
- Demonstrate and execute mental toughness within the confines of an advanced level environment.
- Value and demonstrate self-confidence within the confines of an advanced level environment.

TMACT 320 Basketball

Units: 1
Hours: 54 hours LAB
Course Family: Basketball (http://crc.losrios.edu/course-families#id_100024)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is a physical education course that covers a complete review of the basic fundamentals, tactics, rules, and systems of play, and will enhance the student's understanding and ability.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- SLO #1: Identify and apply exercises used in motion as related to basketball.
- Demonstrate skill and knowledge of the game at a competitive level.
- SLO #2: Utilize critical thinking skills, evaluate, plan, and create success as a member of the basketball class.
- Demonstrate proper etiquette and sportsmanship during drills and during competition.
- Define game strategy in a variety of game and scrimmage conditions.
- Identify and explain the rules and regulations of the game of basketball.
- Execute proper playing techniques through participation in drills and games.
- SLO #3 Relate to classmates, teachers, and the competitive atmosphere in a manner that enhances individual participation as well as the team environment.
- Adapt to changing game situations within an informal basketball game.
- Apply individual skills with similarly skilled basketball players in an informal team environment.

TMACT 321 Basketball II

Units: 1
Hours: 54 hours LAB
Course Family: Basketball (http://crc.losrios.edu/course-families#id_100024)
Prerequisite: TMACT 320
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is a physical education course that covers a complete review of the intermediate fundamentals, tactics, rules, and systems of play. The student will develop a better understanding of how to play competitive basketball in a team setting.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- SLO #1: Identify and apply exercises used in motion as related to basketball.
- Execute proper playing techniques at an intermediate level through participation in drills and games.
- SLO #2: Utilize critical thinking skills to evaluate, plan, and create success as a member of the basketball class.
- Identify and explain the rules and regulations of the game of basketball.
- Define game strategy in a variety of game and scrimmage conditions.
SLO #3 Relate to classmates, teachers, and the competitive atmosphere in a manner that enhances individual participation as well as the team environment.

SLO #4 Apply individual skills with similarly skilled (intermediate-level) basketball players in an informal team environment.

SLO #5 Adapt to changing game situations within an informal basketball game.

**TMACT 322 Basketball III**

Units: 1  
Hours: 54 hours LAB  
Course Family: Basketball [http://crc.losrios.edu/course-families#id_100024](http://crc.losrios.edu/course-families#id_100024)  
Prerequisites: None.  
Advisory: TMACT 321; Advanced level basketball students must demonstrate a post-intermediate level of basketball skill and comprehension to be considered for enrollment in this advanced basketball course.  
Transferable: CSU; UC  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

This is a competitive physical education basketball course. This course will cover the basic as well as advanced fundamentals and skills of basketball, in addition to basic strategies, rules, and systems of competitive play. This course is designed to enhance the students comprehension and ability.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1. Demonstrate advanced basketball related skills including strategies, shooting, passing, ball handling, and rebounding.
- SLO #2. Properly demonstrate advanced shooting skills in game situations such as bank-shots, & floaters.
- SLO #3. Identify when to utilize advanced ball handling skills such as crossovers, & spin moves.
- SLO #4. Apply advanced individual skills, concepts, and strategies in a competitive, yet informal team environment.
- SLO #5. Develop efficient strategies in 1 on 1, 2 on 2, 3 on 3, & 5 on 5 game situations.
- SLO #6. Demonstrate knowledge of advanced offensive and defensive concepts, and strategies.
- SLO #7. Demonstrate advanced knowledge of zone defensive principles, zone offensive principles, along with pressure man to man offensive & defensive principles.
- SLO #8. Demonstrate sportsmanship during drills and team competition of play.
- SLO #9. Maintain focus, and positive attitudes during adverse situations during competition.
- SLO #10. Communicate effectively in a team setting.
- SLO #11. Communicate in game situations with both teammates and officials.

**TMACT 323 Basketball IV**

Units: 1  
Hours: 54 hours LAB  
Course Family: Basketball [http://crc.losrios.edu/course-families#id_100024](http://crc.losrios.edu/course-families#id_100024)  
Prerequisites: None.  
Advisory: TMACT 321; Advanced level basketball students must demonstrate a post-intermediate level of basketball skill and comprehension to be considered for enrollment in this advanced basketball course.  
Transferable: CSU; UC  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

This is an advanced basketball course. Instruction, demonstration, and participation will provide the student with knowledge of tournament, and bracketed style play for basketball at an advanced level. This course will focus on 2 on 2, 3 on 3, and 5 on 5 tournament style competition.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- SLO #1. Demonstrate advanced level basketball-related skills including shooting, passing, ball-handling rebounding, defensive techniques, and strategy.
- SLO #2. Display defensive concepts such as full court defense, trapping defense, and man to man defense.
- SLO #3. Compete using a variety of advanced basketball movements.
- SLO #4. Demonstrate knowledge of advanced level team offense and team defense.
- SLO #5. Identify and apply press break offenses & defenses, as well as full court zone offenses & defenses.
- SLO #6. Effectively communicate in individual and team competitions.

**TMACT 330 Volleyball**

Units: 1  
Hours: 54 hours LAB  
Course Family: Volleyball [http://crc.losrios.edu/course-families#id_100025](http://crc.losrios.edu/course-families#id_100025)  
Prerequisites: None.  
Transferable: CSU; UC  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020
This is a beginning volleyball class. Lecture, demonstration and participation will provide the student with sufficient knowledge for continued participation in volleyball. The fundamentals of passing, setting, serving, attacking, blocking, digging, rules of play and simple strategies will be covered.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO 1** - Apply basic knowledge and learned skills to enjoy the sport of volleyball.
- **SLO 2** - Execute all of the basic skills in volleyball including serving, passing, setting, spiking, blocking and digging.
- **SLO 3** - Identify and apply the basic terminology, concepts and rules of volleyball.
- **SLO 4** - Explain the relationship between volleyball and wellness.
- **SLO 5** - Develop strategies for lifelong improvement in volleyball.

**TMACT 331 Volleyball II**

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<tr>
<th>Units:</th>
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<tr>
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<td>Prerequisite:</td>
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<td>Advisory:</td>
<td>TMACT 330; Intermediate volleyball students should have some playing experience and basic volleyball knowledge and skills.</td>
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<td>Catalog Date:</td>
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This is an intermediate volleyball class. Lecture, demonstration and participation will provide the student with sufficient knowledge for continued participation in volleyball. This class will focus on refining basic skills, introducing more complicated techniques and teaching more advanced strategies.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO 1** - Apply basic and intermediate level knowledge and learned skills to enjoy the sport of volleyball.
- **SLO 2** - Execute and refine all of the skills in volleyball including serving, passing, setting, spiking, blocking and digging.
- **SLO 3** - Identify and apply more advanced terminology, concepts and rules of volleyball.
- **SLO 4** - Identify the offensive and defensive systems.
- **SLO 5** - Acquire and apply fundamental skills to execute offensive and defensive systems.
- **SLO 6** - Design and implement a basic game plan in match competition.
- **SLO 7** - Employ knowledge of concepts to the various offensive and defensive systems.
- **SLO 8** - Explain and demonstrate the 4-2 and 6-2 offenses.
- **SLO 9** - Explain and demonstrate the perimeter defense.
- **SLO 10** - Identify the importance of teamwork.
- **SLO 11** - Illustrate the relationship between teamwork skills and everyday life experiences.
- **SLO 12** - Explain the relationship between volleyball and wellness.
- **SLO 13** - Develop strategies for lifelong improvement in volleyball.

**TMACT 333 Volleyball III**

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<tr>
<th>Units:</th>
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<tbody>
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<td>Prerequisite:</td>
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<td>Advisory:</td>
<td>TMACT 331; Advanced volleyball students are recommended to have significant experience, preferably at the high school varsity level.</td>
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<td>Transferable:</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This is an advanced volleyball class. Lecture, demonstration and participation will provide the student with sufficient knowledge for continued participation in volleyball at an advanced level. In advanced volleyball, students work on improving the more complicated skills and techniques of the sport and competitive play takes a higher priority.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- **SLO 1** - Apply advanced knowledge and learned skills to enjoy the sport of volleyball.
- **SLO 2** - Execute all of the skills in volleyball at an advanced level.
- **SLO 3** - Identify and apply the concepts, strategies and rules of volleyball.
- **SLO 4** - Identify the advanced offensive and defensive team tactics.
Employ knowledge of these tactics to the game of volleyball as a whole.

Refine techniques in executing an effective offense and defense.

SLO 3 - Design and implement a complex game plan in competitive play.

Explain and demonstrate the 6'2 and 5'1 offenses.

Compare and contrast various game strategies.

Compare and contrast perimeter and rotation defense.

SLO 4 - Identify the importance of teamwork.

Illustrate the relationship between teamwork skills and everyday life experiences

SLO 5 - Explain the relationship between volleyball and wellness.

Develop strategies for lifelong improvement in volleyball

TMACT 335 Volleyball IV

Units: 1
Hours: 54 hours LAB
Course Family: Volleyball (http://crc.losrios.edu/course-families#id_100025)
Prerequisite: None.
Advisory: TMACT 331; Advanced volleyball students are recommended to have significant experience, preferably at the high school varsity level.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to teach advanced skills, principles and techniques necessary and fundamental to understanding and playing at an expert level. Emphasis is placed on the 6-2 and 5-1 team offensive/defensive systems and strategies. Includes participation in organized round robin competition preceded by a brief period of appropriate warm-up, skill development, and activities.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Apply advanced knowledge and learned skills to examine the sport of volleyball.
- Execute all of the skills in volleyball at an expert level.
- SLO #2: Employ team tactics utilizing theoretical concepts pertinent to competing at a high level.
- SLO #3: Understand the procedures and participation of tournament play: Round-robin and bracket competition.
- SLO #4: Identify the relationship between team skills and life experiences.

TMACT 495 Independent Studies in Team Activity

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of "Special Studies" for full details of Independent Studies.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).
- Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.
- Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.
- Use information resources to gather discipline-specific information.
- SLO #2: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).
- Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.
- Explain the importance of the major discipline of study in the broader picture of society.
- SLO #3: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 3).
- Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.
- SLO #4: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).
- Utilize skills from the "academic tool kit" including time management, study skills, etc., to accomplish the independent study within one semester term.
<table>
<thead>
<tr>
<th><strong>Joan Tierney</strong></th>
<th><strong>Liz Zenuk</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjunct Professor</strong></td>
<td><strong>Women's Swim &amp; Dive Coach</strong></td>
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<tr>
<td><strong>Office:</strong> SOG, 212</td>
<td><strong>Office:</strong> CRC Main, Pool</td>
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<tr>
<td><strong>Email:</strong> <a href="mailto:tiernej@crc.losrios.edu">tiernej@crc.losrios.edu</a></td>
<td><strong>Email:</strong> <a href="mailto:zenuke@crc.losrios.edu">zenuke@crc.losrios.edu</a></td>
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<td><strong>Phone:</strong> (916) 650-2761</td>
<td><strong>Phone:</strong> (916) 691-7512</td>
</tr>
<tr>
<td><strong>Web:</strong> Joan Tierney's Profile Page (/about-us/contact-us/faculty-and-staff-directory/joan-tierney)</td>
<td><strong>Web:</strong> Liz Zenuk's Profile Page (/about-us/contact-us/faculty-and-staff-directory/liz-zenuk)</td>
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