Approved by Department Chairs:

Signature ___________________________ Department ___________ Date ___________ 4/4/2014
Signature ___________________________ Department HRT Date 4/4/2014
Signature ___________________________ Department ___________ Date ___________

Approved by College Dean/Associate Dean from each participating college:

Signature ___________________________ Date 4/4/14
Signature ___________________________ Date 4/4/14
Signature ___________________________ Date

Signatures of three faculty members: Ideally, the person who will teach the courses will participate in the cluster planning. However, recognizing the staffing difficulties departments face, the faculty member who plans the cluster must agree to provide a thorough orientation to the expectations and methods developed for the learning community to the actual instructor. If monies are available, faculty should be available for meetings in the late spring to plan integration points in the yearlong curriculum.

Signature ___________________________ Date 4/4/2014
Signature ___________________________ Date 4/4/2014
Signature ___________________________ Date 4/4/2014

Signature ___________________________ Date

Proposals should be submitted as soon as possible and no later than Friday, April 4, 2014. Please submit proposals to sally.murphy@csueastbay.edu and linda.beebe@csueastbay.edu.
Cluster Proposal
Taking Charge of Your Life- Pursuing Balance

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

Taking Charge of Your Life- Pursuing Balance

Theme- Taking Charge of Your Life- Pursuing Balance

Navigating life is challenging at best and many students are so focused while in college on gaining a career that they sometimes miss critical information about life. This cluster will help explore the ways to maximize their time to create the best life possible. Through learning about wellness (physical, nutrition, financial and leisure) each student will explore what works best for them and how they will create a life plan that can help them achieve the “good life”. Wellness is critical to communities as well. Students will explore and develop ways to help our community (Hayward Promise Neighborhood) to gain greater competence in how to live a more healthful life. The culminating project will be a workshop or series of workshops on wellness to be presented in the HPN schools. This cluster supports student’s journey to a productive life so they can “apply their education to meaningful lifework, and to be socially responsible contributors to society”.

Since all students have to eat, move, work, manage money, and have things that bring them pleasure, they already have experienced these concepts in their life. Sometimes however, how they were using them did not result in the “best” or optimal experience. This cluster will help students critically analyze their behaviors, habits, thoughts and actions in relationship to the way the student would like to live. Knowledge, discipline, and experience all help establish healthy patterns. Each professor will guide the students through learning exercises to improve knowledge and performance in life.

Throughout the year the cluster will meet to experience what good nutrition, exercise, financial and leisure health looks like. The culminating experience will be a special event for Hayward Promise Neighborhood where the students will conduct workshops teaching the concepts they have learned throughout the year. This is a mixed cluster covering, B4 Quantitative Reasoning, B3 Natural Science and D1-3 Social Science.

2. List the three courses (prefix, number, title, units)
   - FIN 2400 Personal Finance 4
   - KIN 1626 Nutrition and Performance 4
   - REC 2400 Leisure, Self and Society 4

3. Explain how the theme will be used to integrate course content in each course. If appropriate, please describe how students will be involved in researching the theme and when in
the year that will happen. (Describe the contribution of each discipline’s perspective on the theme that will help create a coherent learning experience for the students.) A well thought out commitment to student research in the cluster will be a bonus for consideration.

Wellness is not the absence of disease but as the National Wellness Institute define it as an active process of becoming aware of and making choices toward a more successful existence (National Wellness Institute, 2014). The foundation of a well-lived life is having the money to support your needs and also afford your enrichment activities, FIN 2300 will teach students how to wisely manage their own financial resources, how to live independently and to responsibly take care of their financial wellness. That more successful existence covers more than nutrition, exercise and leisure. If your whole life is not in order, all other aspects will be out of balance. Our theme of achieving a balance will include a holistic view that in compasses finances as well as nutrition, exercise, and finding joy.

Personal Finance is a class that provides students with much needed training in matters of personal finance. This course covers the following perspectives: influence of legal and regulatory issues; ethical issues; written and oral communication; and social issues. This course will help students develop oral communication skills, develop analytical/critical thinking, and encourage social responsibility through personal assessments, learning activities, and community projects.

Kinesiology is the study of human movement and takes a multi-disciplinary approach that spans from the humanities to the social and behavioral sciences to the life sciences. Everyone has had experience moving (participating in physical activity) whether it be in recreational activities or high-level competition. Kinesiology examines a person’s interpretation of their participation and feeling about their body and socio-cultural patterns that may influence choice (humanities), how skills are acquired throughout the lifespan and psychological variables that may impact performance (social, behavioral sciences), as well as the biomechanics of movement and how exercise impacts one’s physiology (life science). Students will be given a sampling of how to study movement from each of these perspectives with an emphasis on a social science approach. Their service learning opportunities will involve exercise and play with students in a school or after school program and over the year they can see what effect they have on others.

Recreation examines the importance of leisure to the perception of satisfaction with life. Leisure is experienced both on a psychological and sociological level. Students will explore leisure from both an individual and group level. In cultures around the world leisure is experienced differently but results in the same benefit. Students will examine how leisure is practiced in cultures through qualitative research by interviewing family, and through library research. Research shows that a person’s perception of life depends on how well they enjoy their leisure. Freedom is the essence of leisure and through the experience of freedom we become our most authentic self. By learning about different theories (flow, holistic, reactance arousal) and philosophies (state of mind, state of being, Time) of leisure, students will form what they believe
about their own expression of leisure. Through designing and leading activities in afterschool programs and other community recreation settings, the students will discover the impact their effort can have on the lives of others.

4. Explain how each course in the proposed learning community will support student learning of each of the cluster’s lower division general education area learning outcomes (passed by Academic Senate February 17, 2004). Please use the GE course application forms to address this question. (If the course has already been approved for GE credit, and the current application form was used, please attach a copy. If the course has not yet been approved for GE credit, the use of the application form will permit review for GE credit, even if the cluster application is not selected. (http://www.csueastbay.edu/ge/subcommittee/ge/learningoutcomes.htm).

This is a mixed area learning community with B4, B3 and D3. See the learning objectives connection below.

5. Please note: for mixed area learning communities (a mix of science and/or humanities and/or social science), courses must meet learning outcomes in each area covered by the learning community. For example, a learning community with a course in humanities, one in social science, and one in science must demonstrate that the learning outcomes in humanities, social science, and science are addressed by the relevant courses.

Listed below are the GE SLOs for Quantitative Reasoning, LD Social Science and Life Science and how each of our courses cover the learning objectives.

FIN 2300 Student Learning Objectives for Personal Finance and Quantitative Reasoning SLOs

(1) Communicate effectively in writing - SLO1 (Student Learning Outcomes 1).

(2) Apply basic quantitative skills to personal finance problems – SLO2.

(3). Use computer resources to research and analyze personal finance problems – SLO3.

(4) Understand the financial planning process from college to retirement – SLO4.

(5) Have an understanding of legal and ethical considerations that affect financial decision-making – SLO5.

REC 2400 Student Learning Outcomes for Leisure, Self and Society and LD D3 SLOs

Through the learning assignments and activities in Rec 2400 students will:

(1) 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; (Theories- Flow, Holistic, Reactance Arousal-and Philosophies-Leisure as a State of Mind, State of Being, or Time, etc.)
(2) demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines; (case study, participant observer, survey of multiple members of family groups about leisure)

(3) 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; (explore how leisure is actualized in different cultures around the world)

4) demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States; (create a presentation that is an in-depth exploration of leisure in culture other than their own)

(5) demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting U.S. society as applied to human behavior. (self vs. family, individual freedom vs. group norms)

KIN 1626 Student Learning Outcomes for Nutrition and Performance and B3 SLOs

At the end of the quarter students should have developed the following competencies:

(1) demonstrate broad science content knowledge in the physical and life sciences; (basic principles of food and energy and their effect upon performance and fitness.)

(2) demonstrate the application of quantitative skills to science problems; (collection & analysis of data)

(3) demonstrate a general understanding of the nature of science, the methods applied in scientific investigations, and the value of those methods in developing a rigorous understanding of the physical and living world; (nutrients, training levels, exercise demands)

4) identify the difference between science and other fields of knowledge; (scientific methods)

(5) distinguish science from pseudoscience. (case study analysis)

6. Attach course outlines for the three courses. Each course outline should indicate how the theme would be used in the course and any student activities that cross all three courses. (For example, will there be common reading(s) in the three courses? Will there be common assignments, or assignments on which students work the entire year? Will students keep a cluster portfolio? Will there be a common service learning experience for the students? etc.)

The faculty participating in this cluster will design coordinated assignments, special events and products for a cluster portfolio. The service learning component will allow the students to contribute significant time and thus impact on their chosen school site. It will also allow the students to see how kinesiology, recreation and finance can make a difference in the lives of others and then they can examine how that impacts their own life.
Instructors for each of the three Taking Charge of Your Life courses will meet over the summer to plan for the full cluster activities for the entire year and will meet at least once a quarter to make sure the courses are progressing in tandem. The cluster will assign students one book to slowly work through (in addition to the reading that is specifically geared each quarter towards each class) so that the full cluster will be reading and discussing the same thing throughout the year. Through the use of blogs or portfolios, students will reflect on their experiences with all three classes and examine their strengths, challenges, and abilities along their life goals, and hopefully see how any or all these disciplines may contribute to a full and satisfying life. A common book or project will be decided upon by the three instructors, and they will also decide how best to connect their individual knowledge student learning to best allow student to disseminate the knowledge they have acquired through the workshops with the Hayward Promise Neighborhood families.

7 Average age 18; our most highly diverse class of students; mostly urban, approximately 25% of whom are not native English speakers, and more than 60% of whom take developmental math and/or composition their first year.
8 Courses may be new (in which case new course requests must be completed and approved by the college) or may be revised existing courses. Course content and assignments must be appropriate for freshman: either 1000 level or introductory 2000 level courses. Cluster design must recognize that many students will be completing remedial work in composition and/or math.
Course Syllabi
Course Texts:


2) FIN 2300-01 Reader (containing checklists and graphics from Personal Finance, Turning Money into Wealth (Sixth Edition, 2013) by Arthur J. Keown, Pearson Learning Solutions, Boston MA.

Course Topics (Chapters are from the Selinger textbook):

**Budgets, Credit and Debt**

Chapters 1-2, 6, 3-4

Tax forms, Budget development and tracking, Credit and Debt management

**Savings and Investment**

Chapters 8-12, 18-20

Learning to Save, Investment Vehicles, Investing in Stocks, Investing in Bonds,

Investing in Real Estate, Social Security/ DB or DC Plans/ 401(k)/ 457/ 529/ IRAs

**Financial Planning, Deductions, and Loans**

Chapters 13, 5, 7, 21

Financial Plans, Contracts, Payroll Deductions, Student Loans

**Home and Auto**

Chapters 14-15, 22

Purchasing a Home, Renting an Apartment, Purchasing or Leasing a Car

**Insurance**

Chapters 16, 23-26

Auto, Home, Life, Health

**Business Concepts**

Chapter 27

Characteristics and qualities that make for a successful business
**Student Learning Objectives:** By completion of the course, students are expected to be able to:

- Fill out a 1040EZ form
- Develop your budget, and manage your budget
- Review and improve your credit report and credit score
- Develop your savings plan
- Develop an investment plan, using the appropriate investment instruments and vehicles
- Develop an appropriate student loan management plan
- Describe the conditions under which one would rent or buy housing
- Describe the conditions and strategies for buying or leasing a car
- Develop your insurance plan (auto, home, renter’s, disability, life) within the context of your overall financial plan
- Develop a health insurance strategy and plan in accordance with the new federal health care law and the new Covered California guidelines
- Develop a viable business plan and make a 30-second "elevator pitch" for your business
NUTRITION AND PERFORMANCE : 4 UNITS

COURSE DESCRIPTION

The study of the basic principles of food and energy and their effect upon performance and fitness. Topics include a study of nutrients, basic diet, weight management, exercise demands, training principles, fitness development and effective nutritional practices.

COURSE OBJECTIVES

This course will examine current research findings and insight on the following topics related to health, fitness, exercise and performance:

- Basic nutrition
- Carbohydrate, protein, and fat ingestion/supplementation
- Vitamin and mineral ingestion/supplementation
- Hydration, electrolyte ingestion, and temperature regulation
- The importance of a commitment to lifelong physical activity
- Body weight and composition
- Weight maintenance, loss, and gain
- Components of fitness and exercise guidelines
- Aerobic and muscular fitness

I. COURSE REQUIREMENTS:
Attendance and participation are a requirement and are taken into consideration when determining final grades. Each student will be allowed to miss one (1) class without penalty. We will have 3-4 Cluster Meeting throughout the quarter; attendance is required and will count towards your grade. Each absence thereafter
Please bring books and assignments to class every day, and turn off cell phones while in class. Students are expected to contribute to class discussions as a way to enhance learning.

II. ASSIGNMENTS:
Please check blackboard, as assignments will be posted under COURSE MATERIALS. Assignments must be turned in on time, at the beginning of class or in BlackBoard (whichever was assigned). NO LATE ASSIGNMENTS WILL BE ACCEPTED. DO NOT E-MAIL ME YOUR ASSIGNMENT; IT WILL NOT BE GIVEN CREDIT. DO NOT USE PAGES OR NUMBERS. I cannot open these files, and you will not be given credit for any assignments turned in as .pages or .numbers. If you are sick please e-mail me and bring in a doctor’s note to the next class.

Since this is a nutrition and performance class, students are required to keep a journal logging and evaluating their eating and activity/exercise habits. Logs will be check approximately every week. You should have an entry for every other day approximately. I recommend using the analyzer from www.mypyramid.gov, www.myfitnesspal.com, or www.fitday.com (or another online log). It will save your entries, and you can print out graphs, info, etc. as part of your journal. Please read ‘Online log Guides’ for more information on these log

III. QUIZZES:
Quizzes are given at the beginning of class (first 15-minutes). If you are late you will not be given any extra time to finish. There will be no make-up quizzes; however the lowest of your quiz grades will be dropped. If there is a Cluster Meeting on the day of a quiz, your quiz will be submitted on BlackBoard.

IV. FINAL PROJECT:
Interview an adult or older person about their activity, exercise, and diet habits. How have they changed throughout the years? What do they do to stay active? Do they incorporate activity while working, with family; etc? You will submit interview questions a week prior to performing the interview. After you give your interview, you will then present your presentation to the class.

V. FINAL JOURNAL:
Review and analyze your past journals. Were there any changes in your activity level or eating behaviors? Analyze what you have eaten and your activities. How does it compare to your previous habits/what you have learned? Based on the above information and what you have learned, come up with an exercise program for yourself. Add any information/comments you deem necessary. A template will be placed on BB for your use for your final journal.

I would recommend using the diet and activity analyzers from one of the above online analyzers. At the end of the quarter you will have lots of information for your final journal. I would recommend using this throughout the quarter for your journal entries. You can save your entries and print out graphs, history, etc.
up an appointment.

VI. **EVALUATION:**
   i. Journals: 10%
   ii. Participation: 5%
   iii. Homework: 20%
   iv. Quizzes: 10%
   v. Midterm: 20%
   vi. Final Project: 15%
   vii. Final Exam: 20%

E-Mail: andrea.johnson@csueastbay.edu

1. **OUR MISSION:**
   To prepare collaborative leaders, committed to social justice and democracy, who will influence a highly technological and diverse world.

2. **DISABILITY:**
   If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the professor as soon as possible.

**CAMPUS EMERGENCY INFORMATION**

**IN THE EVENT OF AN EARTHQUAKE:**

Duck and Cover until the shaking stops. Use desks and tables and protect your head and neck. Only after the shaking stops should you attempt to leave the building. When safe, assemble at the Amphitheater.

**NOTE:**
EARTHQUAKE- Duck and Cover

ALWAYS- Remain calm- DO NOT USE ELEVATORS

CAMPUS EMERGENCY PHONE IS 911

PREPARE AHEAD:

Carry a Survival Kit in your car at all times. Minimally, be sure you have one (1) gallon water, a blanket or warm clothing, a flashlight, and a portable radio. Ideally have a first aid kit and some food, too.
Instructor: Heather Vihauer
Office Hours: Tuesdays and Thursdays from 11:00 a.m. to 11:45 a.m. and other times by appointment, AE 368A-C
Class: Tuesdays and Thursdays from 12:00 p.m. to 1:50 p.m. AE 0360
Telephone: (510) 394-4033 (Cell)
Email: heather.vihauer@csueastbay.edu (can take up to 24 hours to respond during the week)

Where to Get Help
General Course Questions: If you have general questions about the course, click on "Discussion Board" and post your question to the "Water Cooler"
Personal Questions: Personal issues and questions about your grades, etc should be addressed to the instructor via email, phone, or office hours.
Technical Questions: If you have a technical question on Blackboard please call 510-885-HELP or send your questions to helpdesk@csueastbay.edu

Course Description
Multi-disciplinary, multi-cultural investigation of the impact of recreation, leisure, and learning on individual, community, and human behavior and development, including ethnicity, dominant culture, age, and leisure behavior. Leisure's impact on society and the quality of life.

Course Prerequisites
None

Student Learning Objectives
Upon the completion of this course, students will be able to:
1. Understand the conceptual foundations of play, recreation, and leisure for all populations and settings.
2. Understand the psychological, sociological, and physiological significance of play, recreation, and leisure from a historical perspective of all populations and settings.
3. Understand of the significance of play, recreation, and leisure throughout the life cycle relative to an individual's attitudes, values, behaviors and use of resources.
4. Understand leisure's role in maintaining health and wellness, as well as its impact on the development of life-long strategies for creating and maintaining a desired quality life.

Required Text

Theme:
Technology Requirements
1. High speed internet is necessary for efficient download/upload.
2. Students need to have access to Word and PowerPoint software (2003 or later) and a computer that operates proficiently with Blackboard. There are no exceptions to this. Assignments must be submitted as Word or PowerPoint files.
3. Students must possess basic computer skills to include the ability to type term papers using Word, create presentations using PowerPoint and access the course via Blackboard. Students must also be able to communicate via e-mail.

Class Procedures and Requirements
Over the next 10 weeks we will be investigating the impact of recreation and leisure on human behavior and development. We will explore impact factors such as ethnicity, dominant culture, age, and leisure behavior. The course is set up into 10 modules, each one containing a reading assignments and quizzes. There is one large presentation assignment and several smaller weekly assignments.

The course will be outlined step by step in the Assignments section. I strongly recommend that you print out these pages and keep them handy as a guide to what is due and when. Everything is listed in this section so you can use it as a checklist.

Important Information about Submitting Assignments
1. Write ALL papers and initial discussion board postings and save them in a Word document. Be sure to save as .doc, .rtf or .txt ONLY.
2. Submit all papers and assignments to the assignment drop box. Do not email me your assignment. A link will be provided in the associated module.

Grading Policy
Grading is not done on a curve but rather by criteria. You will earn points by your participation in discussions, grades on quizzes, assignments, and final PowerPoint presentation. All written work must be typed, looking professional (no misspelled words, proper punctuation, proofread before you turn it in), and turned in properly. Late assignments will be accepted at the discretion of the professor.

Participation 200
News Story (50)/Debates (50)/Cluster Event (50) 150
Quizzes (10 x 10 pt.) 100
Cultural Presentation (group presentation) 500
Time Diary/Site Visit/Research/Leisure Experiences 500
Final 200
Total 1650
93-100% A
90-92.99% A-
88-89.99% B+
83-87.99% B
80-82.99% B-
78-79.99% C+
73-77.99% C
70-72.99% C-
68-69.99% D+
60-67.99% D
0-59.99% F
What does it mean to get an “A”?

A: Clearly stands out as an excellent performance. Has unusually sharp insight into material and initiates thoughtful questions and sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from previous classes and life. Takes time to reflect on the meanings of the assignment. The “A” student’s work is one that others can review and emulate.

B: Grasps subject matter at a level considered to be good to very good. Active participant in class discussions, writes well, and accomplishes more than the minimum requirements. Work is of high quality. A “B” should be considered a high grade and is given for recognition of high quality of performance and in recognition of solid work.

C: Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for an undergraduate student and has an acceptable understanding of all basic concepts.

D: Quality and quantity of work is below average and not acceptable.

F: Quality and quantity of work is unacceptable. Academic credit is not earned for F.

Students with Disabilities

Based upon your documented disability, you may request academic accommodations to complete all requirements in this course. Refer to the following links for additional information regarding available services:

- Student Disability Resource Center and CSUEB Catalog

Emergency Procedures

In the event of an emergency, contact your instructor immediately if for any reason you may encounter a disruption in your course requirements and activities. You are also advised to identify someone close to you who will contact your instructor in the event you are unable to do so due to your emergency.

For additional information on university policies and evacuation procedures refer to the following link: www.sde.csueastbay.edu/sdrcweb/emergency.shtml

Plagiarism Policy

Plagiarism is taken very seriously in this course. The assignments and discussion boards were created to provoke thought about the topics being discussed; therefore it is important that you submit original work. This course utilizes plagiarism prevention software which will compare your assignments with other papers submitted across the US, other students in this course, and articles available on the internet. If you submit someone else's work without proper citation, if you cheat on quizzes or exams or submit someone else's work as your own you will be subject to a failing grade for the class. If a second act of plagiarism occurs you will be subject to further action as determined by the instructor and Student Judicial Affairs. Potential consequences of a second offense may include failing the course and potential suspension or expulsion from the university. If you don't know what constitutes plagiarism or how to properly cite references contact the instructor or visit the Student Center for Academic Achievement on the Hayward campus for more information. Also please review the University's policy on Academic Dishonesty. http://www.csueastbay.edu/ecat/20082009/i-120grading.html#4
APA Style Requirements
It is the HRT Department policy that all papers follow the American Psychological Association Style requirement (APA format). All assigned papers and discussion posts must properly cite authorities and sources used. The accurate use of standardized citations allows readers to find and review the sources. Incorrect or omitted citations lessen the academic credibility of a paper and can lead to a lower grade. The standard formats for citations are published by the American Psychological Association, and are commonly referred to as the APA Style. Students must be familiar with the APA Style and follow the rules of usage in their papers.
Please refer to the following links to learn more information about APA Style and its correct usage:
http://owl.english.purdue.edu/handouts/research/index.html#writing http://www.lib.usm.edu/research/guides/apa.html
http://www.apastyle.org/
Proper use of quotation marks and citations is necessary to avoid potential charges of plagiarism (a topic discussed elsewhere in this syllabus). A student should be aware that failure to properly cite sources is considered plagiarism under CSUEB’s rules on academic dishonesty.
Additional Notes
1. Students should treat this class with the same responsibility as they would a job. Professional behavior is a must when dealing with the instructor and other students. The language used in all assignments and messages must be respectful and professional. You will receive a 0 if there are spelling/grammar errors that Microsoft Word can detect.
2. Students should notify the instructor of problems that may interfere with their ability to meet the requirements of this course.
3. Students should notify the instructor of any change in their status (drop class, change major, etc.).
4. Students need to contact the instructor immediately if they miss any of the assignments.
5. Students are also expected to check their e-mail on a daily basis and promptly respond to messages.