



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000598482		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	10/25/2018	11/13/2018
Correspondence Ed.		
Distance Ed.		

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Brian Thiebaut			
CB01 - Subject and Course #: ATH 100			
CB02 - Course Title: Pre-Season Conditioning for Intercollegiate Basketball			
New Course: <input checked="" type="checkbox"/>		Non-Substantial: <input type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input checked="" type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input checked="" type="checkbox"/> CSU-GE	
		<input checked="" type="checkbox"/> IGETC	
Lecture Hours:		Laboratory Hours: 27 - 162	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 0.5 - 3.0			
Prerequisites:			
Co-requisites:			
Advisories:			
CB03 - TOP Code:		0835.50 - Intercollegiate Athletics	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		B - Transferable to CSU only	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		E - Non-Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		2 - Not Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- ☒ Face-to-Face – Section B
☐ Correspondence Education – Section C
☐ Distance Education – Section D

JUSTIFICATION OF NEED:

The course provides the necessary pre-season conditioning to prepare the basketball player for the competitive season and to reduce the risk of injury.

CATALOG DESCRIPTION:

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

COURSE OBJECTIVES:

1. Assess fitness level for competition.
2. Acquire increasing cardiovascular endurance, flexibility, strength and muscle size.
3. Improve basketball fitness through weight training and aerobic conditioning.
4. Apply kinesiology principles of sport motion to enhance physical strength in particular muscle groups.
5. Measure improvement and apply needed resistance or intensity to maximize efficiency in workouts.
6. Improve individual defensive and offensive basketball skills.
7. Improve individual defense and understand its importance in team defense.
8. Acquire the defensive tactics of basketball.
9. Acquire the offensive tactics of basketball.
10. Describe the theory of conditioning as it relates to the development of individual training programs.
11. Apply principles of cardiovascular fitness to enhance and support a training program.
12. Employ goal-setting techniques in establishing an individual fitness program.
13. Acquire skill in proper safety procedures and techniques while training.
14. Illustrate proper etiquette and acquire the ability to relate with others while training.

STUDENT LEARNING OUTCOMES:

1. Evaluate strength and fitness levels for competition using standard fitness testing.
2. Identify and apply exercises used in motion as related to basketball.
3. Design, implement and evaluate a personalized training program for athletes.
4. Demonstrate an understanding of safety techniques and training etiquette.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Course overview
2. Initial fitness assessment
3. Cardiovascular evaluation, program building and implementation specific to basketball
4. Quickness and agility drills
5. Flexibility enhancement
6. Weight training
7. Skill development: basketball-specific; whole-part-whole breakdown of skills; visualization
8. Basic team tactics of offensive and defensive principles in game-like situations
9. Basketball-specific team oriented activities
10. Plyometric and speed training exercises
11. Evaluation of skills: endurance; strength; flexibility; knowledge of team tactics.

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

Because this is a lab-only course, the following activities are identical to the Course Topics listed above:

1. Course overview
2. Initial fitness assessment
3. Cardiovascular evaluation, program building and implementation specific to basketball
4. Quickness and agility drills
5. Flexibility enhancement
6. Weight training
7. Skill development: basketball-specific; whole-part-whole breakdown of skills; visualization
8. Basic team tactics of offensive and defensive principles in game-like situations
9. Basketball-specific team oriented activities
10. Plyometric and speed training exercises
11. Evaluation of skills: endurance; strength; flexibility; knowledge of team tactics.

3. Examples of reading assignments:

Printed materials on topics such as fitness, skill development and basketball team tactics.

4. Examples of writing assignments:

Written assignments on topics such as:

1. Developing an individual strength and skill building program
2. Conducting fitness and skill assessments

5. Appropriate assignments to be completed outside of class:

Typical homework assignments may include reading of handouts issued by the instructor, and practicing basketball skills and drills learned in class.

6. Appropriate assignments that demonstrate critical thinking:

Develop and implement an individual fitness and skill development program and evaluate the results.

7. Other assignments (if applicable):

☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

The instructor will engage students through lecture, group discussion, conditioning exercises and court activities.

2. Describe the methods of evaluating of student performance.

The student will be evaluated by: 1) pre- and post-test fitness testing in muscular strength; cardio-respiratory endurance and flexibility; 2) written tests on the theories of conditioning; and 3) skills testing.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

The student will be evaluated by: 1) pre- and post-test fitness testing in muscular strength; cardio-respiratory endurance and flexibility; 2) written tests on the theories of conditioning; and 3) skills testing.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☒ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)**Correspondence education**

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.**2. Describe the methods of evaluating student performance.**

3. Describe how regular, effective contact between the instructor and a student is maintained.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

6. Describe how the confidentiality of the student's work and grades will be maintained.

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

☒ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

2. Describe the methods of evaluating of student performance.

3. Describe how regular, effective contact between the instructor and a student is maintained.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

6. Describe how the confidentiality of the student's work and grades will be maintained.

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Reading materials as assigned by the instructor

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____