Application for General Education Credit
for Lower Division Social Science Course (Area D1-3)

Course title: Introduction to Kinesiology   Course number KIN 1610, KIN 1611 (If in cluster)
Maximum enrollment 45

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible in your explanations, describing topics, readings, assignments, activities and assessments that illustrate how the course supports students' acquisition of the learning outcomes. Remember, there may be no one on the review committees who has any knowledge of your discipline. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template to address ALL of the following learning outcomes.

Courses in this area acquaint students with fundamental principles and methods of inquiry, theoretical problems, and applications grounded in social science disciplines whose field of study is human behavior in its social environment.

1. Students will demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from at least three social or behavioral sciences in the study of human behavior, individually and in society.
   State at least two standard or basic theories and models
   a.) One primary theoretical framework that is used in psychology and also kinesiology of social cognitive theory or self-efficacy theory (Bandura, 1977). This theoretical framework is used extensively to explain how individuals modify either physical or psychological skills as a function of watching either other individuals (modeling) or themselves (self-modeling). This theoretical framework has been used extensively to modify a host of behaviors from social behaviors to health related behaviors.
   b.) Cognitive Evaluation Theory – helps explain the influence of extrinsic rewards on intrinsic motivation (Deci & Ryan, 1985). CET is a subtheory of Self-Determination Theory that focuses on the need for competence, relatedness, and autonomy. This theory was developed to explain the variability in intrinsic motivation (behaviour for its own sake), which is critical for fostering an affinity for education, the arts, and lifelong physical activity, just to name a few domains.

Define key disciplinary terms
Self-efficacy (situation specific self-confidence) is influenced by four antecedent categories of variables – performance accomplishments, vicarious experiences, verbal persuasion and physiological states, which influence efficacy expectations in turn influencing performance.

External Rewards and Intrinsic Motivation – Rewards can have two functional components – controlling aspects and information aspects. Depending on how rewards are perceived, intrinsic motivation will change.

Identify professional applications of disciplinary concepts

Comment [VL1]: I’m not sure if people without a psych background would really comprehend what the controlling and information aspects are and how they are relevant to the definitions of external rewards and intrinsic motivators. Just a thought!!
Both of the above theories are used extensively in kinesiology to explain how interventions can be used to modify various behaviors (e.g., overcoming barriers, such as time constraints, negative mood, or fatigue, that may typically result in non-adherence to an exercise program) or why individuals may stay or drop out of a sport or exercise program. Equipping students with a basic understanding of these psychological processes, and likewise fostering development of mental tools that can be used to increase the odds of persistence towards an exercise goal, would undoubtedly have positive downstream physical and psychological outcomes.

2. Students will demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines.

Identify key research issues

Key research interests focus on experimental versus correlational research as well as using qualitative and quantitative approaches to collect data on research questions.

Describe how hypotheses or research questions are formed

Hypotheses and research questions can be formed in a variety of ways but emphasis will be placed on using a conceptual or theoretical framework to help answer questions.

List examples of data that are examined

Case study of a family member or friends and their engagement or non-engagement in physical activity, oral history of a family member and their involvement or non-involvement in physical activity, public data on body composition from the Centers for Disease Control, etc.

Describe how data are analyzed

Qualitative data can be analyzed by creating themes for oral data collected and quantitative data is analyzed using traditional parametric statistics (i.e., a basic t-test). Students would benefit from gaining an insight on how data can fuel answers to key questions, and how we can say with a significant amount of certainty that we believe something to be true/untrue.

c.) Students will demonstrate, orally and in writing, the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global.
These learning outcomes can be approached in Kinesiology through the Sociology of Physical Activity, History, and Philosphic areas. For example, females in some societies may have extreme limitations on the type of physical activity that they can participate in due to dress codes and cultural norms. From a kinesiological perspective inclusiveness then becomes an important issues for students to understand when they move on to various allied health fields or teaching fields. Students will also critically examine and discuss the origin of sports ethics, and what values are important from a developmental perspective (i.e., the value of a sportsmanship orientation over a win-at-all-costs orientation)

4. Students will demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States.

Student will examine sport participation patterns and physical activity rates in countries abroad. For example, students are exposed to a detailed analysis on why there are so many active bicycle commuters in Copenhagen, Denmark. Specifically, public policy initiatives are explored from both a macro- and micro-perspective (i.e., how the built-environment is altered through infrastructural modifications to promote sustainable and safe bike pathways). For example, research has demonstrated a 30% reduction in mortality among Danish citizens who commute to work daily via bicycle. Implications for the local community and broader USA are discussed.

Additionally global nutritional considerations and food preparation techniques from various counties are explored and contrasted with the typical American diet. These countries include: Sweden, Germany, Canada, Israel, Italy, Greece, Spain, Japan, and Singapore. International diversity in ‘food at the home’, ‘food at school’ and ‘food on Main Street’ is explored.

5. Students will demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting US society as applied to human behavior. (Possible areas include: biomedical and health issues, class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)

Students are required to submit two reflections describing how they can use the principles learned in class to make a difference for themselves, their families, or their communities. Possible reflections topics include, but are not limited to: i) contrasting inductive vs. deductive reasoning from an epistemological point of view, ii) how we can keep aging older adults more self-sufficient using the latest physical activity interventions, iii) why Title IX (the prohibition of discrimination in collegiate sports) favorably affected young, female athletes, iv) how we can overcome barriers limiting minorities from advancing to leadership roles in sport, v) how we can use modern
neurophysiological methodology to investigate the incidence of and diagnose football concussions, vi) how goal-setting can become an invaluable tool for reaching one’s potential from a health & wellness perspective, etc.