

**Course Outline**

**COURSE:** KIN 89C                      **DIVISION:** 40                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2015                      **CURRICULUM APPROVAL DATE:** 10/13/2014

**SHORT TITLE:** STABILITY BALL TRNG - LEVEL 3

**LONG TITLE:** Stability Ball Training - Level 3

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 OR 1	18	Lecture:	0	0
		Lab:	1.5 OR 3	27 OR 54
		Other:	0	0
		Total:	1.5 OR 3	27 OR 54

**COURSE DESCRIPTION:**

This course is designed to increase overall fitness using a stability ball. The class will focus on advanced level exercises used for strengthening core muscles and developing endurance and balance. Students will supply their own stability ball and exercise mat. This course has the option of a letter grade or pass/no pass.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 04 - Laboratory/Studio/Activity

**STUDENT LEARNING OUTCOMES:**

1. Demonstrate eight (8) advanced level core strengthening and balance exercises using the stability ball.

Measure: performance

PLO: 4

ILO: 7,2,6

GE-LO: E1,A1

Anticipated Year of Assessment: Fall 2015

2. Increase their core muscular strength/endurance by 15% - 20%.

Measure: pre and post testing, performance

PLO: 4

ILO: 7,6

GE-LO: E1

Anticipated Year of Assessment: Fall 2015

#### PROGRAM LEARNING OUTCOMES:

After completing the Kinesiology major a student will be able to:

1. List and describe five career options available in the field of kinesiology.
2. Describe and critically analyze the role of physical activity and its impact on health, society and quality of life.
3. Discuss the history and broad content within the discipline of kinesiology and develop skills to enable the synthesis of concepts across disciplines.
4. Identify critical elements of motor skill performance, combine motor skills into appropriate sequences for the purpose of improving skill learning, and demonstrate competent motor skill performance in a variety of physical activities.
5. Identify the skeletal and muscular structures of the human body.
6. Utilize measurement concepts (qualitative and quantitative) to assess student/client performance and program effectiveness.
7. Describe and demonstrate effective verbal and nonverbal communication skills.

#### **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 10/13/2014

3 - 6 Hours

Content: 3 - 6 Hours: Course overview, including learning outcomes, course requirements, and grading. Pre-test to determine a baseline for each students' current core muscular strength, endurance, and balance. Review stability ball exercises presented in level 2.

Student Performance Objectives (SPO): Students will participate in the pre-test fitness assessment. They will demonstrate the stability ball exercised presented and participate in class workouts.

Out-of-Class Assignments:

3 - 6 Hours

Content: Introduce advanced level exercises which combine working the abdominal muscles as well as improving balance using the stability ball. These exercises could include: reverse crunch, ball jackknife, ball table top, and ball bridge T fall-off. Introduce advanced level exercises for the chest (pectorals) and shoulders (deltoids) which also help develop stability ball balance. Such as: ball chest fly - one-at-a-time and ball rear deltoid raise - lying sideways.

Student Performance Objectives (SPO): Students will demonstrate the new exercises presented. They will participate in class workouts.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Continue working on stability ball exercises presented to date. Increase the number of seconds and repetitions each exercise is performed in order to improve muscular endurance. Vary exercises and combine several together to increase difficulty. Introduce advanced level exercises for

the legs (hamstrings and quadriceps). Such as: sideways ball squat on wall and one-legged ball squat on wall.

Student Performance Objectives (SPO): Students will participate in class workouts and demonstrate the new exercises presented for the legs. They will perform 2 - 3 advanced level stability ball exercises in combination working at least two core muscle groups.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Introduce advanced level exercises for the back (latissimus and trapezius), such as upside down ball row. Continue working on increasing core muscular strength and endurance and improving balance by combining 3 - 5 exercises in a sequence.

Student Performance Objectives (SPO): Students will perform the new exercises introduced. They will increase the number of seconds and/or increase the number of repetitions each exercise is performed.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Continue performing all exercises presented. Add different variations to the exercises to increase the difficulty as well as performing 3 - 5 exercises in combination. Present some challenging very advanced level exercises, such as: shock lockout, kneeling on the ball, ball bounce, and advanced plank.

Student Performance Objectives (SPO): Students will perform two different advanced level exercises for each of the muscle groups presented. They will participate in class workouts.

Out-of-Class Assignments:

6 - 12 Hours Content: Introduce a sequence of advanced level stability ball exercises that can be performed to help develop the students' core muscular strength, balance, and muscular endurance. Examples are: Set 1 - side bridge on forearm, bridge with hip roll, swim kick with one hand support, one sided hand walking, pike push up, seated leg raise, ab crunch, oblique crunch, and squat leg raise or Set 2 - side bridge, bent leg raise, side to side jump, push ups, reverse plank twist, trunk roll, bilateral leg raise, hand off, reverse bridge twist with leg raise, and squat leg raise. Fitness assessment post-testing will be completed.

Student Performance Objectives (SPO): Students will demonstrate a sequence of 4 - 8 advanced level stability ball exercises. They will participate in class workouts, complete the self-assessment, and perform post-testing.

2 hours

#### **METHODS OF INSTRUCTION:**

guided practice, demonstration, discussion

#### **METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 5 % to 20 %

Other: journaling, written self assessment

Category 2 - The problem-solving assignments required:

Percent range of total grade: 0 % to %

Category 3 - The types of skill demonstrations required:

Percent range of total grade: 20 % to 40 %

Performance Exams

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 0 % to 20 %

Multiple Choice

True/False

Category 5 - Any other methods of evaluation:

Requires student participation. Percent range of total grade: 50 % to 70 %

**REPRESENTATIVE TEXTBOOKS:**

No textbook required.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201530

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: KIN

CSU Crosswalk Course Number: 89C

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 1

Minimum Hours: .5

Course Control Number:

Sports/Physical Education Course: Y

Taxonomy of Program: 127000