

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
Watts College of Public Service & Community Solutions (CPP)	School of Community Resources and Development (CCOMRES)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
PRM	120	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Leisure and the Quality of Life

Course Catalog Description

Conceptual foundations for understanding the role of leisure in the quality of life. Social, historical, psychological, cultural, economic, and political foundations of play, recreation, and leisure.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[Syllabus PRM 120.docx](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

[Discussion Questions](#) (click "Discussion Questions" tab). The weekly discussion questions ask students to consider the leisure-related social science theories we are studying, and relate them to their own lives. [Review Quizzes](#) (click "Review Quizzes" tab). The weekly review quizzes test students on their knowledge of the application of social science to the phenomenon of leisure.

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

[Preview Quizzes, especially E, F, G, H, J, K, L, M, N, P \(click "Preview Quizzes" tab\)](#)The weekly preview quizzes ask students to describe their responses to theory and application of that theory regarding leisure behavior.

[Reflection Papers, especially E, F, G, H, J, K, and P \(click "Reflection Papers" tab\)](#) The reflection papers (students choose at least one) ask students to analyze/describe one theoretical aspect of leisure behavior, then relate it to their own lives.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

[Reflection Papers \(all\) \(click "Reflection Papers" tab\)](#)The reflection papers (students choose at least one) ask students to analyze/describe one theoretical aspect of leisure behavior, then relate it to their own lives.[Preview Quizzes \(all\) \(click "Preview Quizzes" tab\)](#)The weekly preview quizzes ask students to describe their responses to theory and application of that theory regarding leisure behavior.

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

1. Describe the role of recreation, play, and leisure in quality of life and happiness.SOBE LO1
2. Compare different historical and philosophical perspectives on leisure and a “good human life.”
3. Explain how leisure, play and recreation help people develop intellectually, physically, socially, and emotionally in all stages of life.SOBE LO1, SOBE LO3
4. Describe theoretical underpinnings of leisure motivations, experience of leisure, play, and taboo recreation.SOBE LO1, SOBE LO2, SOBE LO3
5. Describe theoretical underpinnings of crowding, place attachment, and mitigation of recreation and tourism impacts.SOBE LO1, SOBE LO2, SOBE LO3
6. Explain the connections between leisure and culture, and leisure and technology.
7. Explain why people work, how to balance leisure and work, different ways of relating to time, and the dangers of multitasking.SOBE LO1, SOBE LO3
8. Explain why leisure is a right, not a privilege; describe equity problems in leisure and recreation.SOBE LO1
9. Describe why leisure, parks and recreation are public goods, and how they contribute to quality of life.SOBE LO1

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - February 27, 2025 at 3:52 PM (America/Phoenix)

Department Approval

Approved

Stephanie Alvey

Olya Sharifi - February 27, 2025 at 3:59 PM (America/Phoenix)

Christine Buzinde

GSC Coordinator Review

Approved

TJ Robedeau - March 3, 2025 at 2:42 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 3, 2025 at 2:54 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 3:38 PM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - March 25, 2025 at 8:41 AM (America/Phoenix)

Thank you for the submission. The SOBE subcommittee recommends revise and resubmit based on

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Olya Sharifi

College Notification

Notification

Stephanie Alvey

Judy Krysik

Margaretha Bentley

Cody Telep

Olya Sharifi

Chris Hiryak

William Terrill
