

<b>ORIGINATOR'S SECTION:</b>	
<b>1. College:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b> Fall 2016
<b>2. Current Course abbreviation and Number:</b> KINE 310 Adventure Based Learning, Team Building, and Experiential Education	

**TYPE OF CHANGE(S).** Check ☒ all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (☒) above.

**NEW INFORMATION:**

<b>CURRENT INFORMATION:</b>			<b>Course abbreviation and Number:</b>																										
<b>3. Title:</b> Adventure, Teambuilding, and Experiential Education			<b>Title:</b> <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Social and Emotional Health																										
<b>4. Abbreviated Title for Banner</b> <i>(no more than 25 characters):</i>			<b>Abbreviated Title for PeopleSoft:</b> <i>(no more than 25 characters, including spaces)</i>																										
<b>5. Number of Units:</b>			<b>Number of Units:</b>																										
<b>6. Catalog Description:</b>			<b>Catalog Description:</b> <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</i>																										
<b>7. Mode of Instruction*</b> <i>(See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf">http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf</a> for definitions of the Course Classification Numbers)</i>																													
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<b>8. Grading Method:*</b> <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)			<b>Grading Method:*</b> <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)																										
<b>9. If the NP or CP grading system was selected, please explain the need for this grade option.</b>																													
<b>10. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean			<b>Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean																										

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

**CURRENT INFORMATION:**

<input type="checkbox"/> Program/Department/Director/Chair
<b>11. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
<b>12. Is Course Cross Listed:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course
<b>13. Prerequisite(s):</b>
<b>14. Corequisite(s):</b>
<b>15. Documentation attached:</b> <input type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline

**NEW INFORMATION:**

<input type="checkbox"/> Program/Department/Director/Chair
<b>Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
<b>Is Course Cross-listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
<b>Prerequisite(s):</b>
<b>Corequisite(s):</b>

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)*

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?** ☒ Yes ☐ No

If yes, please specify:

Elective for Kinesiology major, GE area E requirement, Liberal Studies

**17. Does this course change impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

**18. Reason(s) for changing this course:**

The content of this course, while also related to adventure based learning, is primarily focused on the personal and social development of students through participation in structured learning activities. It therefore has relevance to the Health Science option in Kinesiology, and in particular the "Comparative Health" requirement. Its current name (Adventure, Teambuilding, and Experiential Education) does not fully describe the content of the course and does not fit as well within the Health Science context.

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (Please Print) Jeff Nessler 12/17/15  
 Date  
 2. Program Director/Chair [Signature] 12/17/15  
 Date  
 3. College Curriculum Committee Nancy C. Lomig 3-14-16  
 Date  
 4. College Dean (or Designee) [Signature] 3/14/16  
 Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

**RECEIVED**  
**APR 15 2016**  
 BY: \_\_\_\_\_

**California State University San Marcos**  
**College of Education, Health and Human Services**  
**KINE 310: Adventure, Teambuilding and Experiential Education**  
**Spring 2016 - Class Number: 22285**

**Instructor:** Dr. Paul T. Stuhr, Ph.D.  
**Office:** University Hall 318  
**Email:** [pstuhr@csusm.edu](mailto:pstuhr@csusm.edu)  
**Office Hours:** Tuesday 1:00-4:00p or by appointment

**Meeting times:** Fridays 10:00-12:45 (Markstein Hall II 105 for lecture & Clarke Gym for lab)

Note: This course includes an off-campus field experience. Students may need to complete alternative assignments if unable to attend the field experience. The field experience will occur during the last few class meetings and will meet at a local K-12 school (during our scheduled class time).

**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. Email inquiries can be sent to [dss@csusm.edu](mailto: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. **\*\*\*If you have a physical injury that would interfere with physical activity please see me immediately after day 1 of class**

**Mission of the College:** The mission of the College of Education, Health and Human Services (CEHHS) is to collaboratively engage with community, regional and global partners to prepare highly skilled and ethical educators, researchers, health care, human services, and movement specialists to transform their work and community environments. The students, staff, and faculty of CEHHS demonstrate commitment to diversity and equity through curriculum and program development, instructional and assessment strategies, and recruitment and retention practices. We promote student-centered learning, support innovative research/scholarship, and engage in service to improve the quality of life, inclusive of physical, emotional, intellectual, social, and spiritual health. The CEHHS is committed to and supports teaching and learning environments that are accessible and technologically progressive.

**Mission of the Department of Kinesiology:** The mission of the Department of Kinesiology is to inform, educate, and empower students to enhance fitness and quality of life and reduce health disparities among their peers, families, and communities. We accomplish this through transformational teaching, discipline-specific practice, creative scholarship, and outstanding service. The collaboration of our faculty, students, and community partners promotes the development of effective leaders, practitioners, and citizens to advance healthy living within our multi-cultural society.

**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.  
*(Fulfills GE Area E Lifelong Learning for all students)*

**Extended Course Description:** Acquisition of teaching skills including philosophy, facilitation techniques, and safety of Adventure-based learning (ABL). ABL consists of a deliberate sequence of activities that foster the personal and social development of participants. The sequence of activities involves games and initiatives designed to move the participants through the sequence of communication, cooperation, trust, and problem solving. Participation in ABL programs help to foster an increased level of interpersonal and intrapersonal development of participants (Priest, 1990) and is comprised of a series of structured activities combined with a purposive reflection and application of learning beyond the activity (Bailey, 1999). ABL is as a holistic student-centered approach that can enhance personal behaviors and social interactions. A major assertion of participation in ABL is that the positive change participants experience leads to an increased level of self-awareness (Priest, 1990). Includes an off-campus community field experience at local K-12 public schools. Includes weekly movement activities that require student participation.

**Required Course Resource:**

Frank, L. S. (2013) 2<sup>nd</sup> ed. Journey toward the caring classroom: Using adventure to create community in the classroom and beyond. Oklahoma City, OK. Wood 'N' Barnes Publishing & Distribution. ISBN: 1939019109

**Recommended Course Resource:**

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

The instructor will also be providing several peer-reviewed articles on ABL related topics that will complete the course resources. These articles will be found on Moodle (Cougar Courses).

**Learning Outcomes:**

Upon successful completion of this course, students will:

1. Comprehend the basic skills and concepts of adventure/experiential-based activities (including the construct of civility).

*This outcome aligns with GE Item A - Objective 1: To develop analytical skills and reasoning powers, and Objective 2: To develop and increase the ability to communicate ideas and to locate and share information*

2. 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, Gibbs' processing theory, Fredrickson's Broaden and Build Theory, and related social and emotional theories in the field of Education and Positive Psychology.

*This outcome aligns with Item A - Objective 7: To promote global citizenship through knowledge of the forces, which shape and have shaped the individual and modern society*

3. Demonstrate their acquired facilitative/teaching, leadership, and adaptive skills through peer and instructor skill assessments, skill critiques, and demonstrated teaching of activities.

*This outcome aligns with GE Item A - Objective 9: 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*

4. Demonstrate their knowledge of adventure/experiential education and the construct of civility through locating, analyzing, and synthesizing the literature on ABL and civility.

*This outcome aligns with GE Item C: Technology and Information Literacy*

5. Value the impact of an emotionally safe and supportive environment, in regard to creating a learning space conducive to learning. 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.

*This outcome aligns with GE Item B: Criteria for Lifelong Understanding*

### **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. Diversity of opinion is welcome if discourse is conducted in a professional manner (i.e., class will maintain an emotionally safe learning environment for all students).

### **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.

<b>Readings (text/articles) &amp; Quizzes (5 @ 5% each)</b>	<b>25% - (50 pts)</b>	_____
<b>Photo Journal Project</b>	<b>25% - (50 pts)</b>	_____
<b>Facilitation/Field Experience</b>	<b>25% - (50 pts)</b>	_____
<b>Examination</b>	<b>25% - (50 pts)</b>	_____

**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:

### **Readings and Quizzes - 25%**

There are textbook readings and 5 total articles that students will need to read and reflect upon in completing this course. There will be quizzes throughout the semester on all readings.

Quiz Rubric: 10-8 = 10, 7 = 8, 6 = 7, 5 = 6, etc.

**Photo Journal – 25%**

Photo-voice is an innovative approach that provides a way to understand your perspectives and experiences related to the concepts of Adventure-based Learning (ABL). The purpose of this photo-voice journal is for you to capture visual representations of the concepts of ABL as they occur in your lives beyond KINE 310. In addition to the photographs, you will be asked to elaborate on the photos in a journal using issued guiding prompts and the literature found in the library.

**Facilitation - 15%**

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.

**Field Experience - 10%**

Every student will have the opportunity to teach ABL sessions at a local school.

**Examination – 25%**

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

**On-Time & Attendance**

This course is experiential in nature and relies heavily on the participation and involvement both physically and verbally during class. The instructor will assess your professionalism and successful participation in all processes. You may miss, be late, or leave early for three (3) classes. On the fourth (4) absence and/or late arrival (or early departure) you will lose **10 points off your final course total (5% of 200 pts)**.

**Absences from class:** Please note that being in class to support and assist your peers in the activities is important. **With 4 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 from an in-class lab activity session you will forfeit the points for that session-since it is not possible to arrange make-up activities.

**Writing Requirement**

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, undergraduate students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every undergraduate course at the University must have a writing component, which can be achieved in a variety of ways depending on the course. The writing requirement for individual undergraduate students will vary by course units, as follows:

- 3 units and up = 2,500 words (approximately 10 pages)
- 2 units = 1,700 words
- 1 unit = 850 words

Thus, each undergraduate student will write a minimum of 850 words for a one-unit course, a minimum of 1,700 words for a two-unit course, or a minimum of 2,500 words for courses of three units or more. All writing will be in English or a written language that meets the university’s “language other

than English requirement” (LOTTER).

The writing requirement will be met through the photo journal project.

### **Class Procedures and Opportunities for Success:**

**Credit Hour Policy Statement:** Course is face-to-face instruction and students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

**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). 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 “F” for that assignment. Assignments will not be given at times other than those specified on the syllabus.

**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](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.

Students in the past who have presented work other than their own or who have plagiarized have received zero points for those assignments.

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

## KINE 310

### *Tentative Class Schedule*

<b>Week</b>	<b>Lecture</b>	<b>Lab</b>
1 1/29	Creating Supportive Environments ABL Philosophy + CP Intro	Intro ABL Activities Syllabus Debrief
2 2/5	Caring Classroom Text (CC) Intro and chapter 1 <b>Read article 1 and 1a</b> <b>Quiz 1</b>	ABL Activities w/ Debrief Introduce Debrief/Processing
3 2/12	CC chapter 2 <b>Community</b> <b>Read both article 2 and 2a</b>	ABL Activities w/ Debrief
4 2/19	CC chapter 3 <b>Form into Facilitation Groups</b> <b>Cooperation</b> <b>Quiz 2</b>	Activities w/ Sunday Afternoon Drive Debrief Model Emphasized
5 2/26	CC chapter 4 <b>Read Article 3</b> <b>Facilitation Group Work</b> (Be sure to bring your textbook!)	Activities w/ Sunday Afternoon Drive Debrief Model Emphasized
6 3/4	CC chapter 5 <b>Trust</b> <b>Quiz 3</b>	Student Facilitations <b>CP Ind/Group Interviews</b>
7 3/11	CC chapter 6 <b>Read Article 4</b> <b>Survivor Activity</b> <b>Quiz 4</b>	Student Facilitations <b>CP Ind/Group Interviews</b>
8 3/18	CC Chapter 7-9 <b>Read Article 5</b> <b>Conflict Resolution</b> <b>Quiz 5 &amp; Photo Journal Due</b>	Student Facilitations <b>CP Ind/Group Interviews</b>
3/25	<b>Spring Break</b>	<b>Spring Break</b>
9 4/1	<b>Examination</b>	Student Facilitations <b>CP Ind/Group Interviews</b>
10 4/8	<b>SHAPE America</b>	<b>No Class</b>
11 4/15	Prep for Facilitations Cover Expectations - Fill out Waivers	Prep in Lab w/ Group <b>CP Ind/Group Interviews</b>
12 4/22	School Field Experience	School Field Experience
13 4/29	School Field Experience	School Field Experience
14 5/6	School Field Experience	School Field Experience
15 5/13	School Field Experience	School Field Experience
16 Finals	<b>Be sure all journal are uploaded</b>	



## Contemplative Practices - Tentative Schedule

As part of an initiative led by a group of faculty from across the campus, I plan to incorporate contemplative pedagogy into the classroom this semester. Contemplative pedagogy includes practices that quiet the habitual chatter of the mind; cultivate a capacity for deeper awareness and understanding; increase focused attention; and, increase feelings of connectedness and compassion. Research has shown that the use of contemplative practices in the classroom improves concentration, reduces stress and anxiety, reduces emotional reactivity and improves academic performance among students across a broad range of domains. Consistent practice of contemplative techniques can literally change our brain functionality and help us use our cognitive, emotional and physical selves more effectively. Most importantly, I hope that using contemplative techniques will help us rediscover the transformative power of wonder and joy in the learning process.

<b>Week</b>	<b>Lecture</b>	<b>Journaling</b>
1 1/29	<b>"60-Minutes" Video &amp; "Why are you Here" Activity</b>	
2 2/5	<b>Contemplative Breathing</b>	
3 2/12	<b>Mindful Reading</b>	<b>#1</b>
4 2/19	<b>Body Scan</b>	
5 2/26	<b>Just Like Me</b>	<b>#2</b>
6 3/4	<b>Meditative Walking</b>	
7 3/11	<b>Open Awareness</b>	<b>#3</b>
8 3/18		
3/25	<b>No Class – Spring Break</b>	
9 4/1		
10 4/8	<b>SHAPE America</b>	<b>#4</b>
11 4/15		