# RPTA 126: THE SCIENCE OF PLAY

## In Workflow

1. RPTA Committee Chair (mcwilson@csus.edu)
2. RPTA Chair (mcwilson@csus.edu)
3. HHS College Committee Chair (heather.thompson@csus.edu)
4. HHS Dean (sac19804@csus.edu)
5. Academic Services (torsetj@csus.edu; cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcomittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (wlindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 05 Oct 2021 18:24:46 GMT
   Marty Wilson (mcwilson): Approved for RPTA Committee Chair
2. Tue, 12 Oct 2021 19:13:22 GMT
   Marty Wilson (mcwilson): Approved for RPTA Chair
3. Wed, 20 Oct 2021 02:14:04 GMT
   Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
4. Wed, 20 Oct 2021 16:10:10 GMT
   Robert Pieretti (sac19804): Approved for HHS Dean

## New Course Proposal

Date Submitted: Wed, 29 Sep 2021 17:11:00 GMT

## Viewing: RPTA 126 : The Science of Play

## Last edit: Wed, 29 Sep 2021 17:10:58 GMT

Changes proposed by: Erik Luvaas (210464684)

**Contact(s):**

| Name (First Last) | Email | Phone 999-999-9999 |
|---|---|---|
| Erik Luvaas | erik.luvaas@csus.edu | 916-278-5022 |
| Abhijeet Shirsat | shirsat@csus.edu | 916-278-7042 |

**Catalog Title:**
The Science of Play

**Class Schedule Title:**
The Science of Play

**Academic Group: (College)**
HHS - Health & Human Services

**Academic Organization: (Department)**
Recreation, Parks, and Tourism Administration

**Will this course be offered through the College of Continuing Education (CCE)?**
No

**Catalog Year Effective:**
Fall 2022 (2022/2023 Catalog)

**Subject Area: (prefix)**
RPTA - Recreation, Parks, and Tourism Administration

**Catalog Number: (course number)**
126

**Course ID: (For administrative use only.)**
TBD

**Units:**
3

**Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?**
No

**In what term(s) will this course typically be offered?**
Fall, Spring, Summer

**Does this course require a room for its final exam?**
Yes, final exam requires a room

**Does this course replace an existing experimental course?**
No

**This course complies with the credit hour policy:**
Yes

**Justification for course proposal:**
Due to changes in graduation requirements (i.e. the need for more GE B5 options to expand options for majors in Area B) and the life science, quantitative reasoning, and scientific analysis content this course offers, upper division area B5 classification is requested.

While health and wellbeing are at the forefront of society's concerns due to the pandemic, this course will address biological, psychological, physiological, and emotional benefits of play. Research on play behavior has been a long-standing line of inquiry in the recreation and leisure studies fields. While RPTA has taught many of these concepts across its curriculum, this course will provide students a broader understanding of the scientific study of play as it relates to the recreation, parks, tourism, and related fields.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**
Play is a basic biological drive as integral to our health as eating or sleeping. While we learn to “play” as children, it is scientifically proven to be valuable beyond that. When we engage in play, it changes us physiologically, psychologically, emotionally, and increases our health and wellbeing. The course investigates competing scientific literature and analyzes research methodologies, including theories, consequences of mediated play for children and adults, and the impacts of access, equity, and diversity for different populations.

**Are one or more field trips required with this course?**
No

**Fee Course?**
No

**Is this course designated as Service Learning?**
No

**Does this course require safety training?**
No

**Does this course require personal protective equipment (PPE)?**
No

**Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)**
The course will be a lecture format.

**Does this course have prerequisites?**
No

**Does this course have corequisites?**
No

**Graded:**
Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

1. Describe the foundational and emerging scientific theories explaining the benefits of play to human health and wellbeing. (GE area B5: Objective 1&2)
2. Identify the primary research methodologies (quantitative and qualitative) used to establish an evidence base for play as a health and wellbeing strategy. (GE area B5: Objective 1)
3. Critique the assumptions and limitations of the most prevalent research methodologies in the relevant literature. (GE area B5: Objective 1)
4. Describe play benefits and their mechanistic pathways (sociological and physiological) that are most cited in the research literature. (GE area B5: Objective 1&2)
5. Examine the personal, public, and ethical considerations associated with play for health and wellbeing. (GE area B5: Objective 2)
6. Outline how play research may influence different sectors of society including public policy and healthcare strategies. (GE area B5: Objective 2)
7. Analyze geographical, cultural, philosophical, and historical issues affecting contemporary research evidence, populations studied, and inclusive and equitable access to play. (GE area B5: Objective 2&3)

**Attach a list of the required/recommended course readings and activities:**

RPTA Science of Play Class Syllabus.docx

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

Course learning outcomes will be met through a variety of assessments including class participation, quizzes, reflective papers and research essays of varying length, and a midterm and final exam. The Graded Course Activities table in the syllabus outlines how each assessment is linked to course learning outcomes and GE B5 learning outcomes. A condensed version of the course graded activities is provided below.

Course Assignments:

Participation in Class Meetings and Canvas Activities (ELO 1-7; AB5LO 1-3)
Midterm Celebration of Knowledge (ELO 1-4; AB5LO 1-2)
Final Celebration of Knowledge (ELO 5-7; 1-3)
Quizzes (ELO 2,4,6; AB5LO 1)
Scientific Aspects of Play Paper (1,000 words) (ELO 1,4,5; AB5LO 2-3)
Play Observation Experiment (250 words) (ELO 1-4; AB5LO 1)
Scientific Patterns of Play (500 words) (ELO 1-4; AB5LO 1-2)
Access & Diversity Play Strategy (ELO 1-7; AB5LO 1-3)
Identify Play History (250 words) (ELO 11,2,3,7; AB5LO 1-3)
Play Personality Discovery (250 words) (ELO 2-7, AB5LO 1-2)
Total: 1000 points; 100%

**For whom is this course being developed?**

Majors in the Dept
Minors in the Dept

General Education
Other
Majors of other Depts

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

**Undergraduate Learning Goals:**

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

B5. Further Studies in Physical Science, Life Forms and Quantitative Reasoning (Upper Division Only)

**Which GE objective(s) does this course satisfy?**

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

RPTA Science of Play Class Syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

The syllabus with core assignments will remain consistent across all course sections for accountability and consistency. Variations in course delivery strategies may occur with different instructors.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

Meeting GE Area B-5 objectives will be met using the course assessments as outlined in the syllabus.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

The Department Chair will create means for course evaluation and accountability measures to ensure the instructors comply with the course curriculum and delivery methods.

## General Education Details - Area B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning

Section 1.

## Indicate in written statements how the course meets the following criteria for Category B5. Relate the statements to the course syllabus and outline. Be as succinct as possible.

**Course type:**
Physical Science or Life Forms

## For courses in physical science or life forms:

**Develops an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living systems.**

The course guides students through analysis of the research literature on the impacts of play on human health and wellbeing (ELO 1,2,3). Students will examine the empirical evidence on humans' psychophysiological and emotional responses to play through the lens of many disciplines' scientific research (recreation/leisure, psychology, neuroscience, etc.) (ELO 4; see Reading List). The course will assess students understanding of the relationship of play in human development through reflection writing, research assignments, and exams.

**Introduces students to one or more of the disciplines whose purpose is to acquire knowledge of the physical universe and/or living systems and life forms.**

The course will introduce students to the scientific literature from many disciplines that have converged over time to contribute to the theoretical and empirical understanding of the relationship of play and its impact on human health and wellbeing (see Reading List).

**Develops an appreciation of the methodologies of science and the limitations of scientific inquiry.**

The course will guide students to develop a critical mind for digesting research (mostly quantitative, but also providing a brief qualitative perspective, which often informs the direction of quantitative methodologies) (ELO 2,3). Students will engage in discussion, persuasive writing, and exams regarding the efficacy and limitations of scientific inquiry and how research is interpreted and utilized for individual and public decision making. (Assessments include: quizzes, final exam, and research paper).

**Please Note: Courses listed in this category:**
**1) Need not be introductory courses and need not be as broad in scope as courses included in B1, B2, B3 or B4 i.e.; they may deal with a specialized topic.**
**2) These courses may have prerequisites or build on or apply concepts and knowledge covered in Areas B1, B2 and B4. For math courses, there must be an intermediate algebra prerequisite.**

## Addresses the specific GE student learning outcomes for area B5. A student should be able to do one or more of the following:

**Cite critical observations, underlying assumptions and limitations to explain and apply important ideas and models in one or more of the following: physical science, life science, mathematics, or computer science.**

This GE B5 Learning Outcome #1 is addressed by the proposed Course Educational Learning Outcomes 1, 2, 3, 4.
Assessments assessing GE B5 Learning Outcomes include:
Participation in Class Meetings and Canvas Activities
Midterm Celebration of Knowledge
Final Celebration of Knowledge
Quizzes (5 quizzes x 10 points)
Scientific Aspects of Play Paper
Play Observation Experiment
Scientific Patterns of Play
Access & Diversity Play Strategy
Identify Play History
Play Personality Discovery

**Recognize evidence-based conclusions and form reasoned opinions about science-related matters of personal, public and ethical concern.**

This GE B5 Learning Outcome #2 is addressed by the proposed Course Educational Learning Outcomes 1, 4, 5, 6, 7.
Assessments assessing GE B5 Learning Outcomes include:
Participation in Class Meetings and Canvas Activities
Midterm Celebration of Knowledge
Final Celebration of Knowledge
Quizzes (5 quizzes x 10 points)
Scientific Aspects of Play Paper
Play Observation Experiment

Scientific Patterns of Play
Access & Diversity Play Strategy
Identify Play History
Play Personality Discovery

**Discuss historical or philosophical perspectives pertaining to the practice of science or mathematics.**

This GE B5 Learning Outcome #3 is addressed by the proposed Course Educational Learning Outcome 7.
Assessments assessing GE B5 Learning Outcomes include:
Participation in Class Meetings and Canvas Activities
Final Celebration of Knowledge
Access & Diversity Play Strategy
Identify Play History
Play Personality Discovery

## Includes a writing component described on course syllabus

**I) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.**
**2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]**

Students will be assessed on their understanding, analysis, and application of course content through multiple writing assignments totaling 2,250 words during the course. The following writing assignments are spaced throughout the course schedule (see syllabus) and one major writing assignment offers students the opportunity to resubmit with revisions for a separate grade.
Scientific Aspects of Play Paper (1,000 words) (revise and resubmit permitted for better grade)
Play Observation Experiment (250 words)
Scientific Patterns of Play (500 words)
Identify Play History (250 words)
Play Personality Discovery (250 words)

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

N/A

Key: 14591