Committee on Instruction and Curriculum
Subcommittee for General Education
Call for GE Freshman Learning Community (Cluster) Proposals

Cluster Call Proposal (please keep answers to the following questions to a maximum of 5 pages. Include signature page, course syllabi/outlines, and GE course application forms in addition to the five pages for these questions.)

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?

Making a Difference-Play, Learn, Move

Freshman need to transition from what they know and have experienced to a whole new way of living, learning and being. They are starting their adult life wanting to explore, learn and find their role in the world. This cluster will introduce three disciplines of study that focus on making a difference for children and adults through movement, learning, and play.

Each student has experienced all three and will able to connect their new learning to past experiences. As humans we all want to make a mark on the world and this cluster will show students how kinesiology, educational psychology and hospitality, recreation and tourism can make a difference in other people's lives and bring meaning to theirs.

Through the use of “making a difference” each professor will show how knowing the how, what and why about each discipline can change someone's life (maybe their own) for the better. Each discipline will explore the theories and methods of inquiry unique to that field of study. The cluster activities will highlight both the similarities and differences among the three disciplines and demonstrate how there are multiple pathways to success and meaning.

The goal of this cluster is to help students discover what kind of role they could play in the world and will challenge them to establish goals that could lead to meaningful lifework. Kinesiology, Education Psychology and Hospitality and Recreation professions all make significant contributions to individuals and communities.

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1 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.
2. List the three courses (prefix, number, title, units)²

KIN 1610 Introduction to Kinesiology (4)
REC 2400 Leisure Self and Society (4)
EPSY 2300 Strategies for Lifespan Mental Health (4)

3. Explain how the theme will be used to integrate course content in each course. (Describe the contribution of each discipline’s perspective on the theme that will help create a coherent learning experience for the students.)

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.

Education Psychology is the study of how people learn in schools and how schools operate and function. Educational psychology is grounded in psychology and the research contributes to what we know about achievement, ways of learning, and what we know about people with disabilities. Educational psychology looks at how people learn and

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² 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. Faculty must recognize that many students will be completing remedial work in composition and/or math.
what is the most effective way to facilitate teaching and learning. Educational Psychologists look at motivation and find that when students have a goal of mastery work harder to increase their knowledge and abilities. Students who have performance as a goal (getting an A) are driven by fear of failure and are associated with test anxiety and poor study habits. Those who want to learn are found to be persistent in the face of failure, prefer challenging activities and are more creative. By working with students and determining what motivates them and how they learn, educational psychologists help make learning more effective.

The unifying theme tying this cluster together is Making a Difference and by having a service learning component where the students will design activities, and implement either exercise/sports, recreation or caring/learning for a students at schools or afterschool programs in Hayward. The cluster's united activities will focus on the implementation of knowledge they are learning in each class. Demonstrating through actions, the cluster students will see how their actions can make a difference in the lives of others. The end of the quarter and end of the year events will involve production of a special event highlighting what they have learned.

4. Explain how each course in the proposed learning community will support student learning of each of the lower division general education area learning outcomes and General Education requirements (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.csuhayward.edu/ge/subcommite/ge/learningoutcomes.htm). (See attached)

KIN1610
REC2400
EPSY 2300

5. Please note: for mixed area learning communities, 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 met by the relevant courses. NA

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? 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 teaching 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 Making a Difference courses 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, students will reflect on their experiences with all three classes and examine both their strengths and abilities along with their career goals, the students will hopefully see how any or all these professions may meet their passion and purpose while leading to a meaningful life’s work.
Kinesiology 1610
Introduction to Kinesiology
CSU East Bay
Sample Syllabus

Class Meets:

Instructor: Dr. Penny McCullagh or Dr. Jenny O

Office Hours:


Purpose: The purpose of this class is to introduce the student to Kinesiology - the science of human movement (and of humans moving). Concepts in the various subfields of Kinesiology are examined and career opportunities in the field of Kinesiology are explored. Due to the interdisciplinary nature of Kinesiology, the field will be covered from a humanities, social science, and life science perspective.

Course Objectives:

• To identify the various subfields or foundations in kinesiology.
• To understand the nature of a degree in kinesiology.
• To appreciate how kinesiology evolved into the present field of study.
• To understand the various contributions to the promotion of physical activity throughout history.
• The ability to identify important scientific contributions to our understanding of the structure and function of the human body, from ancient civilizations to the present modern era.
• To describe the major structural components of the skeletal, muscular, nervous, cardiovascular, and respiratory systems in the human body.
• To identify the major functions of these systems from a life science perspective and examine research data presented graphically to understand how research questions are asked
• To distinguish the three major types of human motion and understand basic biomechanics of human movement
• To appreciate and describe the major theories of motor learning.
• To know the major subdivisions of sport and exercise psychology and understand basic concepts of motivation and how hypotheses and research questions are generated, and data analyzed
• To understand the important scientific terms related to development.
• To understand the difference between cross-sectional and longitudinal research designs.
• To appreciate the contribution of sociocultural kinesiology to the study of physical activity and examine how various cultures place value on the role of physical activity.
• To become familiar with different sociological theories and how they relate to the study of kinesiology.
• To be able to discuss interdisciplinary and cross-disciplinary approaches to science.
• To understand how an integrative or cross-disciplinary approach can be applied to research and teaching within kinesiology.
• To know the difference between two major empirical approaches: positivism and holism, and their application to the study of kinesiology.
• To appreciate the contribution phenomenology can have on the study of human physical activity.
• To appreciate some of the challenges facing the field of Kinesiology into the 21st century.
• To identify a number of career options following a degree in kinesiology.

### Course Evaluation:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<td>Final Exam</td>
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<td>Written Assignments</td>
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<tr>
<td>Group Oral Presentation</td>
<td>15%</td>
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</table>

### Other important points about the class:

#### Assignments

**A. Reading.** IS ABSOLUTELY ESSENTIAL THAT CLASS READINGS BE READ AND READ ON TIME. Quizes may be given to check on content of readings. In addition, any outside assignments that will be discussed in class must be completed at the scheduled time.

**B. Projects.** The specific nature of the written and oral assignments will be outlined in a separate handout on Blackboard.

### III. Examinations

Three exams will be scheduled during the term to evaluate achievement of student learning objectives. Each exam will consist of both objective (e.g., multiple choice) and short essay questions. The first exams will be scheduled during the term and the final exam will be scheduled during the final exam period. None of the exams will be cumulative unless noted.

Exam 1 will be worth less points to give students a chance to become familiar with the test format. Exams rely on both text book materials and lecture materials, so it is critical that you be in class and take good notes so you can review the materials prior to the exams.
IV. Class Participation

For this class to be successful, everyone involved must contribute. This includes preparing for class by completing the reading materials on time, attending class, checking Blackboard on a bi-weekly basis for course updates and any possible schedule changes, coming to class on time, participating in class.

V. Expectations of the Professor:
- Come to class on time and prepared to share information on the topic with students
- Provide timely feedback to students on various submission
- Be available during office hours (and additional time if needed) to help students
- Be enthusiastic about the learning process and help students do as well as they can
- Do not talk on cell phone or text message during class

VI. Expectations of Students:

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</table>
| 1    | Introduction  
      | History of Kinesiology |
| 2    | Anatomical & Physiological Systems  
      | Exercise Physiology Foundations |
| 3    | Exercise Physiology Research - Life Science Perspective |
| 4    | Quiz 1  
      | Biomechanical Foundations & Biomechanical Research |
| 5    | Motor Learning - Theories and Research |
| 6    | Psychological Foundations  
      | Psychological Research - Social Science Theory and Research  
      | Quiz 2 |
| 7    | Sociocultural Foundations - Theories  
      | Sociocultural Research - Humanities Perspective |
| 8    | The status of physical activity in the US and around the world (Group Activity presentations)  
      | Quiz 3 & Group Activity to Prepare for Professional Guests  
      | Career Opportunities  
      | Health Allied Careers - Physical Therapy, Occupational Therapy, Chiropractic  
      | Teaching/Coaching |
| 9    | Exercise & Wellness Opportunities - Health Clubs, Hospitals  
      | Graduate School Options - Exercise Physiology, Sport Psychology, Motor Learning, Biomechanics, Sociocultural |
| 10   | Professional Organizations  
      | Interdisciplinary Nature of Kinesiology |

FINAL EXAM
CAMPUS EMERGENCY INFORMATION

IN THE EVENT OF AN EARTHQUAKE: - Duck and Cover

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

NOTE: FIRE: EXIT building rapidly, but calmly 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 1 gallon of water, a blanket of warm clothing, flashlight, and portable radio.
Ideally have a first aid kit and some food, too.
Educational Psychology
Strategies for Lifespan Mental Health
CSU East Bay
Sample Syllabus

Class Meets:

Instructor: Dr. Jack Davis

Office Hours:


Purpose: Utilizing theory and research from mental health disciplines to develop strategies for maintaining psychological health and peak performance over the lifespan. The impact of relationships, self-concept, cognitions, emotions, spirituality, body image, and diverse cultural identities on mental health.

Course Objectives:

• To examine the role of developmental knowledge in reflective practice
• To examine the role of genetics in behavioral development
• To understand development during infancy and preschool
• To understand development in middle childhood and transition to adolescence
• To understand development processes in middle and late adulthood.
  o What constitutes a well-lived life and how do adults cope with enormous demands, progress and setbacks that adult life brings?
  o Examines the challenges and demands of late adulthood and end-of-life experiences
• To examine the impact of developmental factors on diverse cultural identities and mental health

Course Evaluation:

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• Be enthusiastic about the learning process and help students do as well as they can
• Do not talk on cell phone or text message during class

VIII. Expectations of Students: (To be determined by students)

COURSE CALENDAR

Week

1. Introduction
   Organizing themes in development
2. Heredity, Environment and the Beginning of Life
   Exercise Physiology Foundations
<table>
<thead>
<tr>
<th>Quiz 1</th>
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<tbody>
<tr>
<td>Neural and Cognitive and Emotional Development in the Early Years</td>
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<td>Quiz 2</td>
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<tr>
<td>The Emerging Self and Socialization and Cognition in Middle Childhood</td>
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<tr>
<td>Self and Moral Development in Middle Childhood and Adolescence</td>
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<td>Quiz 3</td>
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<tr>
<td>Physical, Cognitive and Identity Development in Adolescence</td>
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<td>Social World of Adolescence</td>
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<td>Quiz 4</td>
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<tr>
<td>Development and Young and Middle Adulthood</td>
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<td>Living Well – Stress Coping and Life Satisfaction in Adulthood</td>
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<tr>
<td>Quiz 5</td>
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<tr>
<td>Gains and Losses in Late Adulthood</td>
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<tr>
<td>The status of the helping professions around the world (Group Activity presentations)</td>
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<td>Quiz 6</td>
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<tr>
<td>Group Activity to Prepare for Professional Guests and Quiz 3</td>
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<tr>
<td>Career Opportunities in Helping Professions: Teaching, School Counseling, Marriage and Family Counseling, Special Education</td>
</tr>
</tbody>
</table>

**FINAL EXAM**

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**IN THE EVENT OF AN EARTHQUAKE: - Duck and Cover**

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

**NOTE:** FIRE- EXIT building rapidly, but calmly. 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 1 gallon of water, a blanket of warm clothing, flashlight, and portable radio. Ideally have a first aid kit and some food, too.
Instructors: Dr. Mary F. Fortune
Phone: (510) 885-2648
Email: mary.fortune@csu-eastbay.edu
Office Hours By appointment

Course Description

An investigation of the impact of recreation, leisure, and learning on individuals and communities. Exploring factors including; ethnicity, dominant culture, age and their effect on leisure behavior. What is leisure’s impact on society and quality of life? Not open to those with credit for REC 1000.

Course Learning Objectives

1. Understand of 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 and leisure from an historical perspective of all populations and settings.

3. Understand of the significance of play, recreation and leisure throughout the life cycle relative to the 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.

Modules

Module One

Introduction of the material, style and format of the class.
Outline of Expectations.
Introductory Discussion
Know Thyself -- Online Personality Test - Keirsey Temperment Sorter
Introduction to Service Learning

Module Two
• Readings: Chapters 6 & 7
• Discussion One
• Time Diary
• White Paper Assignments
• Cultural Presentation
• Write Reflection Blog Connecting Learning and Service Learning experience
• CLUSTER ACTIVITY

Module Three

• Readings: Chapters 8 & 9
• Discussion Two
• Research Assignment
• Time Diary Assignment
• Write Reflection Blog Connecting Learning and Service Learning experience

Module Four

• Readings: Chapters 10, 11 & 12
• Debate One
• Program Improvement Assignment
• Write Reflection Blog Connecting Learning and Service Learning experience
• CLUSTER ACTIVITY

Module Five

• Readings: 13 & 14
• Discussion Three
• Site Visits Assignment
• Write Reflection Blog Connecting Learning and Service Learning experience

Module Six

• Readings: 15, 16 & 17
• Debate Two
• Newspaper Assignment
• Write Reflection Blog Connecting Learning and Service Learning experience
• CLUSTER ACTIVITY

Module Seven

• Readings: 18 & 19
• Discussion Four
• You should be working on your Cultural Presentation this week and next!
• Write Reflection Blog Connecting Learning and Service Learning experience
Module Eight

- Readings: 20 & 21
- Cultural Presentations (make sure you include dress, traditions and possible food of the culture you are presenting)
- Write Reflection Blog Connecting Learning and Service Learning experience
- CLUSTER ACTIVITY

Module Nine

- Readings: 22, 23 & 24
- Cultural Presentation Critiques and Participation Scores due

Module Ten

- Cluster Presentations about Learning and Connections to Your Life

Textbook


APA Style Requirements

It is HRT Department policy that all papers follow the American Psychological Association Style requirement (APA format). All assigned papers 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. (for GE classes you can have a statement that if your discipline uses MLA, it is fine to use that if you do it correctly)

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://owl.english.purdue.edu/handouts/research/index.html#writing)
[http://www.lib.usm.edu/research/guides/apa.html](http://www.lib.usm.edu/research/guides/apa.html)

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 (Current Cal State East Bay Policy).

Following these rules will result in better papers and grades, and mastery of these skills will benefit students throughout their careers."
Students With Disabilities

If you have a documented disability and wish to discuss your SDRC-approved academic accommodations, or you would need assistance in the event of an emergency, please make arrangements to meet with me as soon as possible.

Student Disability Resource Center

CSUEB Catalog

Emergency Procedures

If you need assistance in the event of an emergency evacuation, please contact the instructor as soon as possible. For additional information on university policies and procedures in the event of an emergency, refer to the following link:

Emergency Procedures

Cheating and Plagiarism

Plagiarism (presenting someone else's words or ideas as if they were your own) and cheating (stealing someone else's work or answers) cheapen your education and violate university codes of conduct. Play it safe, and if you are unsure if something is plagiarism or an act of cheating, ask additional clarification.

Resources

Grading Guidelines

Late assignments will be marked down 10% for every day they are late, and incomplete tasks will not receive all available points for the assignment. There will be no extra credit given in the class to make up lost points, but bonus points may be awarded for work that goes above and beyond the expectations of the assignment.

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<thead>
<tr>
<th>Percentage</th>
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<tr>
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Application for General Education Credit
for Lower Division Social Science Course (Area D1-3)

Course title_ LEISURE, SELF AND SOCIETY_____ Course number_2400_____

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide 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.

Cluster Class REC 2400 – LEISURE, SELF AND SOCIETY
GE SOCIAL SCIENCE LEARNING OUTCOMES

REC 2400 Introduces students to a variety of theories and models from several different social science disciplines, including leisure, recreation and play and its impact on quality of life of individuals, and communities.

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.
   a. State at least two standard or basic theories and models
   b. Define key disciplinary terms
   c. Identify professional applications of disciplinary concepts

Rec 2400 introduces students to the body of knowledge in leisure including definitions, various theories, how leisure is studied, and how that knowledge is applied in our profession. Students will be required to demonstrate orally and in writing through individual and group projects by researching a culture and how leisure is experienced in that culture and then prepare presentation materials to share with the whole class about the knowledge they learned. They must design engaging activities to motivate their classmates in participating and learning. The theories covered in this course include Leisure theories, (Flow, Leisure as a State of Mind, Holistic, Leisure Motivation), and Motivation theories( Maslow’s Hierarchy of Needs, Attribution, Expectancy theory)

2. Demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines.
   a. Identify key research issues
   b. Describe how hypotheses or research questions are formed
   c. List examples of data that are examined
   d. Describe how data are analyzed

Students will be required to read assigned readings, complete research on their assigned topic, critically evaluate the information discovered and determine the critical information to share and then apply it to both their Culture presentations. Each presentation will include citations
from research, including how the information was gathered for the different studies. Students will research the literature in Leisure Anthropology, Sociology, the Arts, and Music to gather relevant information. They will explain how leisure is both conceptualized and implemented in their assigned culture. Through the Leisure Interviews assignment, students will collect data about participation in leisure from people across the lifespan. They will then have to analyze and interpret the data and how leisure changes over the lifespan.

3. Explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

Through class readings, research and preparation of culture presentations students will explore how culture impacts the concept of leisure and its impact on perceptions of quality of life. Weekly discussions and debates based on knowledge gained from assigned readings and research will look at gender, communities, social class, income, age, work and how they impact leisure. Individual Leisure interviews will also contribute to their understanding of how diversity and beliefs impact behavior.

4. Develop advanced skills in oral and written argument in the social or behavioral sciences. (Possible areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)

Students will use advanced skills in oral and written argument each week as they participate in mini-debates based around the readings of the week. Examples of a few of the debate topics include:

**Leisure is a Human Universal?**
**Is there any society or culture without leisure?**
**Leisure is Free Choice**
**Leisure Requires an Exploited Class of Workers**
**The Work Ethic has been Lost**
**Leisure Has Become a Primary Symbol of Social Status**
**Women Are Leisure for Men and Make Men's Leisure Possible**
**Americans and Vacations- Work Ethic Gone Too Far**
Application for General Education Credit
for Lower Division Social Science Course (Area D1-3)

Course title ___ INTRODUCTION TO KINESIOLOGY ___ Course number ___ 1610 _______

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide 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.

KIN 1610 Introduction to Kinesiology

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.
   a. Within Kinesiology, a number of researchers take a sociological approach to examining physical activity participation. While a host of theories are used from this perspective, popular ones include functionalism (society is studied by using systems model), conflict theory (social order is based on coercion), and critical theory (we choose to behave in certain ways) and feminist theory. One theoretical approach that will be studied in this class is rationalization which is the need to quantify everything – in terms of physical activity. An example of this would be the need to precisely time your afternoon workout run (delete to the second) instead of focusing on the enjoyment of running and being in the outdoors and with nature and perhaps your friends. Other elements of rationalization include progressive differentiation, disassociation, and revenge effects.

   A second major theoretical approach used to examine physical activity behaviors grew out of social cognitive theory (Bandura) that suggests a triadic relationship between behavior, environmental factors and personal factors. Self-efficacy which is at the heart of social cognitive theory is situation specific self-confidence and has been used to study a wide variety of behaviors from phobias to health behaviors. According to theory, four sources of information can influence a person’s self-efficacy which in turn will influence their choice, and persistence. Performance accomplishments, vicarious experiences, verbal persuasion, and arousal control can all have a profound influence

b. Key Disciplinary Terms
   Rationalization, progressive differentiation, disassociation, and revenge effects
   Self-efficacy, performance accomplishments, vicarious experiences, verbal persuasion and arousal control

c. The above theories have numerous practical applications. For example self-efficacy has been used to modify behavior across a wide variety of areas including health behaviors (e.g. condom usage), mass media campaigns (e.g. increase health eating) and exercise (increase adherence to an exercise regime).
2. Demonstration, orally and in writing, recognition of the inquiry of methods used by at least one of the social or behavioral science disciplines.
   a. Identify key research issues.
      Within self-efficacy theory watching others or modeling (termed vicarious experiences) has been deemed by Bandura to be “one of the most powerful means of transmitting values, attitudes, and patterns of thoughts and behavior”. Given the importance of modeling, determining what types of modeling interventions are the strongest behavior change agents is For example what type of model should provide a demonstration to have the greatest effect on behavior?

   b. How hypotheses or research questions are formed.
      Hypotheses or research questions are formed based on either theory or past research. In terms of self-efficacy, the theory can guide the hypothesis. For example, according to self-efficacy theory, performance accomplishments are a more potent source of information than vicarious experiences. To test this hypothesis one could have individuals either watch themselves perform successfully (performance accomplishments) or watch a peer model perform successfully (vicarious experience).

   c. List examples of data that are examined.
      Typically both qualitative and quantitative data could be used to analyze the questions. From a qualitative perspective one could determine whether observers have a greater preference for one type of model over another. For quantitative, individuals could perform a skill after watching either a self or peer model and scores could be compared.

   d. Qualitative data could be analyzed using a thematic approach and quantitative data would be analyzed using parametric statistical procedures.

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.

   There is a great diversity on how humans from diverse background value sport, exercise, and physical activity. This course will examine physical activity participation patterns and preferences from diverse cultures.

4. Demonstrate orally and in writing, some knowledge of the political, social, and or economic institutions of a country other than the United States.
   Each student (or group of students) will select one different country and will examine how sport sits within the political, social and economic institution of that country.

5. Demonstrate orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issues area confronting US society as applied to human behavior.

   One of the major issues facing the US is lack of physical activity. This concern has now become an issue at the forefront of our society. Through the Kinesiology class students will learn about the importance of physical activity from a multi-disciplinary perspective.
and gain an understanding of behavior change strategies that might help to improve participation.

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

Course title: STRATEGIES FOR LIFESPAN MENTAL HEALTH  Course _2300_____

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide 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.

Education Psychology 2300 Strategies for Lifespan Mental Health

D1-3 Basic Requirements
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.
   a. The study of human behavior and its associated mental processes is the study of many disciplines. However, developmental psychology uses the methods of science to examine basic issues. The three basic steps are to describe, explain and verify the behaviors that occur.

2. Demonstration, orally and in writing, recognition of the inquiry of methods used by at least one of the social or behavioral science disciplines.
   a. Identify key research issues.
      Helping professionals use a process aligned with the scientific method if they follow the tenets of reflective practice. They gather the information from the client pertinent to the issues as well as examining theories and information available from scientific work. In addition they consider standard practices for dealing with the issue.

   b. How hypotheses or research questions are formed.
      Within the helping professions, the practitioner, takes the information garnered from Step a, and formulates hypotheses about the client and the most appropriate strategy to use to help the client. The practitioner then tests these hypotheses to determine what works with the client. There are a host of approaches (e.g., psychodymanic, cognitive behavioral) that can be used to develop appropriate interventions.
   c. List examples of data that are examined.
      Scientifically generated knowledge is used to inform clinical practice and provides options for the development of subsequent hypotheses.
   d. Describe how data are analyzed
      Typical social science approaches examine both qualitative and quantitative data with particular emphasis on a developmental approach.
Approved by Department Chairs:

Signature

Date

Signature

Date

Signature

Date

Approved by College Dean/Associate Dean from each participating college

Signature

Date

Signature

Date

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. We each agree, if selected, to meet on for six hours during the following three days for an end-of-Spring workshop on interdisciplinary curriculum, pedagogy and course integration.

Signature

Date

Signature

Date

Signature

Date

Proposals should be submitted as soon as possible and no later than Friday, April 1, 2011. Please submit proposals to sally.murphy@csueastbay.edu and linda.beebe@csueastbay.edu.

3 While Colleges do not approve courses for GE, College approval assures support for departmental participation.