

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**01/22/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

**1. Prepared by:** \_\_\_\_\_

**2. Date submitted:** \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 03/05/19

**4. Department/discipline:** Physical Education

**5. Department(s) endorsement(s):** \_\_\_\_\_

**(Signatures of the person(s) providing the endorsement are required.)**

6. Course Title: Fitness through Walking

Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: PE 8. Course Level: 1042

9. Number of Credits: Lecture \_\_\_\_\_ Lab 1

10. Control Number (on site) 35 Control Number (online) 24

11. Catalog/Course description:

Introduction to walking as a means of fitness.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Students are expected to attend all lectures and working sessions, participate in all activities and discussion, listen to and follow directions, complete assignments on time, and request assistance when needed. Students are expected to assist with equipment when necessary. Attendance and class participation are critical in this class.

Special Information:

This class is intended for students of all ages and abilities. Any individuals who have not participated in physical activities are advised to consult a physician before participating. Any history of disease or disability requiring limited participation should be reported to the instructor.

Activity classes even under the safest possible conditions can be hazardous. Safety rules must be followed to minimize the risk of injury.

Other resources:

-Robert Sweetgall Walking Off weight-Video

-Relaxation Technique-audio tape

- Polar Heart Rate Monitor Use-Video
- Fitness for Life-video
- Sliderobics-video
- Sweatin' to the Oldies-video
- Step aerobics-video
- Yoga: stretches and relaxes-video
- Shopping with Susan-Susan Powter-video
- Covert Bailey's-Smart Exercise-video

Textbook:

Physical Fitness-A Way of Life, 5th Ed., Getchell, Mikesky, and Mikesky; Allyn & Bacon, 1998

Eating for Endurance: Coleman; Bull Publishing Co., 1988

**14. Course Content** (Provide an outline of major topics covered in course)

- General fitness components
  - muscular strength
  - muscular endurance
  - flexibility
  - agility
  - cardiovascular endurance-Heart Rate max/target
- Fitness Plan components
  - warm-up
  - stretching
  - frequency
  - duration
  - intensity
  - progression
  - cool-down
- Safety procedures
- Training programs:
  - biking
  - aerobic dance
  - jogging/running
  - rope jumping
  - par-course
- Nutrition and stress reduction
- Self testing activities
- Lecture/practice in class of above skills

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies.*

Course Learning Outcomes:

Upon completion of this course, students will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Demonstrate the physical, cognitive, fitness, and affective abilities necessary to participate in lifetime aerobic activity.	(B)	
Demonstrate a positive attitude toward physical activity.	(B)	
Demonstrate the knowledge and skills to develop and maintain an appropriate fitness level.	(B)	
Identify and appropriately apply terminology and safety techniques during a cardio respiratory fitness program.	(B)	
Demonstrate sound principals in planning an endurance conditioning program: appropriate activity, warm up/cool down, duration/intensity.	(B)	
Successfully measure fitness components: max and target heart rates, sit-reach flexibility, shoulder flexibility, cardiovascular endurance—3-mile Rockport walking test.	(B)	
Correctly apply during class workouts heart-rate palpitations or use of polar heart rate monitor, progress charting, warm-up and cool-down exercises, correct technique.	(B)	
Demonstrate a fundamental understanding of the human	(B, A)	

body with emphasis on the skeletal and cardiovascular systems.		
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**The following is a list of the Cultural Standards (if applicable):**

- E. GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- F. GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- G. ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
- H. AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
- I. DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
- J. ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
- K. ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Does this course require additional material for specific program requirements?

If yes, please provide.

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