

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form**

ABSTRACT

Course Abbreviation and Number: KINE 310	Course Title: Adventure, Teambuilding, and Experiential Education	
Number of Units: 3		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input checked="" type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Paul T. Stuhr Re-certification of existing course	Email: pstuhr@csusm.edu	Submission Date: SP '14

1. Course Catalog Description: Adventure teambuilding for the purpose of heightening both intra and inter-personal relationships. The art and science behind discovering social and affective attributes about self and others. Includes an off-campus community field experience at local K-12 public schools. Includes weekly movement activities that require student participation.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES



3/7/14

Course Proposer _____ Date _____ Department Chair _____ date _____

Please note that the department will be required to report assessment data to the GEC annually.

	Support <input checked="" type="checkbox"/>	Do not support* <input type="checkbox"/>		Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>
Library Faculty _____	Date 4/14/14		Impacted Discipline Chair _____	Date _____	
	Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>		Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>
Impacted Discipline Chair _____	Date _____		GEC Chair _____	Date _____	

DC Initial 

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Paul Stuhr Phone: 7357 Email: pstuhr@csusm.edu

From: Jeff Nessler
Sent: Thursday, April 24, 2014 11:10 AM
To: Marshall Whittlesey
Subject: FW: GE Area E Courses for Kinesiology

Marshall,

I am not sure if this was necessary, but I went ahead and asked for support from Education for 2 of our GE courses: PE 203 and KINE 310. They have given their approval below.

Jeff

From: Manuel Vargas <mvargas@csusm.edu>
Date: Thursday, April 24, 2014 11:04 AM
To: Jeff Nessler <jnessler@csusm.edu>
Subject: FW: GE Area E Courses for Kinesiology

Jeff:

I am happy to endorse you request for the two courses.
Let me know what else I can do.
Thank you!

From: Erika Daniels <edaniels@csusm.edu>
Date: Thursday, April 24, 2014 at 10:33 AM
To: manuel vargas <mvargas@csusm.edu>, Jodi Robledo <jrobledo@csusm.edu>
Subject: Re: GE Area E Courses for Kinesiology

It's okay with me. Jodi?

-- Erika Daniels, Ed.D
Associate Professor, Literacy Education
Co-Coordinator, Middle Level Education Program
California State University San Marcos
760-750-8547

From: Manuel Vargas <mvargas@csusm.edu>
Date: Thursday, April 24, 2014 8:43 AM
To: Erika Daniels <edaniels@csusm.edu>, Jodi Robledo <jrobledo@csusm.edu>
Subject: FW: GE Area E Courses for Kinesiology

Colleagues:

I received this request from Jeff Nessler and I understand that you are our curriculum committee representatives. I also want to share with you that I do not have any objections to Jeff's request. I would like to notify you and ask if you have any concerns.
Thank you!

Manuel P. Vargas, PhD
Professor and Director, School of Education
College of Education, Health and Human Services
California State University, San Marcos
San Marcos, CA 92096
Tel. (760) 750-8535
Fax. (760) 750-3160

From: Jeff Nessler
Sent: Friday, April 18, 2014 12:51 PM
To: Manuel Vargas
Subject: GE Area E Courses for Kinesiology

Manuel,

We are a bit behind on submitting our paperwork to re-certify our GE courses. I have attached the Area E forms and Syllabi for 2 of our courses that might be subject to Education's approval. These courses have been offered as GE courses for a few years now and we have not made any changes to them for this process. An email from you stating that Education supports them will suffice for the GE Committee. Let me know if you have any questions,

Jeff

Jeff Nessler, Ph.D.
Associate Professor and Chair
Department of Kinesiology
California State University, San Marcos
University Hall 308
760-750-7352

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• AREA E: Lifelong Learning, Self-Development and Information Literacy

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Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Lifelong Learning and Self-Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.	Philosophical theories covered include, but are not limited to: Kolb's experiential learning theory, Dewey's experience in education, Hahn's outward bound model, project adventure's integrated adventure model, Gardner's multiple intelligences model, Kovalik's brain research, Goleman's emotional intelligence literature, Glasser's Choice theory, Kohn's writings on compliance and community, and Gibbs' processing theory.	Midterm Examination Photo Journal
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.	Field Experience/Service Learning at local school to engage in behaviors that promote the use of intra- and interpersonal skills. Students receive content on how to develop and implement a small 6-day unit of adventure/experiential education to elementary/middle school students. Including pedagogical/teaching skills conducive to effective teaching, including the Sunday Afternoon Drive Debrief Model.	Instructor Observational Checklist and Reflection Journal
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.	Student led laboratory facilitations and participation in lab/experiential activities that focus on increasing life/social skills and personal awareness (human diversity) in an effort to expand intra- and interpersonal relationships. Over 20 adventure/experiential activities will be covered and participated	Lab Debriefs, Reflection Journal, and Article Write-ups

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	in during the lab sessions.	
E1.4 Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.	Content covered: Forms of effective communication, cooperation, trust, problem-solving, leadership, mental health, personal awareness, lived-positive emotionality, care, and conflict resolution strategies.	Lab Debriefs, Reflection Journal, and Photo Journal
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.	Class lectures on how to locate information/data and write a literature review on adventure/experiential education or related theory. Instructor will assist with locating, analyzing, and synthesizing the literature for the review paper.	Literature Review

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Knowledge of experiential learning theories, adventure/experiential philosophy, safety guidelines, and leadership techniques in the use of adventure/experiential activities.	Midterm Literature Review, Article Write-ups, Reflection Journal, and Photo Journal
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Philosophical theories covered include, but are not limited to: Kolb's experiential learning theory, Dewey's experience in education, Hahn's outward bound model, project adventure's integrated adventure model, Gardner's multiple intelligences model, Kovalik's brain research, Goleman's emotional intelligence literature, Glasser's Choice theory, Kohn's writings on compliance and community, and Gibbs' processing theory.	Literature Review, Article Write-ups, Reflection Journal, and Photo Journal

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	<p>Also, Content on how to locate and write a literature review on adventure/experiential education theory. Instructor will assist with locating, analyzing, and synthesizing the literature for the review paper.</p>	
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Do not complete. This information is provided in Part A.</p>	<p>Do not complete. This information is provided in Part A.</p>

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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): This course focuses on how to be aware of and build various types intra and inter-personal relationships that can lead to a variety of benefits; such as, increased self-confidence, willingness to accepting personal differences, improved self-concept, enhanced leadership skills, increased logical reasoning, and greater reflective skills. This course will focus on ways to enhance cooperation among groups, increase communication skills, and cover conflict resolution strategies in dealing with various dispositions. Emphasis is place on the diversity of opinion and thought as it relates to the nature of inter-personal relations.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Article Write-ups
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	Midterm Literature Review, Article Write-ups, Reflection Journal, and Photo Journal
Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.	Lab Facilitations, Field Experience/Service Learning, Reflection Journal, and Photo Journal
Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.	Direct Instruction in Lecture Labs
These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.	(Education Librarian) will spend five contact hours assist KINE 310 students through online chat, video conferenci video/tutorials, and two in-class presentations. Librarian cover information pertaining to the KINE 310 students'

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	literature review paper (an assignment that fulfills the low division writing requirement for Area E). Librarian will assist with locating, analyzing, and synthesizing the literature for review paper.
Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.	Literature Review
Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.	Article Write-ups

California State University San Marcos
KINE 310: Adventure, Teambuilding and Experiential Education

Instructor: Dr. Paul T. Stuhr, Ph.D.
Office: University Hall 318
Office Hours:
Email: pstuhr@csusm.edu

Meeting times: 3 hours lecture TR 9-10:15

Students with a Disability: If you need any assistance in this class due to a disabling condition, consult Disabled Student Services, (760) 750-4905, at this link: <http://www.csusm.edu/dss/>. The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff are available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Email inquiries can be sent to dss@csusm.edu. Note: If you require course adaptations or accommodations because of a disability, please arrange to meet with the instructor as soon as possible.

Course Description and Rationale: Acquisition of teaching skills including philosophy, facilitation techniques, and safety of track & field and adventure based learning activities and their roles in meeting state and national standards and student learning outcomes in physical education.

Required Course Resources:

Stanchfield, J. (2007). *The art of experiential group facilitation: Tips and tools*. Wood 'N' Barnes Publishing. ISBN # 978-1-885473-71-4

Frank, L. S. (2004). *Journey toward the caring classroom: Using adventure to create community in the classroom and beyond*. Oklahoma City, OK. Wood 'N' Barnes Publishing & Distribution. ISBN: 1-885473-60-5

Course Objectives:

SLO 1: To develop analytical skills and reasoning powers.

Students will be introduced and demonstrate basic comprehension regarding skills and concepts of adventure/experiential-based learning (including the construct of civility).

SLO 2: To develop and increase the ability to communicate ideas on various intra- and interpersonal relationship theory.

Students will demonstrate their knowledge of experiential learning theories, philosophy, safety guidelines, and leadership techniques in the use of adventure/experiential activities by passing a written exam and completing several written assignments based upon course material. Philosophical theories covered include, but are not limited to: Kolb's experiential learning theory, Dewey's experience in education, Hahn's outward bound

model, project adventure's integrated adventure model, Gardner's multiple intelligences model, Kovalik's brain research, Goleman's emotional intelligence literature, Glasser's Choice theory, Kohn's writings on compliance and community, and Gibbs' processing theory.

SLO 3: To acknowledge the interdisciplinary and interdependent nature of successful dispute resolution associated with the complex problems confronting both our increasingly diverse society and the global community.

Students will demonstrate their acquired facilitative/teaching, leadership, and adaptive skills through peer and instructor skill assessments, skill critiques, and demonstrated teaching of activities – including conflict resolution teaching.

SLO 4: To develop basic understanding regarding qualitative methodology and the prominent used nomenclature within the paradigm (e.g., Ethnography, Constructivism, Phenomenological, Grounded Theory, and Case Study).

Students will demonstrate basic comprehension in the philosophical underpinnings and methods within the qualitative research paradigm through examination. Students will demonstrate proficiency in formulating research questions, matching questions with appropriate methodology, collecting data that are trustworthy, and interpreting the data corpus within lab.

SLO 5: Model behavior consistent with that of a Kinesiology professional, including 1) advocacy for a healthy, active lifestyle, 2) adherence to professional ethics, 3) service to others, 4) shared responsibility and successful collaboration with peers, and 5) pursuit of learning beyond CSUSM.

Students will demonstrate how to develop environments which are emotionally safe and supportive, while learning about the variables that impact inter- and intra-personal well-being, assessed through the planning and delivery of ABL curriculum during on and off-campus facilitations.

LEARNING OUTCOMES FOR ALL GENERAL EDUCATION AREA E COURSES:

-
- 1 Describe the physiological, social/cultural, and psychological influences on your own well-being.

 - 2 Identify and actively engage in behaviors that promote individual health, well-being, or development.
 - 3 Describe the value of maintaining behaviors that promote health, well-being and development throughout a person's lifespan.
 - 4 Describe how their well-being is affected by the university's academic and social systems and how you can facilitate their development through active use of campus resources and participation in campus life.
 - 5 Demonstrate critical thinking skills by locating, analyzing and synthesizing information.
-

LEARNING OUTCOMES FOR ALL GENERAL EDUCATION COURSES:

-
- 1 Students will communicate effectively in writing to various audiences.

 - 2 Students will think critically and analytically about an issue, idea or problem.

 - 3 Students will find, evaluate and use information appropriate to the course and discipline.

LEAP (Liberal Education and America's Promise) AND CSUSM SPECIFIC GOALS:

LEAP 1	Knowledge of Human Cultures and the Physical and Natural World
LEAP 2	Intellectual and Practical Skills
LEAP 3	Personal and Social Responsibility
LEAP 4	Integrative Learning
CSUSM 1	Exposure to and critical thinking about issues of diversity
CSUSM 2	Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts

Diversity:

Course content will be considered as it relates to diverse learners. Students will demonstrate knowledge and application of appropriate ways in which to instruct diverse students: (a) students with disabilities, (b) students from diverse ethnic & cultural backgrounds, (c) students from different socio-economic backgrounds, (d) students of various skill levels, and, (e) students of different gender.

Course Evaluation:

Each class requirement has been assigned points. The total possible points serve as the denominator, and the total points earned serves as the numerator. (This is an easy way for the student to keep track of his/her average) The percentage is the grade earned for the course.

Midterm	25% - (50 pts.)
Article Write-ups	20% - (40 pts)
Chapter Reflections	20% - (40 pts)
Final ABL Paper	10% - (20 pts)
Facilitation/Leadership Teaching	10% - (20 pts)
Field Experience	8% - (16 pts)
On-Time/Attendance	7% - (14 pts)

Total Points – 200

Total /200

Grading Scale:

94%-100% = A	80% - 83% = B-	67% - 69% = D+
90% - 93% = A-	77% - 79% = C+	60% - 66% = D
87% - 89% = B+	74% - 76% = C	59% - below = E
84% - 86% = B	70% - 73% = C-	

There are many tasks students will be participating in during the course:

Midterm – 25%

There will be a midterm and a final exam covering information from your assigned reading and discussed throughout the quarter including history, philosophy, theory, terminology, safety, program development, activity adaptation, and processing.

Article Write-ups - 20%

There will be several articles that each student will need to read, reflect-on, and write about on topics related to adventure-based learning and creating a supportive learning environment for P-12 students.

Chapter Reflections - 20%

Students will have the opportunity of demonstrating their knowledge regarding selective reading chapters through writing reflective narratives on the course content.

Final ABL Paper – 10%

Students will write a final term paper demonstrating their knowledge and understanding of ABL. The Education Librarian will spend five contact hours assisting KINE 310 students through online chat, video conferencing, video/tutorials, and two in-class presentations. The librarian will cover information pertaining to the KINE 310 students' literature review paper (an assignment that fulfills the lower division writing requirement for Area E). The librarian will assist with locating, analyzing, and synthesizing the literature for the review paper.

Facilitation/Leadership Assessment - 10%

Students will be assessed on their facilitation/leadership skills while presenting/facilitating activities from their lesson plans. Assessment will be based on a predetermined checklist provided by the instructor. Students will also receive credit for teaching off-site at the middle school.

Field Experience - 8%

Every student will have the opportunity to teach ABL sessions at local middle schools.

Professionalism & On-Time Attendance – 7%

This course relies on the participation and involvement both physically and verbally during class. The instructor will assess your professionalism and successful participation in all processes.

5% of your grade has been allocated for professionalism and on-time attendance to encourage you to be present at the start and through the entire duration of the class to

help support your peers during the experiential based activities. You may miss or be late for three (3) classes. On the fourth (4) absence and/or late arrival (or early departure) you will lose the **entire 7%**.

Writing Requirement – Students will satisfy the CSUSM writing requirement through:

- Article write-ups related to Adventure/Experiential Based Learning.
- A final term paper on material covered in both textbooks.
- Typing up chapter reflections related to each reading assignment.

Class Procedures and Opportunities for Success:

Absences from class: Please note that being in class to support and assist your peers in the activities is important. **With 7 unexcused absences, you will receive an “F” grade in the course.** Moreover, the class is structured in such a way that there are consequences for being absent. If you are absent for any exam you will receive a zero for that exam. If you are absent from an in-class activity session you will forfeit the points for that session-since it is not possible to arrange make-up activities. However, absences due to a death in the family or university sanctioned events will be accepted as excused absences. Please contact me **PRIOR** to your absence so arrangements can be made to cover your assigned tasks in your peer group. You must provide appropriate documentation upon your return to class.

Assignments/Exams: All assigned work is due on or before the due date. Any work turned in after the due date will not be accepted. All work must be submitted on the assigned day at the start of class unless otherwise noted (even if you are unable to attend class). Written assignments that are not to be submitted electronically via email (unless specifically instructed to submit electronically). If a conflict (university event, etc) with a due date is known, the assignment must be turned in before the due date. Failure to complete an assignment will result in an “E” for that assignment.

Assignments will not be given at times other than those specified on the syllabus. If a student is going to miss an assignment the instructor must be notified prior to the due date. If a student has a conflict due to an excused absence the assignment must be completed prior to the absence. No make-ups will be provided for unexcused absences.

Dress: It is important for each student to be prepared to be active in the day’s activity. Students should have comfortable clothing and footwear.

Professionalism: As a potential future professional within the field of Kinesiology, you should exhibit the following professional qualities: being prepared for class by completing the reading materials on time, attending class regularly and on time, actively participating in all assignments, and interacting in a professional manner with peers and instructor.

Each student is expected to exhibit professional behavior and sportsmanship during class sessions. Inappropriate behaviors and actions towards other students and/or the instructor will not be tolerated.

If a student misses class, it is his/ her responsibility to make up the material missed. The student must take responsibility and secure the missed information from his/her classmates. The instructor will be a resource, but will not provide copies of the class notes.

Academic Honesty Policy: Students must read the University Policy regarding academic misconduct at the following link (http://lynx.csusm.edu/policies/procedure_print.asp?ID=187). To paraphrase that document, "Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be **expelled, suspended**, put on probation, or given a less severe disciplinary sanction." In this class, this may include cheating on exams and quizzes, plagiarizing material from various resources, including your peers, for your project/labs, and fabricating data for labs and other assignments.

Cell Phone Policy: Please turn off all cell phones when you are in our classroom.

KINE 310
Tentative Class Schedule

Written course assignments are in **bold font** and are due Tuesdays.

Week	Lecture	Lab
1 8/30-9/1	Creating Supportive Environments ABL Philosophy	Intro ABL Activities OCSL Forms collected
2 9/6-9/8	Tips and Tools (T&T) foreword /chapter 1 Complete chapter 1 reflection Caring Classroom (C&C) Introduction Paper 1 Due	Community Building and Cooperation Activities
3 9/13-9/15	T&T chapter 2 and reflection C&C chapter 1	Trust Activities and Problem Solving
4 9/20-9/22	T&T chapter 3 and reflection C&C chapter 2 Paper 2 Due	Student Facilitations
5 9/27-9/29	T&T chapter 4 and reflection C&C chapter 3	Student Facilitations
6 10/4-10/6	T&T chapter 5 and reflection C&C chapter 4	
7 10/11- 10/13	T&T chapter 6 C&C chapter 5 Paper 3 Due	Student Facilitations
8 10/18- 10/20	T&T chapter 7 C&C chapter 6 Paper 4 Due	Student Facilitations
9 10/25- 10/27	Midterm	Student Facilitations
10 11/1-11/3	Middle School Practicum Paper 5 Due	Middle School Practicum
11 11/8-11/10	Middle School Practicum	Middle School Practicum
12 11/15- 11/17	Middle School Practicum	Middle School Practicum
13 11/22	Final ABL Paper Due	Thursday 11/24 Thanksgiving – No Class
14 11/29-12/1	Middle School Practicum	Middle School Practicum
15 12/6-12/8	Middle School Practicum	Middle School Practicum
16	Finals Week 7-9am Debriefing Field Experience	

KINE 309 Article Write-ups and Chapter Reflections

Please read the assigned articles/textbook chapters and write a response to the material covered. Each writing assignment should provide clear evidence of your understanding of the material and closely follow the rubric listed below.

- **Be sure to read the material carefully, twice if necessary!**

- **Double check** that your paper meets each of the following specifications in the scoring rubric.

Scoring Rubric

Objective: Each student will:

(1) Write a thoughtful and detailed response to each assigned article/chapter. Provide an **in-depth answer** that can be shared with the class during discussion if necessary. The writing should be clear and follow a logical writing pattern with correct grammar and punctuation. Provide examples when necessary to help reader understand key concepts.

(2) Provide written work that is:

- **Typed and single-spaced.**

- The print quality should be clear and dark with **Times New Roman font size of 12.**

- All margins should be **one inch.**

- Should have the paper's title, the S's name, and the date the paper is submitted on the top right hand side of the page.

(3) Each paper should answer the following main topics:

- What was the article/chapter about? What were the main ideas/concepts covered?

- Why was the information in the article/chapter important to physical education?

- In what way do you see the information in the article/chapter to be of value? To yourself, your teaching, or your life in general? How can you use this information?

(4) For the **article write-up papers should be 2-3 pages** in length.

For the **chapter reflections** your writing should be **1-2 pages** in length.

_____ 7-8 points = Demonstrated a highly thorough understanding of all objectives

_____ 5-6 points = Demonstrated an adequate understanding of all objectives

_____ 4-5 points = Demonstrated an adequate understanding of most not all of the objectives

_____ 0 points = Demonstrated inadequate understanding of the objectives

High standards of academic integrity are expected. Plagiarism will not be tolerated and will be dealt with according to guidelines from CSUSM.

OCSL Necessary Steps

The Office of Community Service Learning (OCSL) requires that all students involved in a service learning class fill out and turn in some forms.

All students need to register at <http://www.csusm.edu/ocsl/students.html>

- 1) Students submit their **on-line registration** during the **first 2-weeks** of the semester.
- 2) Students read and sign **Guidelines & Limitations form** (turned in to **Dr. Stuhr**).
- 3) Students read and sign **Informed Consent Waiver form** (turned in to **Dr. Stuhr**).
- 4) Students are required to submit a **Student Evaluation of the Field Placement Agency** (turned in to **Dr. Stuhr**) after they've finished their service project.
- 5) **Nominations:** A call for nominations will be sent in Spring 2012 semester for our Annual Outstanding Service Learning Student/Faculty/Community Partner, when you get the e-mail, please nominate instructors or peers who have contributed greatly to your experience!