

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

College	Lehman College		
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	REC 200		
Course Title	History and Philosophy of Recreation		
Department(s)	Exercise Sciences and Recreation		
Discipline	Leisure and Recreation		
Credits	3		
Contact Hours	3		
Pre-requisites (if none, enter N/A)	N/A		
Co-requisites (if none, enter N/A)	N/A		
Catalogue Description	Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.		
Special Features (e.g., linked courses)			
Sample Syllabus	Syllabus must be included with submission		
Indicate the status of this course being nominated: <input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed			
CUNY COMMON CORE Location Please check below the area of the Common Core for which the course is being submitted. (Select only one.)			
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences		Flexible <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression </div> <div> <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </div> </div>	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| | <ul style="list-style-type: none">• Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| | <ul style="list-style-type: none">• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none">• Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none">• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| | <ul style="list-style-type: none">• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none">• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
| | <ul style="list-style-type: none">• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| | <ul style="list-style-type: none">• Demonstrate knowledge of the skills involved in the creative process. |
| | <ul style="list-style-type: none">• Use appropriate technologies to conduct research and to communicate. |

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.

Example #1: Week 6 Discussion Forum: Public Recreation and Non-profit Agency (Page 19 in the Syllabus) asks students to research a public or non-profit recreation agency, ensuring they gather and assess credible information. Rubric on Page 38 of the Syllabus.

Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) requires students to analyze their community's quality of life using the World Leisure Organization's eight tenets, promoting research and assessment of local resources. Rubric on Page 38 of the Syllabus.

Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.

Example #1: Application Exercise #2: For-profit Recreation Agency (Page 28 in the Syllabus) requires students to access and evaluate various sources by conducting research on for-profit recreation, events, and tourism organizations, using both the textbook and additional credible sources (e.g., journal articles, websites); and requires them to practice lateral reading to ensure they cross-check information across multiple sources, reinforcing their ability to critically assess information. Rubric on Page 40 of the syllabus.

Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to identify and engage with local, national, and global trends in the field and analyze these trends and their impact on individuals and collective decision making in a less developed country using multiple

- Gather, interpret, and assess information from a variety of sources and points of view.

<p>sources to ensure credible and well-rounded insights. The comparison to the United States requires analyzing different perspectives on leisure across cultural, economic, and historical contexts. Rubric on Page 40 of the syllabus.</p>	
<p>Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.</p> <p>Example #1: Week 3 Discussion Forum: Personal Recreation/Leisure Activity (Page 17 in the Syllabus) prompts students to articulate and assess ethical views and their underlying premises of philosophical concepts to their own leisure activities, critically examining how they contribute to human flourishing. Rubric on Page 38 of the Syllabus.</p> <p>Example #2: Week 5 Discussion Forum: Community Park or Protected Area (Page 19 in the Syllabus) prompts students to articulate and assess arguments related to the conservation vs. recreation debate in local parks, considering sustainability and management challenges. Rubric on Page 38 of the Syllabus.</p> <p>Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.</p> <p>Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) requires students to analyze different perspectives on leisure's role in society by comparing traditional and modern notions of leisure. Students must assess empirical research and philosophical discussions to determine how these theories contribute to their own philosophy of leisure. Rubric on Page 40 of the syllabus.</p> <p>Example #2: Application Exercise #2: For-profit Recreation Agency (Page 28 in the Syllabus) requires students to compare and contrast the for-profit sector with the public and non-profit sectors, requiring them to evaluate and analyze business models, funding structures, and service offerings. Identifying key differences between these sectors fosters analytical thinking about the impact of economic models on leisure and tourism. Rubric on Page 40 of the syllabus.</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
<p>Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>(peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.</p> <p>Example #1: Week 3 Discussion Forum: Personal Recreation/Leisure Activity (Page 17 in the Syllabus) requires students to connect philosophical principles of leisure to a personal recreational activity, explaining how it contributes to a "good life" or reflects current societal values. To respond effectively, students must construct a well-reasoned argument supported by course readings, theories, and examples, thereby demonstrating their ability to use evidence to substantiate their conclusions. Rubric on Page 38 of the Syllabus.</p> <p>Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) encourages structured argumentation when evaluating a community's recreational resources and quality of life. Rubric on Page 38 of the Syllabus.</p> <p>Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.</p> <p>Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) requires students to synthesize their research from multiple sources into a clear and persuasive infographic, which requires them to construct logical, evidence-based arguments. The requirement to define a main message and support it with visual and textual evidence ensures that arguments are coherent and well-founded. Rubric on Page 40 of the syllabus.</p> <p>Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to organize their findings into a structured, evidence-based comparison. By analyzing how and why leisure trends differ between countries, students construct logical arguments supported by research. Rubric on Page 40 of the syllabus.</p>	
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public

<p>opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.</p> <p>Example #1: Week 5 Discussion Forum: Community Park or Protected Area and Community Quality of Life (Page 19 in the Syllabus) discussion forums ask students to assess community-based recreation services, integrating perspectives from urban planning, public health, and sociology. Rubric on Page 38 of the Syllabus.</p> <p>Example #2: Week 9 Discussion Forum: Recreation Across the Life Span (Page 21 in the Syllabus) prompts students to analyze how leisure and recreation vary across different life stages, requiring them to draw on concepts from multiple disciplines such as psychology, sociology, and cultural studies. By identifying key characteristics of a life stage and relating them to recreational behaviors, students apply fundamental disciplinary methods to explore and explain the relationship between individual experiences and broader societal influences. Rubric on Page 38 of the Syllabus.</p> <p>Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.</p> <p>Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) explores leisure as both a state of mind and a state of being, requiring students to engage with sociological, philosophical, and psychological perspectives. The assignment explicitly connects leisure and recreation to individual well-being and societal structures, demonstrating an interdisciplinary approach. Rubric on Page 40 of the syllabus.</p> <p>Example #2: Application Exercise #2: For-profit Recreation Agency (Page 28 in the Syllabus) engages students with business, economic, and social aspects of leisure, helping them understand how different organizational structures shape access to recreation and tourism. By analyzing how for-profit organizations operate within society, students apply interdisciplinary concepts from economics, sociology, and business studies. Rubric on Page 40 of the syllabus.</p>	<p>affairs, religion, and sociology.</p>
<p>Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply</p>	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, or choices.

<p>disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.</p> <p>Example #1: Week 3 Discussion Forum: Personal Recreation/Leisure Activity (Page 17 in the Syllabus) asks students to connect their chosen recreational or leisure activity to philosophical concepts and societal values. In doing so, they must reflect on how their own social position—shaped by factors such as culture, economic status, gender, and community context—influences their leisure experiences, the values they place on those activities, and the choices they make in participating. This directly engages them in examining how an individual's place in society shapes personal recreation and leisure practices. Rubric on Page 38 of the Syllabus.</p> <p>Example #2: Week 9 Discussion Forum: Recreation Across the Life Span (Page 21 in the Syllabus) directly engages with this objective by asking students to analyze how life stage affects recreation choices. Rubric on Page 38 of the Syllabus.</p> <p>Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.</p> <p>Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) prompts students to consider how gender, race, ethnicity, socioeconomic class, and religion shape leisure experiences. By reflecting on their own philosophy of leisure, students recognize how their personal background and societal structures influence their leisure choices. Rubric on Page 40 of the syllabus.</p> <p>Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to reflect on how wealth, infrastructure, and social expectations influence what people do for recreation by comparing leisure in a developing country to the United States. The assignment highlights how social class, access to resources, and cultural values shape leisure experiences. Rubric on Page 40 of the syllabus.</p>	
<p>Weekly Discussion Forums: Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.

<p>and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.</p> <p>Example #1: Week 5 Discussion Forum: Community Park or Protected Area (Page 19 in the Syllabus) requires students to reflect on the balance between conservation and recreation, which inherently involves assessing ethical perspectives on environmental stewardship, public access, and sustainable management. Rubric on Page 38 of the Syllabus.</p> <p>Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) instructs students to use the World Leisure Organization's eight tenets to evaluate their community's quality of life, requiring them to assess value-based and ethical dimensions of resource allocation, accessibility, and equity. Rubric on Page 38 of the Syllabus.</p> <p><u>Application Exercises:</u> Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.</p> <p>Example #1: Application Exercise #1: Philosophy of Leisure (Page 25 in the Syllabus) requires students to compare traditional and modern leisure philosophies and develop their own, requiring them to articulate underlying values and ethical premises about the role of leisure in society. Rubric on Page 40 of the syllabus.</p> <p>Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) prompts students to consider ethical implications of cultural exchange, tourism impacts, and global inequalities in leisure access by comparing leisure trends between the U.S. and a less developed country. Rubric on Page 40 of the syllabus.</p>	
<p><u>Weekly Discussion Forums:</u> Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.</p> <p>Example #1: Week 6 Discussion Forum: Public Recreation and Non-profit Agency (Page 19 in the Syllabus) prompts analysis of non-profit and public recreation organizations, considering equity, accessibility,</p>	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.

<p>and community well-being. Rubric on Page 38 of the Syllabus.</p> <p>Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) indirectly engages with ethics by evaluating whether all community members have access to high-quality recreation resources. Rubric on Page 38 of the Syllabus.</p> <p><u>Application Exercises:</u> Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.</p> <p>Example #1: Application Exercise #2: For-profit Recreation Agency (Page 28 in the Syllabus) requires accurate citations in APA style, reinforcing ethical scholarship and proper attribution of sources. The requirement for credible, well-researched sources ensures that students engage with reliable data when analyzing the for-profit leisure sector. Rubric on Page 40 of the syllabus.</p> <p>Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to provide proper APA citations to ensure the use of ethical research practices and rely on credible sources when analyzing international leisure trends. The emphasis on well-researched, accurate information reinforces ethical scholarship. Rubric on Page 40 of the syllabus.</p>	
<p><u>Weekly Discussion Forums:</u> Weekly discussion forums are graded based on relevance and clarity, timeliness, and creating a community (peer-to-peer engagement). They provide students with structured opportunities to engage critically with the course content, apply disciplinary concepts, and connect readings, lectures, and personal experiences to broader social and professional contexts in recreation and leisure. Each student's discussion forum post is graded according to the rubric on Page 38 of the syllabus.</p> <p>Example #1: Week 5 Discussion Forum: Community Parks or Protected Areas (Page 19 in the Syllabus) connects to national policies on parks and recreation, asking students to analyze local spaces in relation to broader trends. Rubric on Page 38 of the Syllabus.</p> <p>Example #2: Week 11 Discussion Forum: Community Quality of Life (Page 22 in the Syllabus) requires students to evaluate their community through the lens of the World Leisure Organization's eight tenets, which reflect global perspectives on quality of life. By assessing how well their community meets these standards and identifying areas for improvement, students actively engage with</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

<p>broader trends and ideologies related to health, wellness, and equity. This process prompts them to analyze how these trends influence both individual choices—such as participation in leisure activities—and collective decision-making regarding community planning and resource allocation. Rubric on Page 38 of the Syllabus.</p> <p>Application Exercises: Application exercises are graded based on clear messaging, content – accuracy, graphics – relevance, graphics – visual, and design – layout. They are included in each module of the course and with tasks throughout the module. First, students submit an application exercise outline identifying key information they will be included in the assignment. Second, students create and submit an infographic that includes information specific to the instructions of that application exercise assignment. Third, students complete a discussion forum (application exercise discussion forum) that asks them to reflect on the process of creating the infographic, asks them to share their infographic with a classmate, friend, colleague, or family member to provide feedback, and what they modified based on that feedback prior to submitting the assignment. Each student's application exercise is graded by a rubric that is included on Page 40 of the syllabus.</p> <p>Example #1: Application Exercise #3: Leisure and Recreation Professional Position (Page 31 in the Syllabus) prompts students to explore current industry trends in parks, recreation, and leisure at local, national, and global levels by researching real job postings. They examine which skills are in demand and how industry shifts influence career development, ensuring an understanding of professional trends. Rubric on Page 40 of the syllabus.</p> <p>Example #2: Application Exercise #4: Leisure and Recreation from an International Perspective (Page 34 in the Syllabus) requires students to explore global trends in recreation and tourism, considering how economic development and modernization shape leisure activities by researching leisure in a developing country. The comparison to the U.S. encourages critical reflection on how national policies and economic conditions affect recreational choices. Rubric on Page 40 of the syllabus.</p>	
<p>E. Scientific World</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> ● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> ● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.

	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.