Cluster Proposal

Body in Motion – Cluster for Kinesiology Major

1. What is the theme you propose for your group of courses? In what way to you think this theme speaks to issues important to our freshman population? To the University’s mission?

*Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its educational programs and activities the University strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities.*

The theme of this cluster is the Body in Motion. Kinesiology is the study of human movement and physical activity and is a broad discipline that spans from the humanities to the behavioral and social sciences to the life sciences. Kinesiology prepares students for a wide array of careers in allied health fields such as Physical Therapy, Occupational Therapy, Chiropractic and Exercise and Wellness which are certainly meaningful life careers in our aging population. Also with the relatively new emphasis on childhood inactivity, these career options are in definite need in our nation. Also Kinesiology is one of fastest growing majors on campus and in the United States. The majority of our 700 majors in Kinesiology house themselves within either the Therapeutic Studies option or the Exercise, Nutrition, & Wellness option. Both of these options rely heavily on a base in the biological sciences. Due to the recent approval of the Transfer Model Curriculum that now includes Introduction to Kinesiology and the requirement in our two largest options that students take Human Anatomy and Physiology I and II (Biol 2010, 2020).

While the major is very broad and relies heavily on parent disciplines for theoretical and conceptual frameworks, all movements, large and small, simple and complex are a result of complex interactions of anatomical and neurophysiological components. Historically, Kinesiology grew out of the life sciences in the late 60’s before expanding its boundaries to the social/behavioral and humanities areas. Thus anatomy and physiology serve as basic courses that allow our students to move onto functional movement classes such as Structural Kinesiology, Biomechanics, and Exercise Physiology. In addition, students take courses in the humanities, and social/behavioral science areas.

This schematic show the layout of the Kinesiology major. Since this Cluster will provide a logical sequence into the Anatomy-Physiology series, the course will touch on life science areas but put greater emphasis on behavioral/social sciences areas and humanities but still provide lead-in to the first AP course.
2. List the three courses

**KIN 1611 Introduction to Kinesiology (4)**
Study of human movement from a humanities, social science, and life science perspective. Topics: history; biomechanics/exercise physiology; skill learning; psychological/sociological factors. Career opportunities: health fields (i.e., physical and occupational therapy); exercise professions (i.e., rehabilitation and wellness); educational (i.e., teaching and coaching).

**BIOL 2010 Human Physiology and Anatomy I (5)**
An integrated approach to essential concepts of human physiology and anatomy. Analysis of skeletal, muscular, sensorimotor, cardiovascular and respiratory systems

**BIOL 2020 Human Physiology and Anatomy II (5)**
An integrated analysis of physiology and anatomy of the integumentary, autonomic and central nervous, endocrine, urinary and reproductive systems and of the blood and special senses. Coverage of histology, metabolism, and thermoregulation.

3. Explain how the theme will integrate course content in each course.

After discussion with the Director of General Education and the Chair of Biology it became evident how we could better integrate and prepare Kinesiology students for the first Physiology and Anatomy class.

- Coordinate with the BIOL 2010 instructor and determine what key concepts about the skeletal system, muscular system, nervous system, cardiovascular system and respiratory system could be introduced in KIN 1611 to spark interest in these topics for the Biology class. By introducing why these various systems are important for movement in activities related to kinesiology, students may have a better understanding of why these concepts are important.
- The Kinesiology program currently has a fairly elaborate peer tutoring program. We could identify all the students who move into to the rather large classroom in BIOL 2010 and set up group peer tutoring assistance in Kinesiology. Not only would this help with the competencies acquired in the Biology class, it would also bring students into the Kinesiology department early in their careers (since most classes are upper division) and perhaps help with student retention.
- Kinesiology could also recruit graduate students to apply for position as GS instructors that would further assist in the advising of students.

4. Explain how each course will support student learning of each of the cluster's lower division general education area learning outcomes.

5. While the KIN 1611 course spans the humanities, social/behavioral and life science areas the emphasis here will be to spark and introduce students to various biological systems that will help them and interest them in Physiology and Anatomy but will have a heavy emphasis on the social/behavioral side of Kinesiology so it can satisfy requirements for Area D. Attached find application for Into to KIN 1611 (same as KIN 1610) to fulfill this area.

6. Attach course outlines for the three courses.