

To: CSU Academic Senate  
From: California Community College Physical Education, Kinesiology & Dance Assoc.  
Re: Lower Division Area E Graduation Requirement

The California Community College Physical Education, Kinesiology and Dance Association (3CPEKD) recommends that the CSU Academic Senate work with the ASCCC and the Associate Degree for Transfer Intersegmental Implementation Committee (ICAS) to communicate the importance of critical holistic needs of students in order to A) retain a lower division lifelong learning category in the general education transfer curriculum, and B) to support a lifelong learning and self-development (LLSD) lower division graduation requirement.

Background:

The CSU has long been committed to its Lifelong Learning and Self-Development (LLSD) course requirement, believing it teaches students the ability to access, evaluate, and integrate information, explore themselves, and to understand the importance of decisions they make throughout their lives. (CSU Executive Orders: EO338, 1980; EO1065, 2011; EO1100, 2015; EO1100, 2017; EO1033, 2008.) The CCC shares this value (Title 5 §55061(a);) and has recently identified LLSD as an employability skill (CCC/Doing What Matters, 2018.) All three higher education systems reference the importance of learning for long-term benefits to society (see Appendix A.)

Note: LLSD/Area E requires 3 semester units (4 quarter units) of study at the lower-division. The requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Content may include a wide range of topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships, and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities, and dispositions. Physical activity may be included, if it is an integral part of the study elements described herein.

Because the UC system has no LLSD requirement and does not wish to add one, CSU agreed to remove Lifelong Learning from the Cal-GETC. The CSU Academic Senate will revisit the role of this requirement and the reduction relative to CSU's general education in the Humanities and Arts area.

As part of the review, the CSU Senate will evaluate the possibility of:

- A. Move LLSD to the upper division and/or
- B. Remove LLSD as a CSU graduation requirement
- C. Maintain LLSD as a lower division graduation requirement

**3CPEKD encourages and supports option C:** lifelong learning and self-development as a CSU lower division graduation requirement instead of an upper division requirement to provide CCC students the equitable opportunity to complete their LLSD coursework at a community college before transferring. By providing this opportunity as

a lower division requirement, CCC institutions have the capacity to support more students in lifelong learning courses, which will directly impact their health and wellness, and thus, enhance student success.

### Summary of Rationale:

Both the CSU and CCC deem Area E curriculum as important to a college education in California. Decades of research highlight the extensive value of physical activity, one of the key subject areas within Area E. Defined as “any bodily movement that results in energy expenditure”, *physical activity* is one aspect that may or may not be an outcome of physical literacy. **Physical activity is not the same as physical literacy.** *Physical literacy* can be defined as “the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.” Physical literacy takes place in an educational setting based on learning outcomes and evidence-based curriculum. During kinesiology activity classes, students have opportunities to learn and develop physical literacy knowledge and skills.

**Physical literacy has wide-ranging impacts.** Unequivocal support for aspects of the concept can be found in philosophy, neuroscience, social justice, the nature of human development, psychology, and sociocultural studies (*Whitehead, 2018*). Learning about physical literacy early in college helps to set-up students for success academically and throughout their lives. There is a vast amount of research in regard to the impact of physical literacy which is categorized in four domains: physical, emotional, cognitive and social. Highlights of the research are below.

- Improved academic performance, cognitive function, GPA, and graduation rates
- Disease prevention (i.e., heart disease, obesity, metabolic disorders, cancer, other chronic diseases)
- Health promotion (i.e., mental health, stress management, anxiety, depression)
- Reduced mortality rates, healthcare costs, absenteeism, and disability
- Social skill development (social connection, friends, collaboration, inclusivity)

### Removal of health and physical literacy education widens the gap for dipropionate groups

- Access to physical literacy information and healthcare overall is lower
- Learning about physical literacy early in college helps to set-up students for success academically and throughout their life
- Helps to reduce the achievement gap
- Moving LLSD to an upper division requirement is an equity requirement. The courses are more affordable and accessible at the community college level.

Many international, national, and statewide initiatives specifically address the importance of physical activity, healthy behaviors, well-being as part of physical literacy:

- Centers for Disease Control and Prevention
- National Physical Activity Plan
- World Health Organization
- American Medical Association
- American Heart Association
- American College of Sports Medicine
- Healthy People 2030

Appendix A: All three of California's higher education systems hold lifelong learning and self-development in high regard.

UC Mission Statement:

"The distinctive mission of the University is to serve society as a center of higher learning, **providing long-term societal benefits** through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge.

CSU Mission Statement:

- To advance and extend knowledge, learning, and culture, especially throughout California.
- To provide opportunities for **individuals to develop intellectually, personally, and professionally.**
- To **prepare significant numbers of educated, responsible people** to contribute to California's schools, economy, culture, and future.
- To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.
- To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.
- To prepare students for international, multi-cultural society.
- To provide public services that enrich the university and its communities.

CCC Vision for Success:

"California Community Colleges provides opportunities to all who seek them and is a powerful force for **breaking down systemic inequities that block too many students** from attaining the career and life they want."