

# College of San Mateo

## Course Outline

- New Course  
 Update/No change  
 Course Revision (Minor)  
 Course Revision (Major)

Date: 3.21.2007

Department: ADAP Number: 175

Course Title: Adapted Evaluation Units: 0.5

Hours/Week: Lecture: Lab: By Arrangement: 2.0 Hrs/Wk

### Length of Course

- Semester-long  
 Short course (Number of weeks(6-8))  
 Open entry/Open exit

### Grading

- Letter  
 Credit/No Credit  
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None

3. Recommended Preparation (Attach Enrollment Validation Form.)

None

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

Course designed to assess the physical ability of students enrolled in Adapted Physical Education class(es). Based on the results of the assessment, an appropriate exercise program will be determined for the student. May be repeated for competency and continued evaluation of improvement. (Open entry/open exit)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

Course designed to assess the physical ability of students enrolled in Adapted Physical Education class(es). Based on the results of the assessment, an appropriate exercise program will be determined for the student. May be repeated for competency and continued evaluation of improvement. (Open entry/open exit)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

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

- SLO 1. Identify their personal physical fitness strengths and weaknesses.  
SLO 2. Establish physical fitness goals for the semester.  
SLO 3. Modify their exercises in the classroom in order to attain their goals.

- SLO 4. Recognize the progress that they have made over the semester.  
SLO 5. Recognize the importance of physical fitness as a lifelong commitment.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Course objectives will be the same as the student learning outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

I. Initial Preliminary Assessment

- A. Determine basic fitness level (heart rate, blood pressure, weight, height)
- B. Prepare an exercise contract
  - 1. Class placement
  - 2. Establish exercise goals

II. Pre-Test

- A. Fitness tests in accordance to classes being taken
  - 1. Adapted General Conditioning
    - a. Cardiovascular assessment
    - b. Flexibility assessment (when applicable)
    - c. Grip strength assessment
    - d. Walking assessment (when applicable)
    - e. Body Composition assessment (when applicable)
  - 2. Adapted Aquatics
    - a. Cardiovascular assessment
    - b. Flexibility assessment (when applicable)
    - c. Grip strength assessment
    - d. Walking assessment (when applicable)
    - e. Body Composition assessment (when applicable)
  - 3. Adapted Weights
    - a. Grip strength assessment (when applicable)
    - b. Upper/Lower Body (Isolated muscle or muscle group testing) Strength assessment
  - 4. Adapted Back Care
    - a. Flexibility assessment

III. Post-Test

- A. Re-test everything from the Initial Preliminary Assessment and Pre-Test
- B. Measure student's progress
- C. Counsel future placement for student
- D. All results are computer analyzed

IV. Concepts in Physical Fitness

- A. Importance of exercise
- B. Physiological aspects of exercise
- C. Adaptations to exercise

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
1. Required reading provided by instructor on various fitness topics.
  2. Lectures on importance of exercise, physiological aspects of exercise, and adaptations to exercise.
  3. Handouts given to students who request extra study material.
  4. Analysis of student's fitness testing at the end of the semester.
10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)
1. Students will be expected to attend their required assessment appointments, and have the responsibility of changing their appointments if necessary.
  2. Students will adapt/adjust their exercises in order to attain their personal goals.
11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Instructor handouts

Prepared by:

\_\_\_\_\_  
(Signature)

Email address:

kudos@smccd.edu

Submission Date:

\_\_\_\_\_