



PE-119: EXERCISE WALKING

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

PE - Physical Ed

Course Number

119

Course Title

Exercise Walking

Short Title

Exercise Walking

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

1.00

Total Units

1.00

Hours**Lab Contact Hours**

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

48 - 54

Total Out of Class Hours

0 - 0

Total Student Learning Hours

48 - 54

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

No

Catalog Description

This course will provide students the opportunity to participate using the number one exercise in the United States - Exercise walking. This course will produce improved aerobic capacities, health and fitness levels, and gain updated knowledge regarding health, fitness and nutrition.

Codes

TOP Code (CB 03)

0835.10 - Physical Fitness and Body Movement

CIP Code

31.0501 - Health and Physical Education/Fitness, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Kinesiology (Masters Required)	Or
Physical Education (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective
1. Identify and apply appropriate footwear, equipment and technology used in exercise walking.
2. Design a personalized walking program using the FIIT principle (frequency, intensity, time, and type).
3. Analyze nutritional habits and develop a plan that supports individual walking goals and overall wellness.
4. Evaluate common walking technique errors and demonstrate corrective strategies to improve efficiency and safety.
5. Demonstrate correct stretching, walking, and strength techniques and apply these techniques within their daily regimen of activity.
6. Assess the physical, mental, and social benefits of maintaining a lifetime walking program.
7. Analyze individual fitness capacities through the pre, mid, and post appraisal testing.
8. Adapt walking programs to promote equitable, inclusive participation among diverse populations, considering factors such as age, ability, culture, gender, and socioeconomic access. Reflect on strategies to promote inclusive, lifelong participation in walking.
9. Evaluate the physical and mental health benefits of walking.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will demonstrate proper walking mechanics and correct errors.
2. Students will design a personalized walking program that incorporates measurable goals.
3. Students will analyze results of fitness appraisals to measure improvements in endurance, strength, flexibility, and body composition.
4. Students will reflect on walking as a lifelong, inclusive practice and its role in overall wellness.

Content

Course Lab Content

1. Health Appraisal, Hydration, and Safety
 - a. Conducting pre-activity health screenings and risk assessments.
 - b. Understanding environmental and seasonal safety concerns (heat, air quality, terrain).
 - c. Adapting safety protocols for older adults and individuals with chronic health conditions.
 - d. Strategies for ensuring hydration and managing physical limitations or disabilities.
2. Walking Mechanics
 - a. Gait analysis: evaluating stride, posture, and arm swing.
 - b. Identifying and correcting inefficient or unsafe movement patterns.
 - c. Inclusive coaching techniques for participants with mobility differences, prosthetics, or joint limitations.
3. Fitness Appraisal and Tracking
 - a. Conducting pre-, mid-, and post-fitness assessments (VO#, body composition, flexibility, strength).
 - b. Using step counters, apps, and wearable technology for individualized data.
 - c. Modifying assessments for students with physical limitations or limited access to technology.
4. Equipment and Technology
 - a. Selecting appropriate shoes, reflective gear, hydration tools, and pedometers.
 - b. Using technology (apps, GPS, smartwatches) to monitor intensity and progress.
 - c. Exploring affordable or low-tech options to ensure equitable participation for all students.
5. Walking Programs and Progressions
 - a. Designing beginner to advanced walking schedules, including treadmill and race walking variations.
 - b. Integrating walking routines for various fitness goals: cardiovascular endurance, weight management, mental wellness.
 - c. Modifying programs to accommodate differences in age, ability, cultural context, and accessibility of walking environments.
6. Benefits of Walking
 - a. Evaluating physical health benefits: cardiovascular endurance, weight management, flexibility.
 - b. Discussing mental and emotional health benefits: stress reduction, mindfulness, mood regulation.
 - c. Connecting walking practices to community wellness, equity, and inclusion.
7. Inclusivity and Adaptation in Walking
 - a. Adapting walking programs for diverse populations—considering age, gender, race, socioeconomic status, and physical ability.
 - b. Exploring community and cultural differences in access to safe walking spaces.
 - c. Developing advocacy strategies for inclusive fitness environments and equitable wellness opportunities.

Methods of Instruction

Method

Lecture

Integration

Lectures will introduce walking mechanics, safety, and health concepts while addressing diverse needs related to age, fitness level, and cultural perspectives. Instruction will include guidance on adapting walking programs for students with different physical abilities and access to resources.

Method

In-class Exercises

Integration

Students will engage in fitness appraisals (pre, mid, post) and guided walking drills during class. Exercises are scaffolded to support students with diverse fitness backgrounds or mobility challenges, ensuring all can participate meaningfully.

Method

Observation and Demonstration

Integration

Instructor and peer demonstrations of gait, posture, stretching, and walking technique will be observed by students. Demonstrations will include variations and modifications for individuals with differing physical abilities or mobility limitations.

Method

Discussion

Integration

Class dialogue will explore walking myths, environmental and social barriers to physical activity, and cultural perspectives on wellness. Students are encouraged to share experiences, challenges, and strategies from diverse backgrounds in relation to walking as fitness.

Method

Individualized Instruction

Integration

The instructor will provide one-on-one feedback, modifications, and goal-setting tailored for each student's needs, incorporating adaptive strategies for disability, age, equipment access, or health conditions.

Methods of Evaluation**Method**

Homework

Integration

Homework submissions will include a monthly written reflection summarizing walking sessions, fitness goals, and self-assessments. Prompts encourage students to relate their progress to personal identity, community access to physical activity, and equitable wellness opportunities.

Method

Papers

Integration

Students will complete written analyses connecting exercise, nutrition, and wellness behaviors. Assignments will include a DEI component exploring how cultural, socioeconomic, or physical factors influence participation in walking and overall health.

Method

Class Participation

Integration

Participation will be evaluated through active engagement in walking sessions, discussions, and peer feedback. Evaluation emphasizes inclusion, cooperation, and respect for diverse abilities and experiences rather than competitive performance.

Method

Exams/Tests

Integration

Written exams will assess knowledge of walking mechanics, safety, hydration, and fitness concepts. Questions will measure understanding of inclusive practices and adaptations for varying physical abilities, ages, and backgrounds.

Method

Projects

Integration

Students will develop a personalized walking plan integrating fitness goals and community engagement strategies. Evaluation will consider creativity, inclusiveness, and the ability to adapt walking programs for diverse populations.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Walking Technique Self-Assessment. During class, you will participate in walking drills and record a self-assessment checklist focusing on posture, stride, arm movement, and breathing. After completing the drills, write a short reflection describing one improvement you made and one area you plan to focus on next week. This activity helps you build self-awareness and supports diverse learners by allowing reflection through movement, writing, or verbal discussion.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Walking Journal Portfolio. You will track your walking activity for four weeks using a journal or fitness app. Record time, distance, heart rate, and personal observations for each session. At the end of the period, summarize your results, discuss any challenges you faced, and connect your findings to concepts from *Walking for Fitness* (DK, 12-Week Programs), 2024. DK Publishing. ISBN 9781465483602.

You may include written notes, photos, or digital logs to demonstrate progress and learning in the format that best fits your abilities and resources.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Inclusive Fitness and Wellness Analysis. Research how walking programs can be adapted for diverse populations, including older adults, individuals with disabilities, or those with limited access to safe walking environments. Write a 2-page paper or create a digital presentation analyzing strategies that promote inclusion, accessibility, and equity in community fitness. Discuss how walking can serve as a lifelong, inclusive activity that benefits physical and mental health for all people.

Course Materials

Textbooks

Walking for Fitness (DK, 12-Week Programs), 2024. DK Publishing. ISBN: 9781465483602

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Walking is a universally accessible practice that supports participation across age, ability, culture, and socioeconomic contexts. The course explores how environmental and resource inequities influence walking access (e.g. safe infrastructure, mobility aids, terrain). Instruction integrates adaptive walking techniques, pacing modifications, and assistive options for students with mobility challenges or health conditions. Nutrition, wellness, and stress-management content include diverse cultural dietary practices and recognize systemic health disparities. Overall, the course intentionally models inclusive and equitable approaches to movement, supporting students in connecting fitness practices to their identities, communities, and life circumstances.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments, instruction, and evaluations are designed to meet the needs of diverse learners through multiple modalities, flexibility, and culturally responsive strategies. Reflection journals, peer feedback, and digital logs allow students to express progress in writing, verbal, or visual formats that align with their strengths. Instruction uses adaptive walking sessions, accessible pacing, and inclusive group structures to support learners across fitness levels, mobility differences, and cultural backgrounds. Evaluation emphasizes growth and mastery, offering revision and alternate formats to accommodate different abilities and learning styles. Interactions

encourage respectful sharing and reflection, connecting course content to students' lived experiences and promoting empathy across cultural and socioeconomic divides.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will participate in peer observation and feedback during walking labs, using checklists to evaluate gait, posture, and stride. Small group activities and partner walking sessions encourage collaboration, communication, and support across diverse fitness levels.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will provide individualized feedback on walking technique, review fitness assessments, and guide students in setting realistic personal goals. Regular check-ins, demonstrations, and formative assessments ensure that each student receives direct coaching and encouragement.

Explain how the course will incorporate student-to-content interaction.

Students will engage with walking-related content through structured labs, fitness tracking apps, readings, and reflection activities. They will apply course material directly by practicing techniques, completing fitness appraisals, and designing personal walking programs.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will track their progress through journals, self-reflections, and fitness logs. They will evaluate feedback, set new goals, and reflect on how walking contributes to their personal health and wellness, promoting lifelong fitness awareness.

Key: 2504