



COURSE OUTLINE : ACCTG 185

D Credit – Degree Applicable

COURSE ID

PROPOSAL

COURSE DISCIPLINE : ACCTG

COURSE NUMBER : 185

COURSE TITLE (FULL) : Data Analytics for Accounting

COURSE TITLE (SHORT) : Data Analytics for Accounting

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

CATALOG DESCRIPTION

ACCTG 185 is an introductory course focusing on the concepts of data analytics used in a business and provides students with a basic understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Accountants and managers need to understand the implications for decision-making and tap into the data to provide better insights. While there will be some use of tools in this course (programs such as Excel or SAS), the focus of this class is on concepts and critical thinking.

CATALOG NOTES

N/A

Total Lecture Units:2.00

Total Laboratory Units: 1.00

Total Course Units: 3.00

Total Lecture Hours:36.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 90.00

Recommended Preparation:

ACCTG - 101 - Financial Accounting



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ACCTG	101	Financial Accounting	explain what a system is and how an accounting system is designed to satisfy the needs of specific businesses and users; summarize the purpose of journals and ledgers;	Yes
2	ACCTG	101	Financial Accounting	apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements;	Yes
3	ACCTG	101	Financial Accounting	explain the content, form, and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors, and other users;	Yes

EXIT STANDARDS

1. Use software to manage data, perform test analyses and communicate findings and insights useful to decision making;
2. explain how data analytics can be used in accounting, auditing, managerial accounting and financial accounting to address accounting issues.

STUDENT LEARNING OUTCOMES

1. Apply data analytics techniques and recognize how it creates value for accountants.
2. differentiate types of test approaches that can be used to gather insights into decision making for accountants.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Data Analytics in Accounting and Business <ul style="list-style-type: none"> • Demand for analytics • Overview of Accounting Analytics • Big Data • Data mining 	2	0	2
2	Data Understanding and Preparation <ul style="list-style-type: none"> • Entity-Relationship Diagrams • Database structure & REA (resources, events, and agents) • Data requests 	3	0	3
3	Modeling and Evaluation <ul style="list-style-type: none"> • Predictive modeling • Probability • Classification • Linear regression • Evaluating models • Profiling Clustering 	6	0	6
4	Communicating Results <ul style="list-style-type: none"> • Data Visualization • Sorting • Pattern recognition • Categorization • Outlier detection 	6	0	6
5	The Modern Audit and Tests of Controls <ul style="list-style-type: none"> • Working papers • Continuous auditing • Data timing and frequency • Re-performance and recalculation 	3	0	3



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	<ul style="list-style-type: none"> • Segregation of duties and the authorization matrix • Field checks 			
6	<p>Substantive Testing and Tests of Transactions</p> <ul style="list-style-type: none"> • Automatic confirmations • Inventory valuation • Statistical analysis • Clustering and outlier detection 	3	0	3
7	<p>Generating key performance indicators</p> <ul style="list-style-type: none"> • Why firms use key performance indicators • The balanced scorecard and finer metrics 	3	0	3
8	Dashboard design & Visualizations	2	0	2
9	<p>Using financial statement data</p> <ul style="list-style-type: none"> • Calculating financial ratios 	3	0	3
10	<p>Sentiment analysis in management disclosure and analysis</p> <ul style="list-style-type: none"> • Overview of text mining • Sentiment dictionaries • Performing sentiment analysis 	3	0	3
11	Tax Analytics Discussion (e.g. discussion on the trends, patterns, and anomalies of a hypothetical tax return data)	2	0	2
12	Microsoft OneDrive	0	6	6
13	Excel's Internal Data model, PivotTables (learn how to use Excel's data model feature to analyze data from different sources, and build PivotTables in Excel that allow to group, sort, reorganize, summarize, count, total or average data stored in database)	0	10	10
14	SQL (Structured Query Language is used to communicate with a database) queries in Access and Excel	0	10	10



15	WEKA data analysis tool (Waikato Environment for Knowledge Analysis is an open source software that provides with tools for data preparation, classification, regression, clustering, association rules mining, and visualization)	0	5	5
16	XBRL on financial reporting information (XBRL is a software standard that is used to communicate business information including financial data)	0	9	9
17	Data visualization tool Tableau (a software that creates interactive visual dashboards to convert data into understandable, interactive graphics)	0	7	7
18	XBRL Analyst (new Excel function for accessing financial facts from reports in XBRL format).	0	7	7
				90

OUT OF CLASS ASSIGNMENTS

- 1 Reading and writing assignments (for example: reading articles about recent developments in data analytics, write a report about the trends of the data uses in current business environment)
- 2 Computer lab assignments (for example: perform basic analytics tasks using Excel)
- 4 Lab Project (For example: Gross profit analysis, or transaction analysis from given data sets using Excel)

METHODS OF EVALUATION

- 1 Lab projects (For example: Gross profit analysis, or transaction analysis from given data sets using Excel)
- 2 Quizzes
- 3 Assignments (for example: perform basic analytics tasks using Excel)
- 4 Mid-Term
- 5 Final examination

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion



COURSE OUTLINE : ACCTG 185
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- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Data Analytics for Accounting	Required	Dubuque : McGraw-Hill Education	1	Print Book	Vernon Richardson	978-1-260-37519-0	2019



COURSE OUTLINE : ATHPE 170

D Credit – Degree Applicable

COURSE ID

PROPOSAL

COURSE DISCIPLINE : ATHPE

COURSE NUMBER : 170

COURSE TITLE (FULL) : Lacrosse

COURSE TITLE (SHORT) : Lacrosse

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

CATALOG DESCRIPTION

ATHPE 170 is an advanced course designed for students who plan to compete at the collegiate level in the sport of lacrosse. This course emphasizes advanced skill, theory, tactics, strategy and intercollegiate competition. Student-athletes are required to meet the standards of the California Community College Athletic Association (CCCAA) eligibility guidelines and decorum policies and/or those of the Men's or Women's Collegiate Lacrosse Association (MCLA or WCLA).

CATALOG NOTES

N/A

ATHPE 170 is designed for the intercollegiate lacrosse team.

Total Lecture Units:1.50

Total Laboratory Units: 1.00

Total Course Units: 2.50

Total Lecture Hours:27.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 81.00

Recommended Preparation: N/A



PRECONDITIONS FOR ENROLLMENT N/A

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Apply a variety of offensive and defensive skills appropriate for intercollegiate lacrosse;	Yes
2				integrate National Collegiate Athletic Association (NCAA) and M/WCLA rules and CCCAA decorum polices into weekly competition;	Yes
3				display cardiovascular health, muscular strength and endurance;	Yes
4				utilize verbal communication necessary for collegiate competition;	Yes
5				demonstrate how to apply workable solutions within a team environment.	Yes

EXIT STANDARDS

1. Identify and analyze concepts and strategies of individual and team personnel through film analysis and simulated game situations;
2. demonstrate collegiate level throwing, catching, dodging, shooting and feeding techniques;
3. recognize the role of nutrition in athletic performance;
4. break down and apply offensive and defensive schemes;
5. demonstrate and apply practical and general knowledge of the game of lacrosse and its rules;
6. integrate conditioning and weight training into daily practices;
7. demonstrate the ability to work with a team as a unit and develop team concepts.

STUDENT LEARNING OUTCOMES

- 1 implement and apply technical and tactical skills necessary for collegiate competition
- 2 integrate cooperative skills needed to perform at a high level of play
- 3 demonstrate and apply safety rules and procedures to effectively participate in a collegiate sport.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Team Philosophies and Rules</p> <ul style="list-style-type: none"> • Sportsmanship • Team rules • Individual/team goal setting • NCAA rules • California Community College Athletic Association Decorum • Training room policies for treatment 	8	0	8
2	<p>Safety for Lacrosse</p> <ul style="list-style-type: none"> • Injury prevention exercises • Maintaining playing area • Use of protective lacrosse gear • Helmet with chin strap • Eyewear • Gloves • Elbow pads • Shoulder pads • Proper footwear • Protective cover on butt-end of sticks • Proper warm-up • Proper cool-down 	3	0	3
3	<p>Fundamental Conditioning for Lacrosse</p> <ul style="list-style-type: none"> • Agility • Coordination • Specific muscle group development • Muscular and cardiovascular endurance • Plyometric • Core training 	0	10	10



4	<p>Fundamental Skills in Lacrosse</p> <ul style="list-style-type: none"> • Cradling • Passing • Catching • Checking • Ground Balls • Off-ball movements 	0	6	6
5	<p>Positional Skills in Lacrosse</p> <ul style="list-style-type: none"> • Faceoff • Clamping • Body positioning • Exiting • Defense • Using a long pole or short pole for effective defense • Clearing • Sliding • Defensive Passing • Creating turnovers • Attack • Shooting • Managing X • Dodging • Feeding • Midfielder • Riding • Sliding • Creating turnovers • Goalie • Reading the offense • Communicating • Clearing 	0	6	6



6	<p>Offense Strategies for Intercollegiate Lacrosse Competition</p> <ul style="list-style-type: none"> • Play development • Fast breaks • Offensive sets • Motion offense • Extra man offense 	0	16	16
7	<p>Defense Strategies for Intercollegiate Lacrosse Competition</p> <ul style="list-style-type: none"> • Riding as a team • Zone defense • Team defensive sets • Communication with goalie • Man down defense • Transition from defense to offense 	0	16	16
8	<p>Understanding Team Dynamics</p> <ul style="list-style-type: none"> • Creating a positive team environment • Effective communication under stress 	8	0	8
9	<p>Nutrition for the Competitive Athlete</p> <ul style="list-style-type: none"> • Eating balanced meals • Carbohydrate and protein combinations • Packing smart snacks • Supplements: Good or bad • Hydration 	8	0	8
				81

OUT OF CLASS ASSIGNMENTS

- 1 game evaluation (e.g. written evaluations regarding positive and negative performances with player feedback)
- 2 goal setting (e.g. written re-evaluation of goal performance every week)
- 3 game analysis (e.g. written summary and review of game film both team and individual)

METHODS OF EVALUATION

- 1 written play exams (e.g. diagram test for defense)
- 2 demonstration evaluations (e.g. fast breaks)



- 3 video movement analysis
- 4 weekly competition

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Lacrosse 2019 and 2020 Rules and Interpretations	Required				National Collegiate Athletic Association		2019



COURSE OUTLINE : ENGR 133

D Credit – Degree Applicable

COURSE ID

PROPOSAL

COURSE DISCIPLINE : ENGR
COURSE NUMBER : 133
COURSE TITLE (FULL) : Introduction to Engineering Design
COURSE TITLE (SHORT) : Intro Engr Design
CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

CATALOG DESCRIPTION

ENGR 133 introduces students to the engineering design process through engineering design projects. A multidisciplinary approach uses computer-aided design and modeling as well as hand and machine tools and testing instruments. Students work in teams on relevant projects that are modeled on professional engineering design practices and offer a practical experience of hands-on engineering work.

CATALOG NOTES

N/A

Total Lecture Units:2.00

Total Laboratory Units: 1.00

Total Course Units: 3.00

Total Lecture Hours:36.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 90.00

PRECONDITIONS FOR ENROLLMENT

And/Or	Course	Type	Req. Is Being
	PHY - 101 - Physics for Scientists and Engineers: A	Prerequisite	Added
&	ENGR - 100 - Introduction To Engineering	Prerequisite	Added



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	PHY	101	Physics for Scientists and Engineers: A	analyze the motion of objects with constant acceleration;	Yes
2	PHY	101	Physics for Scientists and Engineers: A	calculate the work performed by forces;	Yes
3	PHY	101	Physics for Scientists and Engineers: A	explain conservation of energy, momentum, and angular momentum;	Yes
4	PHY	101	Physics for Scientists and Engineers: A	calculate forces necessary for the static equilibrium of physical objects;	Yes
5	PHY	101	Physics for Scientists and Engineers: A	collect quantitative data from observations of physical phenomena;	Yes
6	PHY	101	Physics for Scientists and Engineers: A	organize data in tables, and present data using graphs;	Yes
7	PHY	101	Physics for Scientists and Engineers: A	use computers to perform calculations and to make graphs.	Yes
8	ENGR	100	Introduction To Engineering	identify the various engineering disciplines and the industries in which engineers work;	Yes
9	ENGR	100	Introduction To Engineering	discuss the job functions of an engineer;	Yes
10	ENGR	100	Introduction To Engineering	explain academic ethical principles and its connection to professional engineering ethical practices and standards	Yes
11	ENGR	100	Introduction To Engineering	demonstrate knowledge of effective technical writing and oral presentations;	Yes
12	ENGR	100	Introduction To Engineering	analyze and explain an engineering problem using the engineering design process;	Yes
12	ENGR	100	Introduction To Engineering	demonstrate teamwork skills in working on an engineering design team.	Yes



EXIT STANDARDS

- 1 Explain the steps of the engineering design process;
- 2 define engineering design and explain the differences between design and engineering design; interpret customer requirements, design need, purpose or mission of an engineering design
- 3 problem;
- 4 demonstrate one of three manufacturing processes such as machining, 3D printing, or welding;
- 5 demonstrate use of hand tools and explain their proper uses;
- 6 evaluate design iterations needed to meet stakeholder and life cycle requirements;
- 7 evaluate design to judge parts of design that should be tested and analyzed;
- 8 evaluate joints to decide fastener parameters;
- 9 explain ethics commitments with respect to engineering design;
- 10 explain analysis methods for evaluating design success;
- 11 explain importance of measurements and tolerancing to account for fitting;
- 12 demonstrate basic principles of engineering graphics and computer aided design tools;
- 13 demonstrate ability to function in a team.

STUDENT LEARNING OUTCOMES

- 1 employ the engineering design procedure to design a product and assess its performance;
- 2 demonstrate effective use of hand and machine tools for efficient and sustainable prototyping;
- 3 communicate product designs or procedures to both technical and non-technical audiences.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction of Engineering Design <ul style="list-style-type: none"> • Definition of engineering design • Steps in the engineering design process • Vocabulary • Communication (graphical and written) • Teamwork 	3	1	4



	<ul style="list-style-type: none"> • Environmental sustainability 			
2	<p>Case Studies in Engineering Design</p> <ul style="list-style-type: none"> • Product Development Company example • Case study of student's choice 	3	5	8
3	<p>Engineering Design Process</p> <ul style="list-style-type: none"> • Definition and History of • Reason and application of • Ethics • Design Judgement and Criteria; manufacturing, assembly materials, cost, reliability. • Stakeholders 	3	5	8
4	<p>Problem Definition</p> <ul style="list-style-type: none"> • Defining/identifying the goal or outcome of the design project 	3	5	8
5	<p>Research and Brainstorming</p> <ul style="list-style-type: none"> • Defining scope and parameters of the design. Resources available: time, capital, materials, tools, and people hours • Techniques and methods of investing time to think of solutions and analyzing those solutions to choose best concept. • Reviewing physics concepts such as free body diagram, energy, degrees of freedom/rotation, and velocity to plan for solutions. • Creativity 	3	5	8



6	<p>Conceptual Design</p> <ul style="list-style-type: none"> • Hand sketching • Hand drafting • Computer aided design 2-dimensional, • Drawing projections and isometrics • Computer aided design 3-dimensional • Geometric dimensioning and tolerancing • Detail design • Assembly design 	3	5	8
7	<p>Analysis</p> <ul style="list-style-type: none"> • Energy analysis • Troubleshooting; risk reduction • Power analysis • Structural analysis • Dynamic analysis • Aesthetic and any other stakeholder defined parameter 	3	5	8
8	<p>Prototype</p> <ul style="list-style-type: none"> • Hand-made models • 3D printed prototypes • Understanding concept of what should be prototyped (piece parts, assemblies, joints) 	3	5	8
9	<p>Testing</p> <ul style="list-style-type: none"> • Fit • Form • Function, effectiveness; performance • Weight • Human factors • Strength 	3	5	8



10	<p>Iteration</p> <ul style="list-style-type: none"> • Cycling through analysis, prototype and testing until design is mature for market entry/stakeholder goal completion. • Problem Solving • Understanding innovation management and optimization • Communication of design 	3	5	8
11	<p>Manufacturing</p> <ul style="list-style-type: none"> • Introduction to subtractive, additive and joining manufacturing processes • Practical in one of the following: Machining, 3D Printing, Welding • Creating and assembling piece parts • Fastener choices 	3	4	7
12	<p>Product Lifestyle and Sustainability</p> <ul style="list-style-type: none"> • Cost vs. durability • Aftermarket support • Retrofitting and service • Waste management 	3	4	7
				90

OUT OF CLASS ASSIGNMENTS

- 1 homework (e.g. summarize an engineering design project failure);
- 2 design report (e.g. significant group paper or poster of a robotic conceptual design).

METHODS OF EVALUATION

- 1 quizzes
- 2 presentations (e.g. preliminary design review of a design project);
- 3 final design project (e.g. physical working product such as a robot).



METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Engineering Design: A Project-Based Introduction	Required	Wiley	4	Print	Clive L. Dym	9781118324585	2014



COURSE OUTLINE : KIN 170

D Credit – Degree Applicable

COURSE ID

PROPOSAL

COURSE DISCIPLINE : KIN

COURSE NUMBER : 170

COURSE TITLE (FULL) : Sports Coaching Theory

COURSE TITLE (SHORT) : Sports Coaching Theory

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

CATALOG DESCRIPTION

KIN 170 provides instruction on the fundamental principles of coaching and teaching sports. This course emphasizes developing a coaching philosophy and athlete-centered approach, along with team management, sports-skill pedagogy, risk management and regulations for school, club and professional teams. A broad range of coaching skills are introduced in motivational strategies, coaching for character and developmentally appropriate methods for athletes of various ages, skill levels and abilities.

CATALOG NOTES

N/A

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Recommended Preparation: N/A

PRECONDITIONS FOR ENROLLMENT: N/A



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Demonstrate and maintain a positive attitude in an individual and group environment.	Yes

EXIT STANDARDS

- 1 Describe the role of the coach in various sports levels and situations;
- 2 discuss coaching styles, teaching strategies, motivational strategies, team management and risk reduction strategies;
- 3 analyze practice plans and game plans for appropriateness and efficacy for age groups and skill level;
- 4 discuss coaching issues related to age, gender, race, ethnicity and disability;
- 5 develop a personal coaching philosophy and apply it to practice plans, game plans and management strategies.
- 6

STUDENT LEARNING OUTCOMES

- 1 Develop and prepare proper management plans for positive team and individual environments
- 2 Identify and discuss requirements, standards, characteristics and qualities needed for a career in coaching
- 3 Analyze and apply theories and practices required of the coaching profession.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction to Coaching Sports <ul style="list-style-type: none"> • Minimum qualifications to coach at different levels • Scope of practice • Rules and regulations • Professionalism • Legal issues and liability management 	9	0	9
2	Philosophy of Coaching <ul style="list-style-type: none"> • Coaching objectives • Coaching styles • Coaching individuals vs. teams • Coaching for character development • Coaching diverse athletes 	9	0	9



3	<p>Teaching Skills and Designing Practice Sessions</p> <ul style="list-style-type: none"> • Principles of motor learning • Principles of motor development • Selecting age and skill appropriate drills • Developing practice plans • Developing game plans • Instructional delivery • Feedback • Teaching technical skills • Teaching tactical skills 	15	0	15
4	<p>Behavior Management and Motivational Strategies</p> <ul style="list-style-type: none"> • Leadership • Communication • Team dynamics • Motivational strategies • Competition • Dealing with behavioral problems 	9	0	9
5	<p>Team Management</p> <ul style="list-style-type: none"> • Managing your team • Managing relationships • Managing risk • Nutrition • Battling drugs 	9	0	9
6	<p>Coaching Relationships</p> <ul style="list-style-type: none"> • Athletes • Parents • Colleagues: athletic trainers, strength coaches, academic counselors etc. • Community • Administration • Support entities: boosters, fundraising etc. • Professionalism and communication 	3	0	3
				54



OUT OF CLASS ASSIGNMENTS

- 1 Written assignments (e.g. develop an off-season practice plan for varsity and junior varsity sports teams)
- 2 Interviews (e.g. interview a club coach regarding their coaching and team management styles)

METHODS OF EVALUATION

- 1 Quizzes
- 2 Midterm exams
- 3 Final exam

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Successful Coaching	Supplemental	Human Kinetics	4		Rainer Martens	9781450400510	2012
Philosophy of Sport: Key Questions	Required	Bloomsbury			Emily Ryall	978-1408181393	2016



COURSE OUTLINE : KIN 171

D Credit – Degree Applicable

COURSE ID

PROPOSAL

COURSE DISCIPLINE : KIN

COURSE NUMBER : 171

COURSE TITLE (FULL) : Small Sports Teams Theory

COURSE TITLE (SHORT) : Small Sports Teams Theory

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

CATALOG DESCRIPTION

KIN 171 is designed for students who are interested in the theory of practice, competition and coaching for small sports teams. It covers theoretical practices in coaching sports with smaller teams or individual events such as badminton, basketball, cross-country, golf, tennis, track and field and volleyball. In addition to theory and philosophical principles, the course explores how to plan and implement practice and coaching strategies for recreational and competitive teams.

CATALOG NOTES

N/A

Total Lecture Units:2.00

Total Laboratory Units: 0.00

Total Course Units: 2.00

Total Lecture Hours:36.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 36.00

Recommended Preparation: N/A

PRECONDITIONS FOR ENROLLMENT: N/A



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Recognize sports strategies;	Yes
2				follow verbal instructions and understand practice organization;	Yes
3				demonstrate conceptual understanding of sport skills;	Yes
4				transfer practice skills and strategies to game situations.	Yes

EXIT STANDARDS

1. Discuss the rules and regulations governing the different sports emphasized in this course;
2. analyze offensive strategies and fundamentals of the game as they apply to various situations;
3. analyze defensive strategies and fundamentals of the game as they apply to various situations;
4. apply different philosophies related to physical training and conditioning programs to each sport;
5. explain various coaching philosophies, techniques and strategies used for different age groups.

STUDENT LEARNING OUTCOMES

- 1 identify skills and philosophies used to increase progression in small teams sports
- 2 apply and breakdown theories to execute game strategies
- 3 compare and contrast theories of competition at different age groups

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Small Team and Individual Sports <ul style="list-style-type: none"> • Badminton • Basketball • Cross Country • Golf • Tennis • Track and Field • Volleyball 	3	0	3



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2	<p>Development of Sport and History</p> <ul style="list-style-type: none"> • Rules and regulations • Support organizations • International vs. Collegiate • Youth participation 	2	0	2
3	<p>Offensive Skill Development and Philosophy</p> <ul style="list-style-type: none"> • Youth • High School • Collegiate • Recreational 	5	0	5
4	<p>Defensive Skill Development and Philosophy</p> <ul style="list-style-type: none"> • Youth • High School • Collegiate • Recreational 	5	0	5
5	<p>Theories of Physical Training</p> <ul style="list-style-type: none"> • Aerobic programs • Weight training • Plyometric training • Conditioning as a consequence 	5	0	5
6	<p>Offensive Game Strategies and Theories</p> <ul style="list-style-type: none"> • Youth • High School • Collegiate • Recreational 	7	0	7
7	<p>Defensive Game Strategies and Theories</p> <ul style="list-style-type: none"> • Youth • High School • Collegiate • Recreational 	7	0	7
8	<p>Team Concepts</p> <ul style="list-style-type: none"> • Mental framework • Coaching philosophy • Team philosophy 	2	0	2



OUT OF CLASS ASSIGNMENTS

- 1 written assignments (e.g. practice/game reflection)
- 2 weekly goal setting (e.g. goal setting worksheet)

METHODS OF EVALUATION

- 1 oral exams
- 2 written exams
- 3 skill-evaluation (e.g. video demonstration and analysis of sports skill)

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Volleyball Systems and Strategies	Supplemental	Human Kinetics			USA Volleyball	9780736074957	2009
Coaching Cross Country	Supplemental	Human Kinetics			Pat Tyson, Doug Binder	9781450440196	2014
Tennis Skills and Drills	Supplemental	Human Kinetics			Joey Rive and Scott C. Williams	9780736083089	2012
Basketball Skills and Drills	Supplemental	Human Kinetics	3		Jerry V. Krause	9781492564102	2019



COURSE OUTLINE : KIN 171
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Coaching Track & Field Successfully	Supplemental	Human Kinetics			Mark Guthrie	9780736042741	2003
Badminton Steps to Success	Supplemental	Human Kinetics	2		Tony Grice	9780736072298	2008
Golf Steps to Success	Supplemental	Human Kinetics	2		Paul Schempp Peter Mattsson	9781450450027	2014
Instructor Generated Reading Materials	Required						



PROPOSAL

COURSE DISCIPLINE : SOC
COURSE NUMBER : 200
COURSE TITLE (FULL) : Research Methods for Sociology
COURSE TITLE (SHORT) : Research Methods for Sociology
CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :

CATALOG DESCRIPTION

SOC 200 is a lecture and laboratory course focusing on the nature of theory and the principles of descriptive and inferential research. Topics covered in the course include: an analysis of the scientific method, research design, ethical principles, internal and external validity, and scientific writing. The course is built around the application of these topics in a laboratory environment.

CATALOG NOTES

This course may not be taken for credit by students who have successfully completed PSYCH 200.

Total Lecture Units:3.00

Total Laboratory Units: 0.50

Total Course Units: 3.50

Total Lecture Hours:54.00

Total Laboratory Hours: 27.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 81.00

PRECONDITIONS FOR ENROLLMENT

And/Or	Course	Type	Req. Is Being
	SOC - 101 - Introduction To Sociology	Prerequisite	Added
&	MATH - 136 - Statistics	Prerequisite	Added
Or	MATH - 136H - Honors Statistics	Prerequisite	Added
Or	SOC - 101H - Honors Introduction to Sociology	Prerequisite	Added



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	SOC	101	Introduction To Sociology	Apply the sociological imagination to a variety of contemporary social phenomena;	Yes
2	SOC	101	Introduction To Sociology	describe the historical development of sociology as a separate discipline;	Yes
3	SOC	101	Introduction To Sociology	distinguish between the use of various research methods;	Yes
4	SOC	101	Introduction To Sociology	identify, compare and apply the primary sociological perspectives;	Yes
5	SOC	101	Introduction To Sociology	explain and apply key sociological concepts;	Yes
6	SOC	101	Introduction To Sociology	describe and explain the basic dimensions of social inequality and social change in historical and contemporary society;	Yes
7	SOC	101	Introduction To Sociology	assess what social forces and organizational structures are most prominent in shaping, guiding, and influencing individual and group behavior in contemporary society;	Yes
8	MATH	136	Statistics	describe and analyze realistic data sets both large and small from disciplines including business, social science, psychology, life science, health science and education using graphs and statistics;	Yes
9	MATH	136	Statistics	analyze real world results, interpret the output of a technology-based statistical analysis and identify flaws in statistical reasoning;	Yes
10	MATH	136	Statistics	identify the standard methods of obtaining data and identify advantages and disadvantages of each;	Yes
11	MATH	136	Statistics	calculate probability using the normal distribution, the t distribution and the basic laws of probability;	Yes



12	MATH	136	Statistics	describe sampling distributions, distinguish them from population distributions and analyze the role played by the Central Limit Theorem;	Yes
13	MATH	136	Statistics	compute confidence intervals of population means, proportions and standard deviations;	Yes
14	MATH	136	Statistics	identify the basic concept of hypothesis testing including Type I and II errors, finding and interpreting levels of significance including p-values, selecting the appropriate techniques for testing a hypothesis from one and two populations and interp	Yes
15	MATH	136	Statistics	perform chi-square tests using chi-square tables and statistical software or calculator;	Yes
16	MATH	136	Statistics	use linear regression and ANOVA analysis for estimation and inference, and interpret the statistics;	Yes
17	MATH	136	Statistics	calculate and present results using sound statistical reasoning, accurate statistical terminology and technology such as spreadsheets, graphing calculators or StatCrunch;	Yes

EXIT STANDARDS

- 1 Explain the basic principles of the scientific method;
- 2 describe the relationship between social theory and research;
- 3 critically evaluate research findings in terms of quality, credibility, and applicability;
- 4 conceptualize and operationalize social variables in formulating testable hypotheses;
- 5 examine various research designs, the role of quantitative techniques, and data reduction in sociological analyses;
- 6 identify and review qualitative approaches in current use;
- 7 describe how social research can be used to make informed decisions;
- 8 demonstrate familiarity with a social science statistical software for conducting research.

STUDENT LEARNING OUTCOMES

- 1 Use scientific reasoning to interpret social and behavioral phenomena;
- 2 apply problem solving in the context of research;
- 3 critique experimental designs within the existing literature.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Scientific Inquiry in the Social Sciences <ul style="list-style-type: none"> • Brief history of science (and the scientific method) • Goals of science • Understanding a research article • Basic and applied research 	7	0	7
2	Ethics and Politics of Social Research <ul style="list-style-type: none"> • American Sociological Association's Ethical Standards • Review of the antecedents of contemporary standards • Use of human and animal subjects • Cost and benefit analysis • Role of the Institutional Review Board 	4	0	4



3	<p>Research Design</p> <ul style="list-style-type: none"> • Research concepts <ul style="list-style-type: none"> ◦ Theories, hypotheses, and variables ◦ Theoretical and operational definitions ◦ Types of variables (e.g., independent, dependent, and confounding) ◦ Samples and group assignment ◦ Causal and correlational relationships • Descriptive methods <ul style="list-style-type: none"> ◦ Types of descriptive studies (e.g., survey, observation, case study, and correlation) ◦ Observational techniques ◦ Reactivity, demand characteristics, observer bias, expectancy effects, and other biases ◦ Strengths and weaknesses of descriptive methods • Experimental methods <ul style="list-style-type: none"> ◦ Independent Group Designs ◦ Repeated Measures Designs ◦ Strengths and weaknesses of experimental methods ◦ Counterbalancing and practice effects ◦ Main effects and interaction effects ◦ Unobtrusive Measures of Behavior (physical trace methods, archival research methods, and content analysis) • Other research designs <ul style="list-style-type: none"> ◦ Single-Case Research Design ◦ Quasi-Experimental Design 	14	0	14
4	<p>Measurement</p> <ul style="list-style-type: none"> • Psychometric concepts: Reliability, validity, and standardization • Reactivity of measures • Qualitative versus quantitative data 	7	0	7
5	<p>Research Development</p> <ul style="list-style-type: none"> • The research proposal • Pilot study 	7	9	16



6	Beginning Research <ul style="list-style-type: none"> • Literature review strategies, tools, and resources • Peer review of research questions, theories, and hypotheses 	9	0	9
7	Conducting Research <ul style="list-style-type: none"> • Mock Institutional Review Board presentation • Data collection 	0	9	9
8	Data Analysis <ul style="list-style-type: none"> • Descriptive versus inferential statistics • Null and research hypotheses • Distributions • Graphing data effectively • Statistical tests (e.g., correlation, chi-square, t-tests, and ANOVA) • Statistical significance • Type I and Type II errors 	0	9	9
9	Presenting Findings <ul style="list-style-type: none"> • Scientific writing • American Sociological Association style • Presentation strategies 	6	0	6
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OUT OF CLASS ASSIGNMENTS

- 1 research (e.g., gather, analyze, and interpret experimental data on the impact of hypermedia on attention, and present in poster format);
- 2 research paper (e.g., paper that evaluates existing scientific findings regarding the impact of hypermedia on attention, and proposes an experiment related to this topic).

METHODS OF EVALUATION

- 1 class participation in individual and group exercises to practice course exit standards (e.g., develop a written criteria for mock Institutional Review Board evaluation);
- 2 two in-class tests and one final examination requiring demonstration of course exit standards.



METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
The Practice of Social Research	Required	Engage Learning	14	Print	Babbie, Earl R.	9780357048399	2019
The Art and Science of Social Research	Required	W.W. Norton	1	Print	Carr Deborah et al.	9780393911589	2018
Making Sense of the Social World: Methods of Investigation	Required	Sage	6	Print	Chambliss, Daniel F.	9781544324098	2019
The Research Act: A Theoretical Introduction to Sociological Methods	Required	Routledge	1	Print	Denzin, Norman K.	9780202362489	2017
Introduction to Research Methods: A Hands-On Approach	Required	Sage	1	Print	Pajo, Bora	9781483386959	2018
Investigating the Social World: The Process and Practice of Research	Required	Sage	9	Print	Schutt, Russel K.	9781506361192	2019