

# General Education Course Proposal

Proposed Course: RLS 80 Lifelong Learning in the Natural Environment Units 3  
Prefix No. Title

Department: Recreation Administration School: Health and Human Services

### GE Category (Indicate one category only):

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2\_\_\_; D\_\_\_; E X  
Integration: B\_\_\_; C\_\_\_; D\_\_\_; International/Multicultural\_\_\_

Existing Course X; Revised Course \_\_\_; New Course \_\_\_

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)  
Exploration of the social, psychological and physiological implications of experiential learning and personal growth using experiences based in the natural environment. Dynamics of identifying personal interests and skills and discovering resource based learning opportunities in the leisure appropriate across the life stages.

Enrollment limit per section: 50

Expected number of sections per semester – Year 13-4; Year 3 3-4

### Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

### Approval for Inclusion in General Education

Andrew Hoff 5-4-98  
Department Chair Date

[Signature] 5/29/98  
School Curriculum Committee Date

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School Dean Date

[Signature] 12/15/98  
General Education Subcommittee Date

Brandt Kehoe 12/22/98  
Associate Provost Date

## Proposal for Inclusion in General Education: Area E

**Proposed Course:** RLS 80 Lifelong Learning in the Natural Environment

**Proposed By:** Recreation Administration and Leisure Studies Program

**Attachment #2:** General Syllabus

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**RLS 80 Lifelong Learning in the Natural Environment**  
3 units (no prerequisite)

Semester, Year  
Schedule # xxxxx

**Catalog Description:** Exploration of the social, psychological and physiological implications of experiential learning and personal growth using experiences based in the natural environment. Dynamics of identifying personal interests and skills and discovering resource based learning opportunities in leisure appropriate across the life stages.

**General Education:** This course meets General Education requirements. For students using catalog year 1998-99 or earlier, RLS 80 meets the requirements for GE Breadth Area 4. For all other students, RLS 80 meets the requirements for Breadth Area E.

**Instructor:** Name

**Office:** Office location

**Office Hours:** Instructor's office hours and off hour arrangements

**Phone/email:** Instructor's office phone/voice mail number, email address

**Dept. Office:** Psychology/Human Services (PHS) Building Room 121  
Business hours: M-F 0800-1200 and 1300-1700

**Dept. Phone:** (209) 278-2838 FAX (209) 278-5267

**Textbook:** Class notes/required text

**Fees:** No general course fee is required. Some field trips do require students to share transportation and entrance fee expenses. Some field trips (as selected by the student) require payment of a fee directly to the concessionaire providing the experience.

**Course Goals:** At the successful completion of this course, the student should be able to

1. discuss the importance of understanding human interaction with the natural environment,
2. describe the salient features of each stage of the human aging process,
3. articulate a personal philosophy of leisure as it relates to ones natural heritage,
4. describe potential opportunities that represent lifelong interests,
5. demonstrate a working knowledge of resources available to enhance, his or her participation in lifelong activities based in the natural environment,
6. describe the characteristics and policies of those agencies and organizations providing participation opportunities, services and open space resources,

7. relate descriptions of applicable behavioral theories related to participation in activities that pose elements of personal risk and challenge,
8. demonstrate a working knowledge of appropriate skills related to insuring personal well-being and safety in the natural environment,
9. understand the experiential learning cycle.

**Course topics:**

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|---|---|
| <ol style="list-style-type: none"> <li>1. Definitions of leisure, recreation and play               <ol style="list-style-type: none"> <li>a. leisure as expression of the individual</li> <li>b. time use, activity and idleness</li> <li>c. play and play rituals</li> </ol> </li> <li>2. Development of public use of natural resources               <ol style="list-style-type: none"> <li>a. historical significance of open space</li> <li>b. naturalist movement</li> <li>c. national parks and public places</li> <li>d. use and nonuse of public open spaces</li> </ol> </li> <li>3. Life stage characteristics and development of leisure interests               <ol style="list-style-type: none"> <li>a. childhood to later adulthood</li> <li>b. development of specialization in leisure</li> <li>c. setting and realizing personal goals</li> <li>d. adaptation of interests to life stages</li> </ol> </li> <li>4. Experiential learning               <ol style="list-style-type: none"> <li>a. learning through personal experience</li> <li>b. responding to physiological cues</li> <li>c. responding to need to be social, to be alone</li> <li>d. responding to anxieties and fears</li> </ol> </li> <li>5. Agencies/organizations providing learning opportunities               <ol style="list-style-type: none"> <li>a. public agencies (federal, state, local)</li> <li>b. nonprofit agencies</li> <li>c. commercial agencies</li> </ol> </li> <li>6. Safety and life saving in the natural environment               <ol style="list-style-type: none"> <li>a. trip planning</li> <li>b. personal and group safety</li> <li>c. assessment of environmental characteristics</li> <li>d. identifying perceived and actual risk</li> </ol> </li> <li>7. Field experience               <ol style="list-style-type: none"> <li>a. participation in selected field trips</li> <li>b. evaluation of experience</li> </ol> </li> </ol> | <p>2 weeks</p> <p>2 weeks</p> <p>4 weeks</p> <p>4 weeks</p> <p>2 week</p> <p>1 week</p> <p>Continuous</p> |
|---|---|

**Assignments:**

1. **Personal.** This class will require each student to pay attention to their own interests and the needs of others. An opportunity to develop a future perspective that is based on self-awareness will be offered.
2. **In class assignments.** Each student will complete several in class tasks related to the topic at hand. Taken together, these assignments will total approximately 1,000 words. These assignments are not graded.
3. **Paper(s).** A written paper is required. At a minimum, this assignment will meet the 2,000 word writing requirement for all lower division GE courses. This assignment will be reviewed and returned with comments and notations for improvement.
4. **Exams.** Three exams will be given to test retention of course content.

**Course Calendar:** A course calendar listing approximate dates for topics, assignment due dates, exams, field trips, and class events will be provided.

**Evaluation:** Each syllabus will include the criteria upon which student grades will be determined. Each syllabus will include a statement of the necessary conditions for passing the course. The relative point values for each graded element of the course will be clearly stated.

**General Information:**

1. Attendance policy.
2. Policy on notification, late assignments, and make-up work will be included.
3. Cheating and plagiarism. Statement from the General Catalog on cheating and plagiarism will be included on each syllabus.
4. Special conditions. Statement regarding availability of services for students with disabilities will be included on each syllabus.
5. Other policies related to the course, the Recreation Administration and Leisure Studies Program and the School of Health and Human services will be included.

## **Proposal for Inclusion in General Education: Area E**

**Proposed Course:** RLS 80 Lifelong Learning in the Natural Environment

**Proposed By:** Recreation Administration and Leisure Studies Program

**Attachment #3:** Typical Syllabus

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**RLS 80 Lifelong Learning in the Natural Environment**

Fall, 1999

3 units (no prerequisite) Schedule # 54321

TTH 0945-1100 South Gym 130

**Catalog Description:** Exploration of the social, psychological and physiological implications of experiential learning and personal growth using experiences based in the natural environment. Dynamics of identifying personal interests and skills and discovering resource based learning opportunities in leisure appropriate across the life stages.

**General Education:** This course meets General Education requirements. For students using catalog year 1998-99 or earlier, RLS 80 meets the requirements for GE Breadth Area 4. For all other students, RLS 80 meets the requirements for Breadth Area E.

**Instructor:** Dr. L. Jay Fine

**Office:** Psychology/Human Services Building Room 138

**Office Hours:** Mondays 1300-1500 Wednesday 0900-1000 Thursdays 1300-1500  
Other days and times by appointment

**Phone/email:** 278-2629 lawrence\_fine@csufresno.edu

**Dept. Office:** Psychology/Human Services Building Room 121  
Business hours: M-F 0800-1200 and 1300-1700

**Dept. Phone:** (209) 278-2838 FAX (209) 278-5267

**Textbook:** A required set of class notes for RLS 80 is available from the Copy Center in the Kennel Bookstore.

**Fees:** No general course fee is required. Some field trips do require students to share transportation and entrance fee expenses. Some field trips (as selected by the student) require payment of a fee directly to the concessionaire providing the experience.

**Course Goals:** At the successful completion of this course, the student should be able to

1. discuss the importance of understanding human interaction with the natural environment,
2. describe the salient features of each stage of the human aging process,
3. articulate a personal philosophy of leisure
4. describe potential opportunities that represent lifelong interests,
5. demonstrate a working knowledge of resources available to enhance, his or her participation in lifelong activities based in the natural environment,

6. describe the characteristics and policies of those agencies and organizations providing participation opportunities, services and open space resources,
7. relate descriptions of applicable behavioral theories related to participation in activities that pose elements of personal risk and challenge,
8. demonstrate a working knowledge of appropriate skills related to insuring personal well-being and safety in the natural environment,
9. articulate the importance of effective use of leisure based time to advance individual, group, and societal goals.

**Course topics:**

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|--|------------|
| 1. Definitions of leisure, recreation and play                     | 2 weeks    |
| 2. Life stage characteristics and development of leisure interests | 3 weeks    |
| 3. Development of public use of natural resources                  | 2 weeks    |
| 4. Experiential learning   | 4 weeks    |
| 5. Agencies/organizations providing learning opportunities         | 2 weeks    |
| 6. Safety and life saving in the natural environment               | 2 weeks    |
| 7. Field experience  | Continuous |

**Assignments:**

1. **In class assignments.** Each student will complete several in class tasks related to the topic at hand (see calendar). Since these assignments are most effectively completed within the context of our discussion, they cannot be made up. An opportunity for recovering some of the lost credit will be offered.
2. **Paper(s).** In accordance with University General Education policy, all lower division GE courses must have a minimum 2,000 word writing requirement. For this class, you will complete a four to five page Life Goals essay. You will also complete three one page personal assessments and a minimum of three in class writing assignments. Each of the three exams will include at least one essay question. .
3. **Exams.** Three exams have been scheduled approximately five weeks apart (see calendar). Each exam will be cumulative in that it will cover all readings, in class assignments, multimedia presentations, and lectures for that five week period plus highlighted materials from previous five week segments. A study guide and opportunity for review will be provided.

**Course Calendar:** All exam dates and the due date for the written paper are fixed. Dates for specific topics, multimedia presentations and in class assignments may be altered. These changes will be announced at least one class period in advance. Dates for field trips are fixed. The destinations and subjects of field trips may be altered based on weather, road closures, changing environmental characteristics, or related issues. Make your plans now to attend designated field trip days and times. If you cannot attend any of the listed field trips because of work or family related constraints, drop this class now.

Week	Date	Topic	Assignment/Task
1	1/28	Introduction to the course	Complete information card Class Notes: Section 1
	1/30	Defining Leisure and Wilderness	Life Goals assignment out
2	2/4	Constraints/Enhancers in Leisure	Class Notes: Section 2
	2/6	Recreation and play	
3	2/11	Cooperation/winning and losing Outdoor pursuits	Initiative activities
	2/13	Introduction to life stages	Class Notes: Section 3
	2/15	Childhood to early adulthood	Cross Country Skiing Trip
4	2/18	Middle adulthood to later adulthood	
	2/20	Building a leisure career	Class Notes: Section 4
5	2/25	Adaptation and change over time	Bring questions
	2/27	Examination #1	
6	3/4	Nature movement in America	Review exam results Class Notes: Section 5
	3/6	National parks and public lands	Life Goals essay in
	3/8 and 3/9		Ropes Course
7	3/11	Role models/ mentors :John Muir	Keeping journals Class Notes: Section 6
	3/13	Access and abuse of public land	Class Notes: Section 7

Calendar Continued

Week	Date	Topic	Assignment/Task
8	3/18	Introduction to experiential learning	Self-Assessment #1 Class Notes: Section 8
	3/20	Full value contracts	Self-Assessment #2
9	3/25	Lifelong learning (ages 0-17)	
	3/27	Lifelong learning (ages 18-39)	Self-Assessment #3
10	4/1	Lifelong learning (ages 40-65)	Bring Questions
	4/3	Examination #2	
11	4/7 to 4/11	Spring Break	
12	4/15	Lifelong learning (ages 66 to 100)	Review exam results
	4/17	Local and state resources	Internet activity out Class Notes: Section 9
13	4/22	Federal resources	National Parks Jeopardy
	4/24	Nonprofit resources	Life Goal Essay returned
14	4/29	Commercial resources	
	5/1	Shared resources	Internet activity in
	5/3	Trip planning	Yosemite Hike Class Notes: Section 10
15	5/6	Finding your way	Map/compass/GPS
	5/8	Individual and group safety	Class Notes: Section 11
	5/10	Shared responsibilities	National River Cleanup
	5/11	Leisure and lifelong learning	White Water Rafting
16	5/13	Summary	Bring Questions
	5/20	Examination #3	



**Evaluation:**

Course Assignments:		Grading Scale:
Life Goal Essay	100	450 - 500 = A
Class Assignments	50	400 - 449 = B
Field Trips     2 @ 25	50	350 - 399 = C
Exams           3 @ 100	<u>300</u>	300 - 349 = D
Total Possible	500	0 - 299 = F

**Notes on Evaluation**

1. The Life Goal Essay and all class assignments will have the criteria for evaluation clearly stated on the individual assignment sheets.
2. To pass this class, students must earn a minimum of 300 points.
3. Final grades are based on total points earned and not on an averaging or summary of letter grades assigned to each exam or assignment.

**General Information:**

1. **Attendance.** Given that the instructor will show up for each class, students are expected to attend as well. No points are awarded for attending class. In class assignments will occur and may not be made up regardless of circumstance.
2. **Notification and late assignments.** No make-up exams will be given without notice prior to the exam day and time. The deduction for turning an assignment after the stated day and time is 20%. Late assignments can be turned in up to the day and time said assignment is graded (or recorded) and returned. After that day, the assignment will not be accepted.
3. **Cheating and plagiarism.** University policy defines “cheating” as “the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term ‘cheating’ not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means.” University policy defines “plagiarism” as “a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work.” Cheating or plagiarism will not be tolerated in this course. If cheating or plagiarism is demonstrated on an assignment or examination, the minimum penalty will be a grade of ‘F.’ The student may also receive an “F” in the course depending upon the severity of the act. A report of the act will be processed and forwarded to the Dean of Students for placement in the permanent records of the student. Claimed ignorance of this regulation is no excuse.

4. **Special needs.** If you have special needs related to an identified disability, you must register with the Office of Services to Students With Disabilities in the Madden Library, room 1049, 278-2811. No allowances will be made without official notification from that office.

5. **Read this.** The nature of this class requires that you attend each class session and pay close attention to announcements regarding assignments, readings, exams, and especially field trips. The best of intentions will not earn points in this class. Do not hesitate to come in during listed office hours and discuss issues related to your participation in this class. **You are responsible for monitoring your progress and final outcome for this class.**