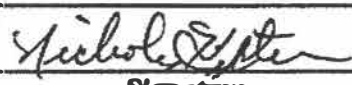
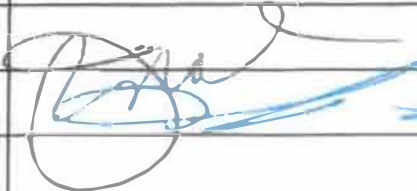
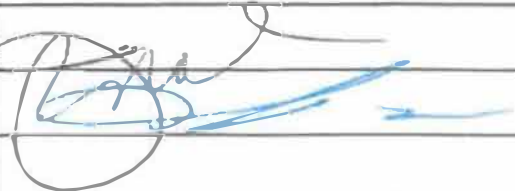


Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Intro to Kinesiology PE 195 Dual Enrollment</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">505130</div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject Credential - Physical Education</i> <i>To be completed by Human Resources only.</i> </div>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  Signature </div> <div style="text-align: center;"> 11/10/2020 Date </div> </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Julie Zerold Site: Educational Services Date: 11/05/2020	Unit Value/Length of Course: <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		11/05/2020
Asst. Superintendent of Educational Services		
Governing Board		

**Mt. San Jacinto College
Integrated Course Outline of Record**

Form B

Submitted by: **Date:**

<u>Department</u>	<u>Subject</u>	<u>Course Number</u>	<u>Title</u>
Physical Education	Physical Education PE	195	Introduction to Kinesiology

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
 Each laboratory unit requires 3 hours per week of class time.
 Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

<u>Lecture Units</u>	<input type="text" value="3.00"/>
<u>Lecture Contact Hours</u>	<input type="text" value="48.00 - 54.00"/>
<u>Lecture Homework Hours</u>	<input type="text" value="96.00 - 108.00"/>
<u>Total Units</u>	<input type="text" value="3.00"/>
<u>Total Contact Hours</u>	<input type="text" value="48.00 - 54.00"/>

Stand Alone:

AA/AS Degree General Ed Breadth Area(s):

General Education Justification:

PE 195 is consistent with the intent of Area E because the main focus of this course is the study and implementation of a program that will provide opportunities for social interaction and develop lifestyle behavior changes that will help identify differing debilitating physical conditions that they may encounter personally or in a career setting. Students will also develop plans to meet their own personal as well as options for career choices. This course examines the impact of healthy lifestyle behaviors on their health and wellness by providing information that will aid in correcting unhealthy life styles.

Maximum Enrollment:

40

Maximum Enrollment Justification:

Justification:

Grading Method:

Letter Grade or P/NP

TOP code:

1270.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is an introduction to the interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, and fitness professions.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is an analysis of the nature and importance of human movement, the knowledge base of the discipline and careers in physical activity professions.

Need for the course:

This course offers 3 transfer units and may aid students in transferring to four year colleges that offer a Kinesiology degree.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Scrutinize the basic concepts of Kinesiology.
2. Relate the historical, ethical, and philosophical foundations of Kinesiology.
3. Analyze the philosophical approach to Kinesiology, Physical Education and Sport education.
4. Evaluate the past and present leaders in Kinesiology and Physical Education and their writings.
5. Identify some current trends and problems in Kinesiology, Physical Education and sports.
6. Analyze the pathways and requirements for career opportunities.
7. Classify the relationship between performance in the movement forms of sport, dance, and exercise and the conceptual foundations of the sub-disciplines.

Course Content:

(please number the outline of main topics and subtopics)

1. Overview of Kinesiology
 1. What is Kinesiology?
 2. Define Physical activity, exercise, and skilled movement.

3. Recognize the three sources of knowledge within Kinesiology

1. Experience
2. Scholarly
3. Professional Practice

2. The Spheres of Physical Activity Experience

1. Self-Sufficiency

1. Activities of daily living (personal behaviors)
2. Instrumental activities of daily living (more physically demanding)

2. Self Expression

1. Instrumental movements (attainment of a goal)
2. Expressive movements (express something about the individual)

3. Work

1. Ergonomics
2. Psychological demands

4. Education

1. Instruction in sport and exercise
2. Physical Education
3. Teaching physical education for physical fitness and sport skill development

5. Leisure

1. Physical activity
2. Watching sports
3. Aging and leisure activities

6. Health

1. Benefits of physical activity as it relates to overall health
2. Economic factors regarding sick vs. healthy population
3. Physical activity and its prominence in U.S. health objectives

7. Competition

1. Nature of competition - "strive together"
2. Differing ways of competition:
 1. Side-by-side activities (competitors do not interfere with one another)
 2. Face-to-face noncontact activities (maximize own chances and decrease opponents chances of winning)
 3. Face-to-face contact activities (thwart opponents efforts by direct physical manipulation)
 4. Impersonal competition (comparison of records)

3. Physical Activity Experiences

1. Signature of Humanity

1. Intelligence based physical activity
2. Ethically and aesthetically based physical activity
3. Flexibility and adaptability of physical activity
4. Improved performance through practice and training

2. Performance Experiences

1. Social environment (parents, peers, teachers, coaches)
2. Personal circumstances (geography, economic, personal)
3. Skill development (practice and learning)

3. Physical fitness defined

1. Measure and evaluation
 2. Type (motor behavior/fitness)
- ## 4. Quality and Quantity of physical activity
1. Task analysis
 2. Skill components for learning (open/closed skills)
 3. Types of practice (improving skills)
 4. Types of training (leading to conditioning)

5. Heredity and Experience

1. Abilities and/or experiences
2. Genetic factors
3. Human desire (incalculable ingredient of elite performance)

4. Subjective Experiences in Physical Activity

1. Components of Subjective Experience

1. Sensations and perceptions
2. Emotions and emotional responses
3. Knowledge and subjective knowledge
 1. rational (fact based)
 2. Intuitive (know without conscious reasoning)
 3. Psychoanalytic (deep seated desires, motivations, behavior)
 4. Mystical (experiences available to experienced performers in rare circumstances)
 5. Socratic (knowing our performance limits)

2. Intrinsic/Extrinsic approaches to physical activity

1. Extrinsic (value because it contributes to a more important end)
2. Intrinsic (internalization, motivation, control of behavior)

3. Factors Affecting Enjoyment of Physical Activity

1. Characteristics of the activity
2. Evenly matched
3. Clear goals and feedback
4. Competition
5. Disposition
 1. Competence in performance
 2. Extent of absorption of activity
 3. Control over the activity

6. Attitudes

1. Social experience

2. Health and fitness
3. Pursuit of vertigo (thrill from disorientation of the body)
4. Aesthetic experience
5. Cathartic experience (purging of pent up hostilities)
6. Ascetic experience (training programs that involve pain, sacrifice and self-denial)

4. Watching Sports as a Subjective Experience

1. Vicarious Participation (identification with a player or team)
2. Disinterested sport spectating (without emotional investment)
3. Game knowledge
4. Feelings towards competing teams/players
5. Human drama of competition (Olympics/Super Bowl)

5. Scholarly Study of Physical Activity

1. Philosophy of Physical Activity

1. Philosophical Claims
 1. Personal opinion
 2. Speculation
 3. Probable assertion (considerable amount of evidence)
 4. Truth assertion (assertions that are very difficult to question)

2. Philosophic issues

1. Metaphysics (distinguishing one thing from another, descriptive)
2. Epistemology (bias, perspective, objectivity, socialization)
3. Axiology (examines the value of things, judgements)
4. Ethics (how we ought to behave)

3. Research Methods

1. Inductive reasoning (limited number of examples to a broad, general conclusions)
2. Deductive reasoning (broad assumptions to identify conclusions)
3. Descriptive reasoning (essential qualities in one event)

4. Understanding Mind and Body

1. Materialism (complex machine)
2. Dualism (mind and consciousness)
3. Holism (both mechanistic and thoughtful sides, do not separate)

2. History of Physical Activity

1. Research Methods

1. Modernization Theory (during industrial Revolution)
 2. Human Agency (people actively involved in development of their own sport)
 3. Finding and Critiquing Sources
 4. Examining, analyzing and synthesizing the evidence
- ##### 2. Overview of knowledge in history of physical activity

1. First civilizations
 2. The near east, middle east, far east
 3. The Greeks
 4. The romans
 5. The Renaissance
 6. The German and Scandinavian influences
 7. The British Empire
 8. The United States
 1. 1840-1900: Industrialization, Civil War
 2. 1900-1950: Consumerism, immigration, economic depression, two world wars
 3. 1950-2012: electronic communication, global trade, Cold War, Korean War, Vietnam War, wars in Iraq and Afghanistan
 1. Participation in physical activity
 2. Physical activity professions
 3. Scholarly knowledge about physical activity
-
6. Sub-disciplines of Kinesiology
 1. A. The use, history , research methods of each sub-discipline
 2. Identify the relationship of each sub-discipline to sport, dance, and exercise
 3. Overview of each Sub-Discipline
 1. sociology
 1. Sociocultural kinesiology
 2. General theoretical approaches
 3. Sociocultural factors in participation patterns of physical activity
 1. Socialization- family, peer groups and school
 2. Gender relations
 3. Ethnic and racial factors
 4. Socioeconomic relations
 5. Cultural expressions
 2. Motor Behavior
 1. Neuromuscular control of movement
 1. Levels of control
 2. Nerve pathways
 3. Length-tension relations in muscle
 4. Voluntary/reflexive movement
 2. Models of motor control
 1. Open/closed loops
 2. Information processing
 3. Motor program theory
 4. Equilibrium

5. Dynamic pattern theory
3. Speed and accuracy of movement
 1. reaction time
 2. Hick-Hyman Law
 3. Movement time
 4. Fitts Law
4. Motor Learning
 1. Types of motor skills, factors affecting motor learning
 2. Types of motivation and importance of feedback
 3. Theories of motor learning
3. Sport and Exercise Psychology
 1. History of Sport and Exercise Psychology
 1. Griffith era in Sport Psychology
 2. 1960s and 1970s
 3. Modern Sport and exercise Psychology (1980s)
 2. Psychologic factors in human performance
 1. motivation
 2. concept of flow
 3. arousal
 4. challenges to inverted-U model
 3. Performance enhancement
 1. Mental preparation
 2. Theory and practice of imagery and mental practice
 3. Goal setting and tps of goals
 4. Guidelines for goal setting
 4. Exercise psychology
 1. Participation: exercise and activity
 2. Relationship of psychological stress to injury and injury rehabilitation
4. Biomechanics of Physical Activity
 1. Definition
 2. Linear Kinetics
 1. inertia
 2. Mass
 3. force
 4. Momentu
 5. Newton's 3 laws of motion and law of gravitation
 3. Angular Kinetics
 1. directional forces
 2. Torque
 3. levers

4. Moment of inertia
5. Angular momentum and motion
4. types of human motion
 1. Linear
 2. Angular
 3. General
5. Linear Kinematics
 1. Distance and displacement
 2. Speed and velocity
 3. Acceleration
 4. Vectors and scalars
 5. Projectile motion
6. Angular Kinematics
 1. Distance and displacement
 2. Speed and velocity
 3. Acceleration
 4. Motion vectors
5. Physiology of Physical Activity
 1. Energy utilization during movement and exercise
 1. Law of thermodynamics
 2. Metabolism
 3. Measurement of nutrients
 4. ATP and sources of ATP production
 5. Training to improve energy systems
 2. Fitness training techniques
 1. Specificity
 2. Overload
 3. Interval
 4. Strength and endurance training
 3. Cardiovascular adaptations to exercise
 1. Acute and chronic adaptations
 2. VO2 max
 3. Heart Rate
 4. Arterial-venous O2 difference in blood
 5. Blood pressure and flow
 4. Ventilatory changes with exercise
 1. Effects of strength and endurance training on ventilation
 2. Anaerobic threshold
7. Compare and Contrast Kinesiology programs and curricula
 1. Physical activity as the medium of learning
 1. Learning through vigorous and extensive movement

2. Learning through studying, discussing and contemplating movement
2. Knowledge and understanding
 1. The body of knowledge for Kinesiology
 2. Analyses of different movement patterns
 3. Formulation of values and development of appreciations
 4. Basic movement concepts and principles of pedagogy
3. Selection and classification of activities
 1. Nature of the student
 2. Needs of the student
 3. Capacities and limitations of the student
 4. Interests of the student
 5. Facilities available
 6. Capabilities of the staff
 7. Equipment needed
 8. Time allotted for Kinesiology
 9. Climate and geographical considerations
 10. Budget resources
4. Curriculum development
 1. Diagnosis of needs
 2. Formulations of objectives
 3. Selection of content
 4. organization of content
 5. Selection of learning experiences
 6. Organization of learning experiences
 7. Evaluation
5. Programs at each level
 1. The elementary school level
 2. The junior/middle school level
 3. The senior high school level
 4. The college and university level
 5. Lifetime programs
8. Comprehend the Preparation and Practice for Careers in Kinesiology
 1. Undergraduate professional preparation
 1. Broad based (science and humanities based) programs of study
 2. Continued involvement in collegiate sports, recreation, and athletics
 2. Graduate studies
 1. Research activities in Kinesiology
 2. Opportunities for writing and publication
 3. Coaching and teaching opportunities
 3. The credential program
 1. Teaching/coaching

- 2. Concomitant education
- 4. Continuing education
 - 1. Post-graduate education
 - 2. Leadership roles in continuing education
- 5. Settings, roles, trends and opportunities in related Kinesiology careers
 - 1. Health and Fitness Profession
 - 2. Therapeutic Exercise
 - 3. Teaching
 - 4. Coaching and sport instruction
 - 5. Sport Management
 - 6. Dance
 - 7. Recreation
 - 8. Research and Development
 - 9. Media

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture and demonstration will identify the multifaceted areas and career opportunities within kinesiology.
- **Method:** Film/video Viewing and Discussion
Integration: Video presentations will be implemented to identify the historical and philosophical topics of kinesiology.
- **Method:** PowerPoint Presentations
Integration: PowerPoint presentations will be used to guide class discussions regarding current trends and issues.
- **Method:** Homework
Integration: Homework will assigned to further expand topics developed within the lecture component.
- **Method:** Observation and Demonstration
Integration: Observations will be used to develop teaching styles used within the classroom. Students will then demonstrate their understanding of presenting a lesson to students in a classroom setting.
- **Method:** Readings
Integration: Readings from individuals within the field of Kinesiology will be used to further identify differing philosophies and career opportunities available.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Participation
- Integration:** Students will be evaluated on their successful participation in daily class discussions and class presentations to determine student understanding of the history, philosophy and current trends and issues as they relate to physical education, recreation, and sport.
- **Method:** Exams/Tests
- Integration:** Exams will be given in order test students' ability to synthesize information received through in class lecture, video and PowerPoint presentations and assigned readings.
- **Method:** Projects
- Integration:** Several written projects will be given to evaluate students' understanding of current trends and issues encompassed within kinesiology, physical education, recreation and sport.
- **Method:** Homework
- Integration:** Home Work will be assigned to students in order to research specific topics that may be of interest or controversial in nature.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Informational Interviews and observation assignment

Interview paper length: 2 pages or more in MLA format

- Interview at least 2 kinesiology professionals.
- Set up your appointments at least 2 weeks in advance.
- Each interview should take approximately 30 minutes.
- Please prepare a summary of your interview in a narrative format using the reaction paper guidelines below.
- Do not turn in a questions and answers report.

Interview with a Professional in Your Discipline

1. Where are you originally from?
2. Where did you complete your undergraduate and/or graduate academic studies?
3. What did you major in as an undergraduate?
4. What made you interested in _____ (the professional's discipline)?
5. What would you be doing now if you were not involved in _____ (the professional's current profession)?
6. Did you always know you wanted to be a _____?
7. Are you involved in any form of formal or informal research? (if "yes") Explain.
8. What factors were crucial to your decision to attend and earn a degree in the university and program of your choice?
9. What did you like best about the academic program you were part of? What did you like least? Explain.

10. What courses that you took in college best prepared you for your current job? What other courses would you have liked to have taken? Explain.
11. What common characteristic do you see in fellow professionals you interact with?
12. What advice do you have for aspiring future professionals in your field?
13. If you were in a position to hire a _____ what qualifications and qualities would you look for in this individual?
14. What professional organizations are you an active member of? How do you keep up with new developments in your field?
15. Where do you see yourself in five years?
16. What do you think the future for _____ (the professional's discipline) is?
17. Are there any interesting stories about your college days or your current work environment that you would like to share?
18. (If "yes") Follow-up with questions....
19. Would it be OK to give my professor (Dr. Frankl) your e-mail address and/or work phone number to be added to a database of professionals to be contacted in the future by other future professionals?

2. Careers in Therapeutic Exercise.

Reaction paper length: 2 pages in MLA format

A. Select one of the following careers in therapeutic exercise.

- Athletic Trainer
- Clinical Exercise Physiologist
- Occupational Therapist
- Physical Therapist
- Therapeutic Recreation Specialist
- Strength and Conditioning Specialist

B. Explore the recent increase in educational requirements for practicing professionals.

- For example,
 - Athletic trainers must now complete an accredited program rather than an apprenticeship program, and there is now a master's degree in athletic training.
 - Physical therapists will be required to have doctorates by 2020.

C. Report on:

- training,
- certifications,
- credentials,
- employment opportunities,
- salary, and so on, for the career you selected

Resources

American Physical Therapy Association www.apta.org/

National Athletic Trainers' Association www.nata.org

American Occupational Therapy Association, Inc. www.aota.org/

Board of Certification for the Athletic Trainer www.bocatc.org/index.php

American Academy of Physician Assistants www.aapa.org/
American Dance Therapy Association www.adta.org/
Career information at O*Net Online <http://online.onetcenter.org>
National Strength and Conditioning Association www.nscsca-lift.org/
American Association for Cardiovascular and Pulmonary Rehabilitation www.aacvpr.org/
Journal of Athletic Training www.nata.org/journal-of-athletic-training
Commission on Accreditation of Athletic Training Education www.caate.net
Athletic Training Education Journal www.nataej.org
U.S. Department of Labor: Recreational therapist www.bls.gov/oco/ocos082.htm
Cardiac Rehabilitation, Mayo Clinic www.mayoclinic.com/health/cardiac-rehabilitation/HB00017
PhysicalTherapist.com <http://physicaltherapist.com/>
All Allied Health Schools www.alliedhealthschools.com/
U.S. Department of Labor: Physical therapist www.bls.gov/oco/ocos080.htm
AthleticTrainer.com www.athletictrainer.com/
Physical Therapy Web Space <http://automailer.com/tws/>
Exercise instruction and kinesiology career opportunities
www.unm.edu/~lkravitz/Article%20folder/career.html
Therapy jobs www.therapyjobs.com/
NSCA Certification Commission www.nscsca-cc.org/

Textbooks:

- Hoffman, S.J., ED (2013). *Introduction to Kinesiology: Studying Physical Activity 4th edition* Human Kinetics. ISBN: 9781450434324

Other Resources:

- Floyd, R.T., & Thompson, Clem. *Manual of Structural Kinesiology 19th edition*. McGraw-Hill Education , 04-14-2014.

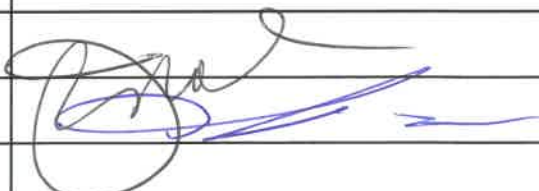

Minimum Qualification

- Physical Education (Masters Required)

Perris Union High School District

Course of Study

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If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">505130</div> (To be assigned by Educational Services)	Credentials Required to teach this course: <div style="border: 1px solid black; height: 25px; width: 100%;"></div> <p style="text-align: center;"><i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div> <p style="text-align: center;">Signature Date</p>	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Unit Value/Length of Course: <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Submitted by: Julie Zeriold Site: Educational Services Date: 11/05/2020	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		11/05/2020
Asst. Superintendent of Educational Services		
Governing Board		

