KINESIOLOGY
PROGRAMMATIC SELF STUDY

A) Program Introduction and History

Description of the academic program or programs offered by the department or academic unit, with reference to prior program reviews and their highlights.

Sonoma State University (SSU) is divided into six schools including the Schools of Arts and Humanities, Business and Economics, Education, Extended Education, Science and Technology, and Social Sciences. The Department of Kinesiology is located in the School of Science and Technology.

The curriculum offered by the school of Science and Technology meets the professional needs of students planning careers in and or related to natural sciences, mathematics, health professions, computer science, and engineering science. The school of science and technology, under the direction of Dean Lynn Stauffer, houses nine departments: biology, chemistry, computer science, engineering science, geology, kinesiology, mathematics and statistics, nursing, and physics and astronomy. In addition to courses for science and technology majors, the school offers a wide variety of general education courses intended for students who major in other schools or those pursuing life-long learning on topics related to the sciences, mathematics, technology, and health and fitness. The school has masters programs in biology, computer and engineering science, kinesiology, and nursing. The laboratories and offices of the engineering science, kinesiology, and nursing departments are located in Salazar Hall, the Physical Education Building, and Nichols Hall, respectively.

The Department of Kinesiology (See Appendix A, SSU Catalog 2012-2013 Kinesiology) is also professionally linked to the School of Education, which is dedicated to the education of new and experienced teachers, administrators, and other school specialists. Programs in the School of Education prepare students for credentials in multiple subjects (elementary), single subject (middle school/secondary), and special education (Education specialists: mild/moderate or moderate/severe). Other program offerings include added authorizations, certificate, and specialist credential programs in Adapted Physical Education, Autism, Reading and Literacy, Reading and Language, and Level I and Level II credentials for Administrative Services.

The Department of Kinesiology (See Appendix B for statistical data) offers programs leading to a Bachelor of Science and the Master of Arts degrees. Concentrations within the B.S. are designed to meet a variety of students’ needs and interests. All students in the B.S. program take a group of lower division support courses and an upper division core, which examines the historical, philosophical, physiological, sociological, psychological, and biomechanical bases of physical activity, sport, and human movement. Beyond the support and core courses each student selects a concentration, which focuses on his/her special interests.
Major concentrations are (See Appendix C for concentration sheets):

**Adapted Physical Education:** Graduates enter a program to prepare to teach physical education to special populations in the public schools (Added Authorization in Adapted Physical Education), or they work with private or public agencies.

**Physical Education Concentration:** Graduates complete a subject matter program (exempting students from taking the CSET) which qualifies them to enter a credential program for a single subject K-12 credential in physical education.

**Exercise Science:** Graduates are prepared to enter graduate study for an advanced degree and certification as a physical therapist, or another career related to exercise science.

**Lifetime Physical Activity:** Graduates are prepared for careers in the fields of fitness/wellness or coaching education.

**Interdisciplinary/Pre-OT Concentration:** Graduates, in consultation with the interdisciplinary advisor and the approval of the department chair, develop a concentration curriculum tailored to meet their special interest; (it has been limited to pre-occupational therapy at this time).

Both theoretical and practical learning experiences are an important part of all concentrations. Each student is required to participate in field experiences related to his/her area of concentration.

Students wanting to explore the Kinesiology discipline, but not major in it, were able to do so by enrolling in the 22-unit Minor. The minor provided students with an overview of the main components of the major. The minor is currently inactive. The department filed for impaction in 2009 (implemented in Fall 2010) at which time we suspended the minor to help alleviate the pressure on our core and concentration classes so students could graduate in a timely manner.

In 1998, the department successfully completed the California Commission on Teacher Credentialing (CCTC) approval process and obtained written approval for the subject matter program for the Single Subject Teaching Credential in Physical Education. In 2006, the single subject physical education program was updated and approved under current CCTC standards for programs. Adapted Physical Education completed its last subject matter review in 2002. New standards for Adapted Physical Education were approved by CCTC in 2012 (with additional standards added in 2013). Currently approved programs like ours, are in transition to meeting the new standards. In 2012 the School of Education, which the Department of Kinesiology is connected via its credential program in Physical Education and Added Authorization in Adapted Physical Education underwent NCATE and CCTC accreditation. The School of Education received both NCATE and CCTC approval.
The last department program review (See Appendix D) was conducted in 2006 by Dr. DeMer, Cal Poly San Luis Obispo as the external reviewer. What follows are Dr. DeMer’s recommendations coupled with the department’s action on each item.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Action/Inaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Curricular Mission</strong></td>
<td></td>
</tr>
<tr>
<td>The variety of concentrations provides undergraduates with a number of career directions from which to choose but in the same sense, this stretches the department’s faculty.</td>
<td>The department has made adjustments to the some of the concentrations to move students into lower enrolled courses and to provide more options to move through the major with key coursework for career goals. The department is interested in monitoring the recent changes and making further adjustments accordingly.</td>
</tr>
<tr>
<td><strong>The Undergraduate Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>Overall, the undergraduate curriculum provides adequate preparation in a variety of career directions. After informative discussions with faculty, staff, administration and students it is evident that the program is trying to meet the needs of many students with limited faculty and facility resources.</td>
<td>In 2006 there were 8 tenure track faculty. Currently there are 7, three assistant professors and four full professors. The department continues to have limited faculty and facility resources, but has attempted to deal with enrollment growth and faculty attrition by filing for impaction. The department also continues to use part-time instructors to maintain key program offerings.</td>
</tr>
<tr>
<td>The curriculum offerings are quite diverse but student access to classes is limited. It is especially difficult for transfer students to enroll in core courses. More sections of core courses each semester would eliminate this problem but faculty availability is nonexistent.</td>
<td>The department has implemented impaction criteria beginning in Fall 2010. Implementing our impaction criteria we have been able to alleviate most of the bottleneck in core coursework. In 2010 faculty also began offering the core courses in the summer. We continue to monitor carefully.</td>
</tr>
<tr>
<td><strong>The Graduate Curriculum</strong></td>
<td><strong>Program Effectiveness</strong></td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>The department would like to offer electives within the program but time constraints on faculty prohibit this from occurring.</td>
<td>The department has discussed making changes to the graduate curriculum and is currently reviewing the needs of our students and what we can offer within our limitations.</td>
</tr>
<tr>
<td><strong>Resources-faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Though the department does a respectable job of assessing, there needs to be more emphasis on obtaining information from graduates.</td>
<td>The department is constructing a surveys for students to take at and following graduating so we can do a better a job gathering data and assessing program effectiveness.</td>
</tr>
<tr>
<td>The increasing number of majors place a burden on advising and accessibility to faculty. Student/faculty ratios are not only consistently high for the university but also high in comparison to other CSU Kinesiology departments. This has resulted in an inability to offer graduate and undergraduates courses in a timely and needed manner.</td>
<td>The filing and implementation of Impaction in our department has assisted us in getting a handle on our student/faculty ratios. Regular group advising sessions have been implemented to supplement one-on-one advising in order to enhance student access to high quality advising.</td>
</tr>
<tr>
<td>Additional faculty are needed in order to remedy this situation. Overall, the Kinesiology program is strong but some relief is needed in order to maintain quality.</td>
<td>This remains a need across the CSU and in our department.</td>
</tr>
<tr>
<td><strong>Resources- facilities and equipment</strong></td>
<td></td>
</tr>
<tr>
<td>Though the department has direct access to two classrooms located in their building, neither room is a SMART classroom. In order for faculty to use current technology, a classroom must be reserved at another SSU facility, or media services are asked to provide and deliver media carts.</td>
<td>The department continues to struggle with the availability of adequate updated facilities. However, the Department was recently awarded an in-house SSU grant offered by the Provost’s office to update PE 33. The classroom was enlarged in capacity from 20 to 30 students and outfitted with new, up-to-date technology, movable desks, white boards and tables. It was a much needed update. Technology is still very limited in other classrooms and lab spaces.</td>
</tr>
<tr>
<td>The PE building, as one of the original campus structures, may be considered old. However, the field house and main gymnasium seem to be in fair condition.</td>
<td>The main gymnasium is good condition. The University recently completed much needed roof repairs to prevent leaks. The Fieldhouse is in fair condition.</td>
</tr>
<tr>
<td>Cardiovascular, Nautilus, and free weight equipment in the fitness center is outdated with no funds available for repair or replacement.</td>
<td>The Department recently received some donated used equipment from on- and off-campus sources that updated the fitness center, and some outdated equipment was removed. There continues to be no funds available for repair or replacement.</td>
</tr>
</tbody>
</table>
Of particular concern is the condition of the Biomechanics and Exercise Physiology Laboratories. Space is extremely limited and equipment is outdated. Faculty must provide maintenance on equipment and if the equipment breaks down, there is no funding for replacement or repair parts. The lack of up-to-date equipment creates a troublesome disadvantage for graduates, undergraduate or graduate students. In order for this program to recruit qualified students and produce informed and knowledgeable graduates, steps need to be taken to address this situation.

In 2010 we received money from the Dean of SST to order some of the needed equipment for the department and newly named Human Performance Laboratory. Below is the list of equipment the department received for $83,744.00

1. BioIntegrator
2. Biodex System 4
3. Roche Reflotron Plus: 17 blood chemistry analysis
4. Nordic Track treadmill
5. High Speed Video Camera
6. Monark Ergomedic 828E: Exercise Test Cycle
7. BrainMaster Discovery 24E
8. Parvo Medics Metabolic Cart

<table>
<thead>
<tr>
<th>Financial Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating expenses are, at best, minimal. There is no line item for equipment repair or replacement. It is unclear how the department manages to provide copy services for course materials or provide office supplies for faculty and staff. Funds generated through facility rentals is helpful but has declined over the past couple of years.</td>
</tr>
<tr>
<td>The situation is unchanged, and still challenging to keep equipment and facilities in working order. Three years ago, the situation was made even more dire because departmental income from facilities rental was eliminated by A &amp; F. For example, the mats in the Fieldhouse desperately need replacing – they date from the 1960’s – and we have no resources to replace them. They are intensively used by our classes, student clubs, and groups that rent the facilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a sense that it would be beneficial for the Dean to have faculty evaluate the Department Chair on a regular basis. Feedback would assist the Chair in making necessary changes.</td>
</tr>
<tr>
<td>This has not occurred. We may consider this with a new chair transitioning.</td>
</tr>
<tr>
<td>There is a need for a Retention, Promotion, and Tenure Document within the department especially for newly hired faculty. This document should address the definition of professional growth and provide expectations from administration.</td>
</tr>
<tr>
<td>Further discussion is needed as a department, as there is no consensus at this time. There has not been a full discussion as a department.</td>
</tr>
</tbody>
</table>
B) The self-study should document and describe the following elements, for both majors and minors:

1) A list of learning goals for each academic program (undergraduate and graduate, centers and institutes)

For the Major

Mission Statement

Kinesiology, the study of human movement, utilizes a comprehensive and integrative approach to examine the phenomena related to all aspects of physical activity. The Kinesiology major prepares graduates who can apply kinesiological principles to the acquisition, performance, and refinement of motor skills and to the use of physical activity as an educative tool and a medium for health promotion, personal well-being, and participation in an active lifestyle. The curriculum addresses human movement across the life span from biological/physical, behavioral, sociocultural, and humanistic perspectives, with attention to the unique and common needs of all people in a wide variety of contexts.

In conjunction with the broader education mission of the University, the Kinesiology Department prepares students to lead and participate in a modern complex society and to assume multiple roles throughout their lifetime. Graduates of the Department of Kinesiology acquire knowledge and experience that prepares them to pursue lifelong learning, advanced study, and/or careers in such areas as teaching, coaching, adapted physical education, allied health fields, health and fitness industries, sport industries, exercise and sport leadership, or exercise and movement science.

To achieve this mission, the Department of Kinesiology provides students with a well-structured set of curricular and co-curricular experiences and the mentorship to derive a sound education from the university experience.

Expectations for Student Learning in the Kinesiology Major

Prior to beginning upper division studies in Kinesiology, students should have acquired knowledge and skills (competencies) in the following areas to lay the foundation for success in
the major. These competencies can be acquired through a community/junior college or baccalaureate degree granting college/university and include:

1. use of computing technology in support of inquiry;
2. knowledge of a broad range of concepts, issues, facts, and theories derived from the biological, physical, behavioral and social sciences, and from the humanities; and
3. critical thinking, writing, reading, oral communication, and quantitative and qualitative analysis.

**Department of Kinesiology Core Learning Objectives**

Students graduating from the department of Kinesiology will have participated in a structured core curriculum that supports their attainment of the following learning objectives:

1. demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities;
2. understand the biological and physical bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions;
3. understand the behavioral and psychological bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions.
4. understand the sociocultural, historical, and philosophical perspectives of human movement within and across diverse cultures, historical periods, and social settings;
5. understand how motor skills are acquired and refined, and how fitness is achieved and maintained across the life span and within diverse populations;
6. understand the relationships among movement, conditioning and training, well-being and skill across the life span and under a variety of environmental and personally unique conditions;
7. know how to apply kinesiological knowledge to enhance motor skill and fitness in a variety of populations and conditions,
8. apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis and information management skills to movement-related questions;
9. demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity;
10. be able to use the computer and other technology to support inquiry and professional practice in movement-related fields;
11. be able to use and apply measurement instruments and principles for qualitative and quantitative assessment of human performance;
12. understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
13. demonstrate ability to integrate multidisciplinary knowledge bases of Kinesiology in an applied, problem-solving context;
14. be familiar with standards, ethics, and expectations of professional communities related to human movement;
15. be prepared to engage in professionally related community activities;
16. be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices; and
17. demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations within the Kinesiology major.

All majors in the Department of Kinesiology must complete the support courses and the major core courses. Each major selects a concentration in which to complete the major.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>50 (42*)</td>
</tr>
<tr>
<td>Major Requirements (Core)</td>
<td>29</td>
</tr>
<tr>
<td>Major Requirements (Concentrations)</td>
<td>23-28</td>
</tr>
<tr>
<td>Support Courses (outside GE)</td>
<td>17</td>
</tr>
<tr>
<td>General Electives</td>
<td>4-9</td>
</tr>
<tr>
<td>Total Units for Graduation</td>
<td>120</td>
</tr>
</tbody>
</table>

*8 of the required 50 GE units (B3, BIOL 220 and B4, MATH 165) are satisfied in major support and core courses therefore not counted in the total number of units.

Support courses for the Bachelor of Science may be taken at a community college, and some may be used to fulfill general education requirements. Some of the courses are prerequisites to courses in the major. The SSU course number is listed in parentheses.

**Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Kinesiology (KIN 201)</td>
<td>3</td>
</tr>
<tr>
<td>Human Anatomy (BIO 220)</td>
<td>4</td>
</tr>
<tr>
<td>Human Physiology (BIO 224)</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Computing (CS 101)</td>
<td>3</td>
</tr>
<tr>
<td>Total Supporting Units</td>
<td>17</td>
</tr>
</tbody>
</table>

**Major Core Requirements (See Appendix I, Course syllabi)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 301 Philosophy/History of Human Movement</td>
<td>4</td>
</tr>
<tr>
<td>KIN 305 Psychological Bases of Human Movement</td>
<td>4</td>
</tr>
</tbody>
</table>
KIN 315 Sociology of Sport 3
MATH 165 Elementary Applied Statistics (GE) 4
KIN 350 Biomechanics 4
KIN 360 Physiology of Exercise 4
KIN 410 Lifespan Motor Development 3
KIN 460 Conditioning for Health Performance 3
Total units in the major core 29

Major Concentrations
Kinesiology students must choose one of the required concentrations below to complete the major (See Appendix C: Concentration Advising Worksheets):

<table>
<thead>
<tr>
<th>Units</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>I. Adapted Physical Education</td>
</tr>
<tr>
<td>26</td>
<td>II. Physical Education</td>
</tr>
<tr>
<td>26-30</td>
<td>III. Exercise Science</td>
</tr>
<tr>
<td>------</td>
<td>IV. Lifetime Fitness</td>
</tr>
<tr>
<td>25-27</td>
<td>a. Fitness &amp; Wellness</td>
</tr>
<tr>
<td>23-27</td>
<td>b. Coach Education</td>
</tr>
<tr>
<td>25-28</td>
<td>V. Interdisciplinary</td>
</tr>
</tbody>
</table>

Total units in a concentration 23-28
Total units in the major 69-74

I. Adapted Physical Education Concentration
After completing the bachelor’s degree, students may pursue career opportunities in private or public agencies. In combination with the Physical Education concentration (Single Subject Credential), a student may meet the requirements for the Added Authorization in Adapted Physical Education.

II. Physical Education Concentration
The Kinesiology Department offers a Subject Matter Program in Physical Education. Students who are interested in teaching physical education and coaching in the schools may select this option. Completion of the program certifies the subject matter competence required for entry into a teaching credential program in physical education and exempts the student from taking the CSET Subject Assessment Examination. Kinesiology majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the CSET Multiple Subject Assessment for Teachers.

III. Exercise Science Concentration
Students who have an interest in pre-physical therapy may select this concentration. It contains lower-division and upper-division courses beyond the core required
of all majors and a set of courses that correspond with the requirements for graduate study in physical therapy within the concentration.

IV. Lifetime Fitness Concentration with emphases in Fitness & Wellness and Coach Education
Prepares individuals for careers in the fields of fitness, health, wellness, or coaching.

V. Interdisciplinary/Pre-OT Concentration
In consultation with their advisors, students design a concentrated course of study or special emphasis track in preparation for a career goal. The concentration must be distinctly different from Kinesiology concentrations already offered. Areas of emphasis may include Pre-Occupational Therapy and others.

Due to our impaction the department has put the Kinesiology minor on hold. It is not being offered currently.

For the Graduate Program
The Master of Arts degree program is oriented toward professional training for those interested in obtaining terminal degrees in areas such as teaching, coaching, adult fitness, and rehabilitation. The program emphasizes a common core/knowledge base, the interdisciplinary nature of kinesiology, a focus on applied professionals, and a culminating experience that is individualized to meet each student’s professional needs and interests.

At the completion of the program all graduates will

- Demonstrate knowledge of basic principles and an understanding of the current research in the field of kinesiology;
- Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions;
- Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
- Develop a sense of responsibility to and for the profession and be professionally involved at the local, state, and/or regional levels; and
- Be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices.
M.A. Core Requirements (See Appendix I)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 500 Introduction to Scholarly Inquiry in Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>KIN 505 Seminar in Psycho-Social Bases of Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>KIN 520 Pedagogical Methods</td>
<td>3</td>
</tr>
<tr>
<td>KIN 525 Individualized Movement Programs for Rehabilitation &amp; Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 550 Seminar in Biomechanics</td>
<td>2</td>
</tr>
<tr>
<td>KIN 560 Advanced Physiology of Exercise</td>
<td>2</td>
</tr>
<tr>
<td>KIN 590 Graduate Internship</td>
<td>3</td>
</tr>
<tr>
<td>KIN 599 Culminating Project</td>
<td>3</td>
</tr>
<tr>
<td>Total Units in the M.A. Core</td>
<td>21</td>
</tr>
</tbody>
</table>

M.A. Electives  
In consultation with an advisor and/or the department graduate coordinator, select an additional 9 units of study as electives.

Total units in M.A. electives................................................................................................................. 9  
Total units in M.A. degree...................................................................................................................... 30

The Department of Kinesiology offers the M.A. in Kinesiology via the culminating project in which graduate students choose from the following options: project, thesis, scholarly article, business/curriculum plan, clinical project, or research component of a larger sponsored project. Students selecting the thesis option must complete an approved statistics course as a prerequisite. Graduate students are offered some options that are individualized to their specific professional needs.

2) A rationale for learning goals and outcomes (e.g. conceptual frameworks about learning, standards/trends in the discipline, encouragement of diverse perspectives, expectations of equivalent programs at other universities, surveys of students/alumni).

Since its inception in the 1960’s the Kinesiology (then Health Sciences and Physical Education) Department has focused its curriculum on the theoretical bases of human movement: cultural, social, biological, physical, and psychological. Movement and sport are examined as manifestations of cultures, as contributors to and reflectors of social values, as health, fitness, leisure and physical activities, as instruments for personal expression, and as forms of expression and helping to define the mind-body entity. This belief in the theoretical framework and the application of the framework continues to be the basic premise of the current curriculum.

The Department of Kinesiology’s learning objectives/outcomes were derived from the California State University (CSU) Kinesiology Student Core Learning Outcomes Document developed in
1999. As a result of an intensive collaboration among Kinesiology content experts across the CSU system, 17 program outcomes were identified. The SSU Department of Kinesiology adopted the outcomes.

While the majority of CSU’s may be larger in size than the SSU program, the essential components are similar. To ensure congruence among programs CSU chairs meet biannually to discuss course offerings, staffing, facility, and programmatic trends. These meetings are an invaluable sharing time, a time when chairs can discuss challenges and collectively solve many common problems.

The major development within our discipline is the transition toward teaching lifetime physical activity and its health related benefits across all ability and age levels. The department created five concentrations and two emphases to provide majors with the skills necessary to meet children through adults’ physical activity, health, and wellness needs in a variety of settings. Each concentration and emphasis also reflects the different career pathways for our majors.

The Exercise Science (Pre-Physical Therapy) and Interdisciplinary (Pre-OT) concentrations monitor Physical Therapy and Occupational Therapy programs and related professional organizations around the nation to ensure offerings are current. The department continues to observe and confer with other departments both in the School of Science and Technology and others that provide service courses i.e., departments of Chemistry, Physics, Psychology, and Anthropology, to ensure that course content and requirements necessary for entry into Physical Therapy and Occupational Therapy programs are being addressed.

The Physical Education concentration was updated in 2010 with CCTC approval. The rationale for changes specifically to the previous 300 and 101 level courses listed below were made (1) for each course to have an identifying course number rather than a series of seven movement analysis courses under one course number and (2) to develop a more pedagogically sound approach to teaching particular content so that students have adequate preparation to become effective physical educators and/or coaches in the public schools. The 300 level courses were listed as Analysis of Motor Performance (1-2 units) in the catalog of which students had to take 7 units of. They were a combination of lecture, activity and lab designed to provide students with an understanding of the mechanics of neuromuscular skills and functional application of the activities presented within each course. Students need this content to task-analyze in order to provide appropriate corrective and specific feedback on skill performance as well as establish appropriate skill progressions and practice for K-12 physical education students.

We kept three of the 300 courses and renumber them as follows: Aquatics (306), Educational Gymnastics (308), and Rhythms & Dance (309); in addition, we changed the requirement for Combatives (students could choose among several 101 martial arts classes) to Self Defense (310). These courses remain separate because the content and nature of these skill areas require
specialized facilities, equipment, and/or delivery of subject matter. Changing the Combatives requirement to a 300 level Self Defense class allows a focus on the pedagogical and skill analysis aspects for students studying to be future physical education teachers, coaches etc. Whereas the 101 classes are activity courses focused on participation in the activity, the 300 level courses focus on understanding how to teach/coach and task-analyze particular skills and activities related to self-defense curriculum in CA public schools (CA Content Standards 1 & 5). The courses were unchanged in format (combination of lecture, activity, and lab) but are more identifiable in the physical education concentration curriculum by having individual course numbers. The content from the 300 courses (Individual & Dual Sports, Team Sports, Cooperative Games & Outdoor Pursuits, and Fitness Concepts for Health & Performance) were woven throughout both KIN 420 and KIN 422 in the context of standards based instruction and developmentally appropriate skill progression and acquisition. Students continue to be provided the same content knowledge of these skill areas but in a manner that will develop their pedagogical content knowledge at the same time. See below.

<table>
<thead>
<tr>
<th>PREVIOUS</th>
<th>CURRENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aquatics (300)</td>
<td>Aquatics (306)</td>
</tr>
<tr>
<td>• Educational Gymnastics (300)</td>
<td>Educational Gymnastics (308)</td>
</tr>
<tr>
<td>• Rhythms &amp; Dance (300)</td>
<td>Rhythms &amp; Dance (309)</td>
</tr>
<tr>
<td>• Combatives (101)</td>
<td>Self Defense (310)</td>
</tr>
<tr>
<td>• Individual &amp; Dual Sports (300)</td>
<td>Content Integrated into new courses:</td>
</tr>
<tr>
<td>• Team Sports (300)</td>
<td>KIN 420- Middle School Physical Education</td>
</tr>
<tr>
<td></td>
<td>&amp; KIN 422-High School Physical Education</td>
</tr>
<tr>
<td>• Cooperative Games &amp; Outdoor Pursuits (300)</td>
<td></td>
</tr>
<tr>
<td>• Fitness Concepts for Health &amp; Performance (300)</td>
<td></td>
</tr>
</tbody>
</table>

The previous Physical Education Teacher Education curriculum was lacking in the area of secondary pedagogical principles. Students electing to apply to the credential program are placed at the secondary level (Middle and High Schools). Not having a course that focuses on the secondary level curriculum, instruction and content standards puts our students at a disadvantage. The KIN 420 and 422 courses provide students with more hands on experiences in the secondary environment through observation, micro teaches, and practicum experiences.

The content from the four 300 courses; individual & dual sports, team sports, cooperative games & outdoor pursuits, and fitness concepts for health and performance are covered in both the 420 and 422 courses. The content is more aligned with the CA content standards for middle school and high school levels. The 300 course content will be covered to reflect the developmental needs and pedagogical approaches for middle and high school respectively.
In the KIN 420 course students work on bowling and Pickleball to reflect individual and dual sports, soccer/speedball lead up skills, hockey, and ultimate to work on team sports with various implements, team building and orienteering to cover cooperative games and outdoor pursuits, and fitness activities and the FitnessGram for fitness concepts for health and performance.

For the 422 course the students cover individual and dual sports through golf and archery, team sports through football, lacrosse, and volleyball (invasion, long handled implement, barrier), cooperative games and outdoor pursuits through rope and bouldering/climbing skills and fitness activities related to Moderate Vigorous Physical Activity (MVPA) in each lesson.

Fitness is an essential portion of both the KIN 420 and 422 lesson planning and curriculum. A four part lesson plan format is used that requires a portion of each class period to be spent teaching fitness related concepts and having students participate in MVPA. Weight training for both levels will be discussed and practiced in the weight room.

The change regarding the KIN 307 course (Computer Applications in Physical Education) was to eliminate the course. Computer applications and technology-related skills will be addressed through course projects throughout the curriculum. For example, in the KIN 320 course (Curriculum & Assessment) students will learn to develop grade sheets/spreadsheets in Excel, use PowerPoint to present material and develop newsletters and flyers in Publisher. Other courses (KIN 420 & 422) will include developing music CD’s with various intervals using Garageband and/or Audacity for particular activities they plan, filming and coding digital videos of their teaching, and using pedometers and Personal Digital Assistants (PDAs) to assess and track physical activity behavior. These applications are not limited to these three courses but are given as examples of how students will be provided with information, training and experiences with various forms of technology and their application to physical education.

The previous KIN 320 (Curriculum, Pedagogy, and Assessment) course was originally designed to teach secondary curriculum, assessment and pedagogy. The change for the KIN 320 course from Curriculum, Pedagogy, & Assessment to Curriculum and Assessment has allowed for a more focused course related to a standards-based curriculum in physical education. Curriculum and Assessments are difficult areas for students and teachers alike. The change to this course will offer students a more focused exploration of curriculum models and various assessment tools and techniques in physical education teaching. Students will have more opportunity to develop a standards-based curriculum, assessments for student learning, and a grading philosophy.

By adjusting the 320 course, merging the content and dissolving the 307 course, and developing the new 420 & 422 courses, we have been able to better prepare our Kinesiology majors in the Physical Education concentration for teaching & coaching at the secondary level in our public
schools. The changes did not eliminate any content from the curriculum or change the total number of required units in the concentration.

The Adapted Physical Education concentration will be writing to the newly approved standards in the next 6-8 months.

The Lifetime Physical Activity concentration was previously known as the Lifetime Fitness concentration. Due to the shift in the field and a lack of coaching education coursework in our curriculum the name was changed and new emphases was created. The concentration is now known as the Lifetime Physical Activity concentration with an emphasis in Fitness and Wellness and in Coach Education. This shift was made to reflect the changes in the field and the needs of our students going into coaching professions. The curriculum changes also helped to shift students from some of the department’s highly impacted courses to less impacted courses so as to move students through their coursework more efficiently based on career goals.

With regard to the graduate program, discussions began in 2011 concerning how the M.A. in Kinesiology could be improved to better meet the needs of the community, professionals, and the students we serve. The department came up with new learning objectives/outcomes and continues to discuss curriculum changes, but formal changes have not yet been made.

The SSU Kinesiology faculty is active in many professional organizations at the State and National levels. This activity helps the department stay current on recent initiatives and programmatic trends across the state and nation. The department has recently updated the Physical Education concentration to a more standards-based approach and changed the Lifetime Fitness concentration to Lifetime Physical Activity adding a Coach Education emphasis to ensure that future coaches are trained and eligible for certification, as per the new state requirements for interscholastic coaches. The department is also working on revising the graduate program. Other evidence of our work to meet ongoing needs can also be seen in the work completed for impaction.

3) **Dissemination of learning goals to students**

Learning goals are disseminated to students in four different ways. One, students attending orientation meetings or inquiring about the department in less formal venues are provided with a presentation (orientation meetings), copies of departmental handouts that provide an overview of the program, advising worksheets, and a list of potential careers students can pursue upon graduation. Two, the department’s website (www.sonoma.edu/kinesiology) provides majors with an array of department information including but not limited to learning goals. Three, students accessing the electronic version of the SSU Catalog can view Kinesiology’s mission
statement and learning goals as well as advising plans and course descriptions. Four, an
electronic listserv to communicate to all declared majors via their e-mail accounts.

4) **Structuring of the curriculum to reach expected outcomes**

As previously mentioned, the Bachelor of Science degree has three components: the support
courses for the major, the major core, and concentration courses. Five support courses provide a
foundation in kinesiology, biological science, and computer skills in the major: KIN 201:
Foundations of Kinesiology, BIO 220 Human Anatomy, BIO 224 Human Physiology, Nutrition,
and CS 101: Introduction to Computing.

The core courses are designed to integrate human movement with its historical and philosophical
bases (KIN 301), the social, cultural, and psychological aspects of physical activity, movement,
games and sport (KIN 305, KIN 315), biomechanics (KIN 350), exercise physiology (KIN 360,
KIN 460) and human growth, development, and aging (KIN 410). These courses form the
theoretical framework of the major for all concentrations. (See Appendix C for concentration
sheets).

**Relationship of support and core courses to concentrations**

Courses specific to the **Physical Education Concentration** build on the core and support
courses. These include:

- KIN 306 Aquatics
- KIN 308 Educational Gymnastics
- KIN 309 Rhythms and Dance
- KIN 310 Self-Defense
  
  The above courses (KIN 306, 308, 309, 310) apply psychological bases of human
  movement from KIN 305 and sociocultural perspectives from KIN 315.

- KIN 320: Curriculum and Assessment provides students with the application of computer and
  statistical skills (CS 101, Math 165) by evaluating, graphing, and calculating various curriculum
  and assessment data.

- KIN 325: Introduction to Adapted Physical Education for developing curricula appropriate for
  special populations;


- KIN 400: Elementary Physical Education applies the bases of developmentally appropriate
  physical activities for children from KIN 410.

- KIN 404: Theory of Coaching applies the philosophy, sociology, and psychology of sport (KIN
  301, 315, & 305).
KIN 420: Middle School Physical Education applies the bases of developmentally appropriate physical activities for children from KIN 410 and computer skills (CS 101) to develop Audio tracks and Visual task cards for various activities.

KIN 422: High School Physical Education includes a lab for students to apply psychological bases of human movement (KIN 305), physiology of exercise (KIN 360 & 460) and biomechanics (KIN 350) while practicing developmentally appropriate (KIN 410) pedagogical skills teaching high school students.

KIN 430A: Field Experience integrates and provides practical applications of the theoretical material presented in the core coursework.

During the program, prospective teachers observe physical education practices in public school settings to assess and critique the integration of the California Framework for Physical Education (KIN 400, 420, & 422). In KIN 320: Curriculum and Assessment students are first introduced to standards based planning and assessment. In KIN 400 & 420 students are introduced to teaching methodology that they apply in KIN 422 with high school students during a teaching lab. Practical experiences teaching elementary, middle, and high school students are provided at local school sites who have close professional ties to the Department of Kinesiology. In KIN 430A: Field Experience majors are provided with a supervised teaching or coaching experience with K-12 children.

Courses specific to the Adapted Physical Education Concentration immerse students in the concepts and realities of working with students with disabilities in physical education and related settings. All courses attempt to blend theory into practice with the use of field-based experiences to ensure connections are made. Information learned in support and core classes serve as the framework from which practical understandings and skills are developed.

EDSP 433: Teaching Adolescents with Special Educational Needs is survey of theory, program concepts and teaching practices related to students with special needs, including legislative mandates and educational policies.

KIN 325: Introduction to Adapted Physical Education explores the field of adapted physical education by providing basic knowledge about, and hands-on experiences with, physical activities for individuals with disabilities.

KIN 306: Aquatics

KIN 241/242: Emergency Response/Principles of Musculoskeletal Injuries

KIN 425: Seminar in Adapted Physical Education focuses on a variety of social, historical, legal, and research topics related to working with individuals with disabilities.

KIN 426: Individualized Assessment and Program Design focuses on the theory and practice of assessment of motor performance for individual across a range of abilities and settings, along with application of the results of assessment to programming.
KIN 427: Individuals with Disabilities in Educational and Recreational Settings focuses on psychosocial development of individuals with a range of abilities through physical activities in schools and recreational settings.

KIN 430C: Field Experiences in a variety of school and recreational settings and across the lifespan are required.

EDSP 422AB: Case Management and Transition Planning in Special Education/Participant Observation/Fieldwork explores the communication and collaboration skills necessary for effective case management and transition planning for individuals with exceptional needs from both theoretical and practical perspectives.

Embedded in the program are hands on experiences such as Saturday Sidekicks (a program that pairs Kinesiology students with special needs students over the course of a semester and provides them with skill instruction), Bike Camp (a program intended to teach special needs children how to ride a bike), and the Swim Program (with a focus on comfort in the water and basic swim skills). The KIN 430C: Field Experience is the culminating hands on experience where majors are expected to complete 60 hours of work with special needs students in a combination of physical education and recreational settings.

Courses specific to the Exercise Science (Pre-PT) concentration build upon the core and support courses. Chemistry (CHEM 115AB) and Physics (PHYS 209A/210B) are intended as breadth courses within the natural science discipline to supplement content covered in Human Anatomy (BIO 220) and Human Physiology (BIO 224) to help prospective majors enter into physical therapy and health science programs, beyond Sonoma State. KIN 241 Emergency Response or KIN 242: Principles of Musculoskeletal Injuries integrate and provide practical applications of the theoretical material presented in core course work. PSY 425: Abnormal Psychology and the Biology elective serve as prerequisite courses for entry to physical therapy programs they also add to student background knowledge. KIN 430D: Field Experience is a three unit (90 hour) course intended to expose students to clinical sites to provide them with first-hand observations and related experiences in their intended professions.

Courses specific to the Lifetime Physical Activity Concentration build on Kinesiology core and support courses and prepare students according to which emphasis they choose. Students in the Fitness & Wellness emphasis are prepared for certification as fitness instructors, personal fitness trainers, and strength and conditioning specialists. Course work also prepares students for admittance into professional programs such as Athletic Trainers and Paramedics. Students in the Coach Education Concentration are prepared to become certified coaches for interscholastic sports and the middle and high school levels. Students learn about ethics and equity in sport and how to deliver effective practices to athletes. Both emphases under the Lifetime Physical Activity concentration involve students in a variety of theory into practice courses that provide knowledge and skills in anatomy, etiology, evaluation, treatment, and reconditioning of
orthopedic and developmental conditions that affect movement from daily living to athletic performance. Additional electives from an approved list allow students the opportunity to explore further into the psychological, business, coaching, adaptive, and or geriatric aspects of movement based on students’ career interests. KIN 430E serves as the culminating field experience that allows students to take their knowledge and skills into professional settings. Some majors enter the program with other interests in the Kinesiology field that are not addressed within the existing concentrations. These students enroll in the Interdisciplinary Concentration (Pre-OT) and, with the help of a department faculty member, students select a program of courses with a particular focus, depending on academic needs and career goals. Because of increasing interest in the field of Occupational Therapy, a program designed for students who will be pursuing this path has been created. The pre-OT program includes courses from Physics, Sociology/Anthropology, Developmental Psychology, Psychology, and Art. As is the case with other concentrations the support and core classes expose the students to the broad area of Kinesiology.

Courses specific to the Master of Arts degree program emphasize a common core/knowledge base, the interdisciplinary nature of Kinesiology, a focus on applied professionals, and culminating experience that is individualized to meet each student’s professional needs and interests. Students enter the program with background preparation in Kinesiology and are provided with a more comprehensive/holistic view of the discipline. This is designed to help them critically reflect upon their understandings to make better sense of their areas of interest.

5) Documentation of effective teaching strategies for helping students achieve expected outcomes

The following chart identifies the department’s learning objectives coupled with samples of course assessments that instructors utilize in selected courses. The stated course assessments will give an understanding of the types of teaching strategies used by Kinesiology faculty to ensure that learning objectives are met.

<table>
<thead>
<tr>
<th>Examples of Course Embedded Assessments for Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities.</td>
</tr>
</tbody>
</table>
|   | Understand the biological and physical bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions | KIN 315 | In class discussions  
KIN 350 | Laboratory experiences, final project, tests and examinations.  
KIN 360 | Laboratory experiences, examinations, research projects  
KIN 410 | Research papers, exams, service learning project relating to typical and/or atypical development.  
KIN 446 | Discussion of risk factors and exercise clearance, examinations.  
KIN 460 |
|---|---|---|---|---|---|---|---|
| 3. | Understand the behavioral and psychological bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions. | KIN 305 | Motor Abilities essay assignment  
KIN 306, 308, 309, 310 | Classroom discussions, readings, small group discussion, quizzes, projects  
KIN 315 | In class discussions, focus groups and exams.  
KIN 427 | Readings, films, guest speakers and discussions on psychosocial factors affecting movement performance; micro-peer teaching assignments designed to focus on psychosocial development  
KIN 446 | In class discussion on exercise adherence.  
KIN 460 |
| 4. | Understand the socio-cultural, historical, and philosophical perspectives of human movement within and across diverse cultures, historical periods, and social settings. | KIN 301 | Exams, daily personal and small group discussion/writings/oral history project.  
KIN 315 | In class discussions & reflections  
KIN 325 | Readings, films, and discussions on the historical and philosophical foundations of Adapted Physical Education, disability sport, and disability rights.  
KIN 325 |
| 5. | Understand how motor skills are acquired and refined, and how fitness is achieved and maintained across the life span and within diverse populations. | KIN 305 | Learning a novel task project, achievement goal project.  
KIN 315 | Quizzes/exams, in class discussion & activities.  
KIN 360 | Examinations related to adaptation training  
KIN 410 | Same as in #2.  
KIN 400, 420, 422 | FitnessGram project and reflection, framework quizzes, discussion, practicum observations & teaching lab.  
KIN 460 | Topic Presentations and Fitness programs developed for individuals or groups during a defined periodization time.  
KIN 460 |
| 6. | Understand the relationship among movement, conditioning and training, well-being and skill across the life span and under a variety of unique conditions. | KIN 315 | In class discussion/activities  
KIN 410 | Same as in # 2  
KIN 446 | Discussions of progressive resistance programs  
KIN 460 | Same as #5  
KIN 460 |
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</table>
| 7. | Know how to apply kinesiological knowledge to enhance motor skill and fitness in a variety of populations and conditions. | KIN 305  
KIN 350  
KIN 400, 420, 422  
KIN 410  
KIN 325/426  
KIN 460 | Learning novel task project, project on leadership and motivational climate.  
Final project, tests, and labs.  
Lesson planning, lab teaching.  
Same as in # 2.  
Micro-peer teaching lessons targeting specific disabling conditions; using assessment results to design effective motor programs to improve performance.  
Same as #5 |
| 8. | Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis and information management skills to movement-related questions. | KIN 301  
KIN 305  
KIN 315  
Math 165  
KIN 350  
KIN 360  
KIN 410  
KIN 426  
KIN 446 | Verbal & written reports/daily reflections, oral history project.  
Class summary oral presentation, movement autobiography & research paper.  
Empirical study/paper, oral presentation.  
Quizzes, exams, measurements of percentiles, central tendency, standard deviation, correlation.  
Final project, article summary.  
Research paper.  
Same outcomes as in # 2  
Completion of case study of an individual with a disability, including observations, testing, analyzing results and designing effective programming.  
Article critiques. |
| 9. | Demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity. | KIN 241  
KIN 242  
KIN 325/426 | Skill laboratories: taping, mock injury situations, oral evaluations and exams.  
Readings, quizzes, and lesson designs focusing on indications and contraindications for specific disabling conditions |
| 10. | Be able to use the computer and other technology to support inquiry and professional practice in movement-related fields. | KIN 301  
KIN 305  
KIN 315  
KIN 320  
KIN 350 | Web searches/email/library searches.  
Research paper.  
Discussions/interactions/culminating projects. Class email.  
Computer assignments, curriculum project, excel sheets, charts, and graphs. Assessment and grading calculations.  
Final project on digitizer. |
11. Be able to use and apply measurement instruments and principles for qualitative and quantitative assessment of human performance.

<table>
<thead>
<tr>
<th>Course</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 165</td>
<td>Quizzes/exams/application of statistical tools.</td>
</tr>
<tr>
<td>KIN 320</td>
<td>Assessment and grading projects, discussions, and tools/creating valid and reliable assessments.</td>
</tr>
<tr>
<td>KIN 350</td>
<td>Final project &amp; labs</td>
</tr>
<tr>
<td>KIN 360</td>
<td>Laboratory experiences</td>
</tr>
<tr>
<td>KIN 410</td>
<td>In class labs: infant and children’s school observations, locomotor skills, and growth measures.</td>
</tr>
<tr>
<td>KIN 400, 420, 422</td>
<td>Designing &amp; using skill assessment measures. Systematic observations.</td>
</tr>
<tr>
<td>KIN 426</td>
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</tr>
</tbody>
</table>

12. Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 301</td>
<td>Personal and small group writing projects.</td>
</tr>
<tr>
<td>KIN 305</td>
<td>Oral history project</td>
</tr>
<tr>
<td>KIN 315</td>
<td>Empirical study oral presentation, empirical study paper.</td>
</tr>
<tr>
<td>KIN 350</td>
<td>Quizzes/exams</td>
</tr>
<tr>
<td>KIN 360</td>
<td>Final Project and write up</td>
</tr>
</tbody>
</table>

13. Demonstrate ability to integrate multidisciplinary knowledge bases of Kinesiology in an applied, problem-solving context.

<table>
<thead>
<tr>
<th>Course</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 301</td>
<td>Group discussions</td>
</tr>
<tr>
<td>KIN 320</td>
<td>Curriculum project-designing a multilevel Standards based curriculum for physical education.</td>
</tr>
<tr>
<td>KIN 350</td>
<td>Final project and qualitative analysis</td>
</tr>
<tr>
<td>KIN 410</td>
<td>Special project (service learning or research paper) and in class labs.</td>
</tr>
<tr>
<td>KIN 426</td>
<td>See #8</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Course</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 301</td>
<td>Discussions and written assignments</td>
</tr>
<tr>
<td>KIN 305</td>
<td>Empirical study, paper, &amp; oral presentation. Directives.</td>
</tr>
<tr>
<td>KIN 315</td>
<td>Class and group discussions.</td>
</tr>
<tr>
<td>KIN 400, 420, 422</td>
<td>Academic language, teaching diverse populations, modifications and variations in lesson and unit plans. Discussions and application to standards based planning and instruction.</td>
</tr>
<tr>
<td>KIN 403</td>
<td>Class Discussion and written assignments</td>
</tr>
</tbody>
</table>

15. Be prepared to engage in professionally related community activities.

<table>
<thead>
<tr>
<th>Course</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 301</td>
<td>Participation in professional and community activities. Attendance to public meetings.</td>
</tr>
<tr>
<td>KIN 315</td>
<td>Service learning in settings serving individuals with disabilities.</td>
</tr>
<tr>
<td>KIN 325/427</td>
<td>Special project and in class labs.</td>
</tr>
<tr>
<td>KIN 410</td>
<td>School observations, lab participation, FitnessGram project, speakers, conferences etc.</td>
</tr>
<tr>
<td>KIN 420, 422</td>
<td></td>
</tr>
</tbody>
</table>

22
16. Be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices.

<table>
<thead>
<tr>
<th>KIN 301</th>
<th>In class discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 305</td>
<td>Empirical study oral presentation. Group project on leadership and motivational climate.</td>
</tr>
<tr>
<td>KIN 320</td>
<td>Mock School Board Meeting/curriculum project.</td>
</tr>
<tr>
<td>KIN 350</td>
<td>Final project presentation, article summary.</td>
</tr>
</tbody>
</table>

17. Demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations within the major.

| KIN 320, 422 | Portfolios, unit & assessment plans, curriculum project, teaching lab practicum. |
| KIN 350 | Final Project |

6) If applicable, departmental involvement in distance and distributed education courses, including their evaluation.

The department is not involved in distant learning and distributed education courses.

7) If applicable, description of cross-departmental courses and how these serve majors from other departments

SSU students (Hutchins, Environmental Studies, Chicano and Latino studies etc.) seeking a Multiple Subject Credential through the School of Education must take KIN 400: Elementary School Physical Education as a required course. In addition multiple subject students completing an emphasis in Physical Education complete KIN 410: Lifespan Motor Development as an elective course. Students seeking a supplementary authorization to teach physical education are encouraged by the department to take both KIN 400 and 410 to meet CCTC requirements. Students in the Outdoor Leadership concentration of ENSP take KIN 325 and/or KIN 427 to learn skills related to instructing individuals with disabilities, and/or KIN 410 to learn about motor development.

Students in the Special Education Masters/Credential program take KIN 427: Individuals with Disabilities in Educational and Recreational Settings as an elective course. This course helps student’s design and implement practical and active learning environments for youth and adults with disabilities.

8) If applicable, description of GE courses and how these meet the GE area criteria.

The department of Kinesiology offers two courses in the SSU General Education package under Category E, The Integrated Person. The course descriptions, learning objectives, and summaries of how each course meets the GE area criteria follows.

KIN 217: Personal Fitness & Wellness (3 units)
Designed to introduce the concepts and practices involved in creating a personal life-long fitness and wellness program. General health topics will be emphasized, specifically cardiovascular fitness, nutrition, stress management, disease prevention, and current health trends and topics. Students will develop personal action plans for enhancing personal health and well-being.

Rationale for course:

According to the U.S. Surgeon General and Healthy People 2010 & 2020 physical inactivity and other at-risk behaviors are serious, nationwide problems that place unnecessary burdens on America’s population and financial resources. For example, more than 80 percent of adults do not meet the national recommendations for aerobic or strength training activities. More than 80 percent of youth do not meet aerobic guidelines (Healthy People.gov). Such a lack of physical activity increases the risk for many chronic diseases such as coronary heart disease, hypertension, colon cancer, and diabetes. Smoking, substance abuse, poor nutrition, and stress are other issues that also impact our nation’s health. Treating these preventable conditions costs Americans billions of dollars in health care each year. This course is intended to help students make appropriate decisions related to lifestyle behavior. Students will learn how to establish personal wellness plans that will guide them toward their personal health and fitness goals. To help students better understand the relationships between lifestyle behaviors and health, various components of fitness and health throughout the life cycle will be discussed. The course will include topics covering nutrition, exercise, and other factors related to personal health status.

Learning Goals of Course:

1. Identify the various dimensions of fitness and wellness throughout the life cycle.
2. Understand basic concepts of physical fitness and the interaction of exercise and lifelong health.
3. Participate in activities that promote the development of cardiovascular fitness and positive health behaviors.
4. Analyze the importance of each dimension of wellness in one’s own life.
5. Describe the relationship between lifestyle and a variety of diseases and illnesses.
6. Examine the process of making healthy lifestyle changes.
7. Plan, implement, and evaluate personal healthy lifestyle changes.
8. Distinguish between myths and facts related to health, nutrition, and fitness.

This course meets the goals of Category E by exploring the physical and social processes that affect individual health and well-being throughout the life cycle. The course will involve the integration of disciplinary knowledge with each student’s experiences with fitness and wellness throughout his/her life. With the knowledge obtained from this course, students can make life-long healthy choices that positively impact their own lives as well as in their families and communities.
KIN 316 Women in Sport: Issues, Images, and Identities (3 units)
This course is designed to introduce students to an overview of issues, images and identities of women participating at various levels of sport in the United States. Attention will be given to the historical, social, political, and economic contexts that have influenced the American woman’s experiences in sport. Prerequisites: junior-level standing or consent of instructor.

The course, Women in Sport: Issues, Images, and Identities, meets the goals of Category E by:

- Exploring the historical, sociological, philosophical, and psychological processes that have shaped the lives of American women and girls in sport;
- Identifying and encouraging an appreciation of how personal experiences shape attitudes and knowledge regarding various issues relevant to women’s sporting lives;
- Examining how opportunities and experiences with sport effect women within the larger context of their lives;
- Fostering an understanding and appreciation of how citizen response to inequitable practices in American sport has (and can) work to improve the opportunities and experiences for men and women in sport.

C) Diversity

   Explain how your department, program or unit:

   1) Addresses the increasing cultural, ethnic and social diversity of the Sonoma State student body in the curriculum

The Department of Kinesiology is committed to embracing the cultural, ethnic, and social diversity of the student body. Through coursework and field experiences, students are challenged to consider the benefits and ramifications of cultural diversity. Course content addressed issues of diversity and through field experience students have the opportunity to work in diverse settings (public schools, clinics, hospitals, boys and girls clubs, etc.) that allow them to put theory into practice. Many courses utilize the local community as a venue for exposure to abilities and cultures different from their own. These experiences, coupled with in-class activities, discussions, and department and university programs allow for meaningful student and faculty interactions as part of the process of understanding social, cultural and ethnic difference. In KIN 301 and KIN 315 classes, issues related to racial and ethnic diversity are viewed within the social, philosophical and historical contexts. In KIN 427, students read and discuss scholarly articles about strategies to work with families with children with disabilities from diverse ethnic, cultural, and socio-economic backgrounds and explore their own knowledge/awareness about ethnic/cultural/socio-economic diversity.

The different concentrations also include coursework related to diverse abilities. Students in the Adapted Physical Education and Physical Education concentrations take coursework related to working with individuals with disabilities and their families. This coursework allows students to
consider how to modify physical activities and address instructional needs of learners with different physical, developmental and intellectual abilities. The Lifetime Physical Activity concentration, Exercise Science, and Interdisciplinary/pre-OT Concentrations also include coursework related to working with individuals with different abilities. These courses help students assess and design appropriate meaningful programs for individuals with differing abilities in a variety of settings (i.e. recreation, fitness, school etc.).

2) Accommodates differences in student preparation and access to educational opportunities

The department’s intent is to provide students with real life experiences and opportunities outside of the four walls of the classroom to supplement theoretical content discussed within the classroom. The Department of Kinesiology’s student body brings together people with a range of backgrounds and varying degrees of content knowledge to the learning environment. The department sees this as an asset rather than a liability because discussions and experiences can be viewed from a variety of cultural, ethnic, and social positions encouraging rich discussions and reflections for a more complete understanding of different backgrounds and life experiences. Students who need additional support in pursuing their academic programs are referred to the appropriate campus resources for specialized assistance (e.g., tutoring, disability accommodations, etc.)

3) Shows leadership in recruiting and retaining diverse faculty, without reliance on discriminatory preferences

The Department of Kinesiology’s hiring is based on academic qualifications and the potential applicant’s best fit in the department. This process undergoes considerable scrutiny from the University, School of Science and Technology’s Dean Office, and the department faculty. While the department attempts to consider equity to mirror a balanced faculty to students, academic qualifications and experiences play the major role. Male to female ratio has fluctuated over the years. For example in 2006-2007 there were four males to five females. Currently the ratio is five females to two males. In terms of the ethnicity of the seven faculty in the current academic year five are white and one is Japanese American and one is Turkish.

4) Address diversity issues in its advising, mentoring, career development and placement

Kinesiology majors are assigned an academic advisor who is within the major’s concentration. Often times incoming transfers or freshman will be advised by the department chair for a period of time until majors have selected a concentration, at which time majors will be assigned an advisor. The department also offers group advising sessions for majors to help get students on
track and assign an advisor in the department. At present there are about 350 majors and seven faculty members, thus demand on faculty is high. Regardless, faculty maintain regularly scheduled office hours and are conversant in all department concentrations to provide general answers to any student they might encounter for advising.

Mentoring and career development usually occur at the concentration level where each coordinator provides majors with professional wisdom specific to their field. The department posts employment opportunities on department notice boards and sends out notifications and flyers on the department’s Kinesiology major listserv. The KIN club also informs students on events, deadlines, and opportunities during meetings and through emails and brings in guest speakers from different professional fields in Kinesiology.

A strength of the department is the individual attention and mentoring offered to all majors. Despite the high student-faculty ratio, faculty know most of our majors by name and we provide individualized advising throughout the academic year. Faculty are aware and sensitive to students who are first generation students, have disabilities, or come from diverse ethnic/cultural backgrounds.

**D) Student Body**

*Provide a profile of your student body with an overview of their educational needs. Include an assessment of academic advising and its role in meeting those needs.*

Since 2006 the number of majors (See Appendix B) had been steadily climbing while the number of full-time faculty has fluctuated (8 to 4 and is currently at 7 faculty members with one about to FERP).

<table>
<thead>
<tr>
<th>Kinesiology Graduates by Concentration</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Unidentified</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Adapted Physical Education</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>8*</td>
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<tr>
<td>Exercise Science</td>
<td>38</td>
<td>33</td>
<td>26</td>
<td>51</td>
<td>48</td>
<td>40</td>
<td>236</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>Lifetime Fitness</td>
<td>13</td>
<td>24</td>
<td>18</td>
<td>20</td>
<td>23</td>
<td>36</td>
<td>134</td>
</tr>
<tr>
<td>Physical Education</td>
<td>15</td>
<td>7</td>
<td>13</td>
<td>15</td>
<td>11</td>
<td>5</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>79</td>
<td>68</td>
<td>101</td>
<td>87</td>
<td>89</td>
<td>507</td>
</tr>
</tbody>
</table>

Source: Graduation Reports
Discrepancies between graduation report (considered unofficial records) and official Census reporting utilizing ERSD is that this report reflects changes made after Census.
* These numbers do not include post-bac students who returned to school to complete the Adapted PE subject matter program.
With the increase the growing number of majors the department filed for impaction in 2009/2010 to better manage enrollment of majors and ensure students could complete their degree in Kinesiology in a timely manner. Fall 2010 was the first semester in which we limited the number of majors that we admitted. Our numbers have been slowly decreasing since we have implemented our impaction criteria. Our target is between 320 and 360 majors. This number was selected so as to be able to accommodate majors in core classes and maintain appropriate and pedagogically effective class sizes. We also began teaching core classes in summer, to give students an additional opportunity to access major classes and graduate in as close to four years as possible.

**KINESIOLOGY MAJORS BY GENDER**

<table>
<thead>
<tr>
<th>Fall 2006-2012</th>
<th>Undergraduates</th>
<th>Graduate</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td><strong>KIN</strong> 2006</td>
<td>229</td>
<td>157</td>
<td>386</td>
</tr>
<tr>
<td>2007</td>
<td>239</td>
<td>179</td>
<td>418</td>
</tr>
<tr>
<td>2008</td>
<td>277</td>
<td>173</td>
<td>450</td>
</tr>
<tr>
<td>2009</td>
<td>284</td>
<td>185</td>
<td>469</td>
</tr>
<tr>
<td>2010</td>
<td>278</td>
<td>181</td>
<td>459</td>
</tr>
<tr>
<td>2011</td>
<td>256</td>
<td>139</td>
<td>395</td>
</tr>
<tr>
<td>2012</td>
<td>218</td>
<td>136</td>
<td>354</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1781</td>
<td>1150</td>
<td>2931</td>
</tr>
</tbody>
</table>

With regard to number of majors by gender, the Kinesiology department has traditionally been populated by slightly more females than males. For example in 2006 the department had 59.3% females; 61.6% in 2008; 60.6% in 2010; and 61.6% in 2012. These data reflect to some extent the overall SSU population which is over 60% female.

Over the 2006-2012 period the number of graduates per year has fluctuated from 83 in 2007 to a high of 101 in 2010 back to 89 in 2012. (See Appendix B, Kinesiology Graduates by Concentration, 2006-2012). Of the department’s concentrations, Exercise Science and Lifetime Physical Activity have consistently been the most highly populated. Physical Education has seen a decrease in numbers, as have other teacher education programs across the state and the nation. As school districts continue to face budget cuts, layoffs, and furloughs, fewer people are going into teaching due to the pay and a fear of not finding a job. The Lifetime Fitness concentration has also seen a decrease, which the department is currently addressing by modifying this track to attempt to better meet student needs. The Adapted Physical Education concentration has remained small but consistent, with post-bac students returning to school to complete the APE program in order to get an additional teaching certification, in addition to undergraduates.
The range of concentrations in the Kinesiology department parallels other CSU’s. In addition, the department’s offerings have been developed around the breadth of faculty expertise and scheduled to ensure majors graduate in a timely manner. This remains a challenge for the department as it is faced with an array of budgetary cutbacks commonplace to CSU campuses. Regardless, the department provides majors with advisors who can attend to students’ educational needs and has developed advising sheets for each concentration. Advising sheets are available to majors on the department website and in the department office. Four year sample plans are available to majors in the university catalog (See Appendix F).

Majors enter the Kinesiology program for a variety of vocational reasons but with common desire to study and explore human movement. This exploration may take them to jobs in public school physical education and adapted physical education programs, coaching, graduate programs in physical therapy, occupational therapy or exercise science, or an array of applied health and wellness settings. With this in mind, the department’s offerings blend theory into practice in order to meet majors’ educational and professional needs.

E) Faculty

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank</th>
<th>Specialty Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanda Boda</td>
<td>Full Professor</td>
<td>Biomechanics, Gymnastics, Aquatics.</td>
</tr>
<tr>
<td>Rebecca Bryan</td>
<td>Assistant Professor</td>
<td>Sport Pedagogy, Movement Studies in Disability, Coach Education, Coordinator of the Physical Education Concentration</td>
</tr>
<tr>
<td>Ellen Carlton</td>
<td>Full Professor</td>
<td>Sport and Exercise Psychology, Coordinator of Interdisciplinary Concentration</td>
</tr>
<tr>
<td>Elaine McHugh</td>
<td>Full Professor</td>
<td>Adapted Physical Education (APE), Rhythms and Dance, Coordinator of APE concentration, Department Chair</td>
</tr>
<tr>
<td>Lauren Morimoto</td>
<td>Assistant Professor</td>
<td>History, Philosophy, Sociology of Sport, Theory of Coaching. Graduate Coordinator,</td>
</tr>
<tr>
<td>Bulent Sokmen</td>
<td>Assistant Professor</td>
<td>Exercise Physiology Coordinator of Exercise Concentration</td>
</tr>
<tr>
<td>Steven Winter</td>
<td>Full Professor</td>
<td>Athletic Training, Coordinator of Lifetime Physical Activity Concentration</td>
</tr>
</tbody>
</table>
Evaluate the quality and strengths of your faculty in relation to program goals and university goals. In particular discuss the following elements:

1) Pedagogy: Faculty development for teaching in the major and, when relevant, the teaching of GE courses

The department of Kinesiology faculty is active in their development of content knowledge and pedagogical skills germane to their areas of expertise. This is evidenced in faculty members’ attendance and active participation at local, state, and national conferences (See Appendix H, Curriculum Vitas) and students’ satisfaction with faculties teaching as evidenced in students’ ratings of faculty in “Student Evaluation of Teaching Effectiveness (SETE)” forms completed at the end of each semester (See Personnel Files located in the Department Office).

Faculty are active in professional organizations to ensure they remain current in their areas of specialty, maintain professional networks across the nation, and identify future trends that will help in the viability of the department. This activity translates into instructional settings where students are provided with strong content utilizing a variety of teaching strategies.

2) Participation: Faculty participation in governance of the Department, School and University

Department of Kinesiology faculty are active in faculty governance throughout the Sonoma State community (See Appendix H, Faculty Curriculum Vitas). The array of committees Kinesiology faculty serve on or have served on are many and varied including but not limited to, Senate Diversity Subcommittee, Safe Zone Advisory Council, Single Subject Advisory Council, School of Science and Technology (SST) Curriculum Committee, SST Retention, Tenure, and Promotion (RTP) committee, Athletic Advisory Council, Graduate Studies Subcommittee, SST Faculty Development Committee, Institutional Review Board etc. Faculty activity has not been limited to membership alone, but faculty have assumed leadership roles on many committees.

The Kinesiology faculty has maintained its participation on campus committees for personal as well as departmental reasons. Kinesiology faculty are by nature, leaders who serve and get involved in the management and operation of campus organizations. At another level, these activities enable the department to remain abreast of initiatives on campus that could have a positive impact on the department. Kinesiology faculty are active members of the SSU community and should be applauded on their efforts.
3) Professional Contributions: Document evidence of leadership in the discipline, outstanding teaching, scholarship and creative activity, external funding for individual or collaborative projects, and responsiveness to changes in the discipline. Consider how these are reflected in the program’s RTP policies.

Of the seven full-time faculty in the Department of Kinesiology, four hold the rank of full professor and three are assistant professors. One assistant professor is currently under consideration for tenure and promotion to associate, and the other two are progressing through the process. The overall success of the faculty in moving through the retention, tenure, and promotion process in a timely manner indicates their dedication, work ethic, and credibility in the university community.

Faculty resumes are available for review (See Appendix H) however a summary of professional contributions pertaining to leadership in the discipline, outstanding teaching, scholarship and creative activity, and external funding for individual or collaborative projects follows:

**Leadership in the discipline:**

Conference Co-Directors of Adapted Physical Education National Conference Fall 2012

State Council Member for Adapted Physical Education (SCAPE) Fall 2012-Current.

Secretary, Western Society for Physical Education of College Women Fall 2011-Current

Program Committee Chair, Western Society for Physical Education of College Women Fall 2012

Co-Chaired the 2012 Routledge Award committee of the International Society for the History of Physical Education and Sport (ISHPES) for the best conference presentation of a paper by a junior scholar.

NATA Peer Review of Submissions 2010 – Present
Each summer review submissions by prospective presenters at the National Athletic Trainers’ Association Annual Symposium.

West, M., **Winter S. V.**, Chaiser, M., Abdenour, T., & Hogan, J. (2006). An act to add Chapter 1.5 (commencing with Section 18500) to Division 8 of the Business and Profession Code, relating to athletic trainers. *SB 1397 Athletic Trainers Act (Title Protection/Registration).*

**Outstanding teaching:**

Dr. Lauren Morimoto was nominated in 2012 for the Excellence in Teaching Award.
Student and peer evaluations of faculty demonstrate sound teaching. SETE data are available in the Department Office for further review. The faculty’s degree of excellence in teaching is supported by their success in being awarded tenure at SSU, a largely peer-reviewed process, and successful movement through promotion cycles as mentioned earlier.

Scholarship and creative activity (2006-2013)

*Publications in peer-reviewed journals*


Grants & Funding

Sonoma State Faculty Mentor for Undergraduate Students Research Grants (2010-2012): $1000, $595, $435, $500. Bulent Sokmen
Sonoma State University Mini Grant: Research, Scholarship, and Creative Activity Program (RSCAP) “Effects of Acute Caffeine Intake on Cycling Efficiency and Cycling Performance,” (2011): $3885. Bulent Sokmen


IRA Funding:

2007-2013 Kinesiology Health and Wellness Program – awards ranging from $ 575-$ 12,575 Wanda Boda, Elaine McHugh, and Steven Winter

More information on the activity of the faculty can be seen in faculty curriculum vitae (Appendix H).

F) Institutional Support and Resources

1) In consultation with each Department or Unit, describe and assess how the following integrate and contribute to student learning objectives:

a) Library

Undergraduate and graduate students are encouraged to visit the library, use printed matter and on-line databases, view the library’s video collection and speak with library personnel to access information for course related tasks. To further assist students it is commonplace for instructors to place required texts on reserve for students to access. Students use the library to search for scholarly article sand other materials for class assignments and personal use. In addition students are referred to the Writing Center for assistance with their writing skills.

b) Computer technology

The use of computer technology and its in-class applications are contingent upon instructors’ competence levels and equipment availability. Every Kinesiology instructor uses some form of
technology be it simple or complex. Regardless of faculty expertise the hope is that the facilities related and university services are adequate to provide all levels of support when needed. As far as the Kinesiology facility (Physical Education Building) is concerned, there is only one “smart classroom” however you must provide your own computer. PE 33 was recently renovated to include a three screen projector system and white boards. PE 38 contains a department cart with a computer, projector and other media on it for use in that room. The department has two laptops and projectors for use in other classrooms, as instructional media services are not provided to all rooms. Consequently, there is often a discrepancy between instructors’ technology needs and the ability of the instructional setting to permit its delivery.

Because of the lack of “Smart Classroom” access in the Physical Education Building, faculty do at times schedule computer labs when needed for particular lessons such as teaching graduate students about different statistical software and running different analyses in SPSS. Students are able to do PowerPoint presentations, access internet sites and resources for exploration. The department works around the technology it has access to, but continues to hope for all classrooms and spaces to become “Smart Classrooms” to keep up with the faculty’s technology needs.

c) Student support services

Kinesiology faculty regularly refer students to the array of SSU support services such as Counseling Center, Tutorial Program, and Disabled Student Services etc. The recreation center is a meeting and activity site for a variety of student health wellness activities. The Hub (previously known as the Multicultural Center) is also a gathering place for students, and represents many different clubs and student organizations.

d) Faculty development and support services

The university offers some presentations and workshops from the Professional Development Subcommittee on campus for faculty to attend. However, as there becomes fewer and fewer new faculty, mentoring and services for junior faculty are diminishing. The faculty writing group coordinated by Kathy Charmaz is an excellent program that most the Kinesiology faculty have participated in at some point in time. Currently three junior Kinesiology faculty participate. The writing group offers collegiality and support through the writing process.

Kinesiology faculty maintain a close working relationship with the Disabled Student Services Office. Faculty assist students with disabilities with services related to advertising for note-takes, test-taking accommodations, visual and audio resources, and referrals to Learning Skills Services, etc.
The Counseling and Psychological Services (CAPS) office provides crucial on-campus service for students that offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being.

2) Describe and assess the adequacy of the following:

a) Physical Facilities

The Department of Kinesiology is housed in the Physical Education Building along with the Department of Intercollegiate Athletics. The department has direct access to one classroom (PE 33), one conference room, one three-court gymnasium, one one-court field house, an eight lane swimming pool, an exercise physiology laboratory, a biomechanics/orthopedic laboratory, a sport psychology/motor learning laboratory/classroom, the Kinesiology Fitness Center, seven Faculty offices, one office for a Pedagogy resource library and student work center, a department office, an equipment storeroom and associated storage areas, and grassed fields for outdoor activities. When necessary, the department is able to secure larger classrooms across campus when class size (40 or more students) is larger than the capacity for the existing Physical Education Building classrooms and/or scheduling conflicts with rooms exist.

One of the classrooms has been updated, as a result of being awarded a “Collaborative Classroom” grant from the Provost’s office in 2012. The department collaborated with others in the School of Science and Technology on this grant. The classroom PE 33 was renovated to include new desks, tables, whiteboards on three walls, and new projector technology. The renovations were completed the Fall 2012, and faculty began teaching in and using the technology just this semester (Spring 2013). The department still must supply its own computer to this, our only “Smart Classroom.” PE 38 has been modified by the department to contain necessary equipment for audio-visual technology. In addition our laboratories are small compared to others throughout the CSU and lack the amount and quality of equipment of our sister departments. However the department did receive money from the Dean for some much needed equipment for the exercise physiology laboratory in 2010 which has helped.

<table>
<thead>
<tr>
<th>Equipment Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BioIntegrator</td>
<td>$6,395.00</td>
</tr>
<tr>
<td>2. Biodex System 4</td>
<td>$44,000.00</td>
</tr>
<tr>
<td>3. Roche Reflotron Plus: 17 blood chemistry analysis</td>
<td>$3,450.00</td>
</tr>
<tr>
<td>4. Nordic Track treadmill</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>5. High Speed Video Camera</td>
<td>$10,000</td>
</tr>
<tr>
<td>6. Monark Ergomedic 828E: Exercise Test Cycle</td>
<td>$2,099.00</td>
</tr>
<tr>
<td>7. BrainMaster Discovery 24E</td>
<td>$5,800.00</td>
</tr>
<tr>
<td>8. Parvo Medics Metabolic Cart</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>$83,744.00</td>
</tr>
</tbody>
</table>
The department in collaboration with others also worked on a design a classroom proposal in 2012 and was selected. The classroom PE 33 was renovated to include new desks, tables, whiteboards on three walls, and new projector technology. The renovations were completed in Fall 2012, and faculty began teaching in and using the technology just this semester (Spring 2013).

While the department manages with what it has, much more could be done if we had better facilities.

The Kinesiology Fitness Center, gymnasiums and grass areas are adequate and permit us to teach our curriculum. However, much of the equipment in the Fitness Center is outdated and in need of replacement or renovation. The department lacks the available resources to complete such renovations and depends on equipment donations from local area fitness centers to update any equipment. Below is the history of donations received by the Kinesiology Department:

- In 2004 Open Recreation moved from PE 6 (Kinesiology Fitness Center) to the newly constructed Recreation Center. At that time Open Recreation transferred all their 10 year old equipment to Kinesiology. We inherited approximately 20 pieces of cardio equipment, 12 weight machines, 8 weight benches, 3 press racks, 100 free weights, 300 weighted plates, and an Olympic size lift pedestal.
- Women’s track donated 3 weight racks, 2 weight lifting pedestals. It replaced one of the older press racks and the Olympic size Pedestal.
- 2008 Dr. Boda and Dr. Winter received a grant for a 4 in 1 piece of weight equipment and 3 pieces of cardio equipment for individuals with disabilities.
- In 2009 Winifred Tierney, a private donor gave us around 12 pieces of weight equipment.
- 2010 we received 16 spin bikes from open recreation.
- In 2011 24 Hour Fitness donated to the center through our Women’s Basketball coach (Mark Rigby). We received 12 used cardio machines, 13 pieces of weight equipment. This donation allowed us to replace older cardio and weight machines with newer used equipment. We then donated 9 pieces of cardio equipment and 25 pieces of weight equipment to various schools, charities, and other organizations.
- In 2012 we received four Woodway treadmills, a rotary torso machine, a row machine, and a back extension machine from open recreation. This donation allowed us to retire our 15 year old treadmills and ellipticals.

While our facilities are shared with the Department of Intercollegiate Athletics, overall, this is a good relationship. The Chair of Kinesiology and the Athletic Director are in continual communication about facilities and resources.
b) Financial resources

What follows is an overview of the department’s financial status:

*Operating Expenses (OE)*

12,992.00 per year (over the last 3 years).

*Towel Account*

$ 5.00 per student x students utilizing the towel service = approximately 400.00 per year.

*Supplemental Income from the School of Science and Technology:*

Varies from year to year at the discretion of the Dean.

*Fee Account:*

$ 10.00 per student x 60 students (per year) = $ 600.00

*Department Expenses (comes out of OE)*

Office Supplies approximately $6,000 per year.

c) Human resources (include workload analysis for both faculty & staff)

What follows is a summary of the CSU’s faculty assignment by department (FAD) reports submitted for Spring 2013. For reports from Fall 2006-Fall 2012 please see Appendix B. Listed are numbers of full-time faculty, part-time instructors, total FTES, and SFR data. Official copies of FAD documents can be found in the Department of Kinesiology Office. FAD reports provide a complete breakdown of courses taught by whom, numbers of students, and weighted teaching units (WTU) assigned.

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>NUMBER</th>
<th>FTEF</th>
<th>CLASS WTU</th>
<th>SUPERVSN WTU</th>
<th>DIRECT WTU</th>
<th>INDIRECT WTU</th>
<th>TOTAL WTU</th>
<th>DIRECT WTU/FTEF</th>
<th>TOTAL WTU/FTEF</th>
<th>TOTAL SCU</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL-TIME</td>
<td>9</td>
<td>8.5</td>
<td>104.2</td>
<td>21.5</td>
<td>125.7</td>
<td>6.3</td>
<td>132</td>
<td>14.78</td>
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<td>PART-TIME</td>
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<td>5.658</td>
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<td>87</td>
<td>0</td>
<td>87</td>
<td>15.37</td>
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<td>1348</td>
</tr>
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<td>TOTAL</td>
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<td>219</td>
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<td>15.46</td>
<td>3139</td>
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<tr>
<td>PROFESSOR/LECT</td>
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<td>3.5</td>
<td>38</td>
<td>11</td>
<td>49</td>
<td>3.3</td>
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<td>14</td>
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<tr>
<td>ASSOC PROF/LEC</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>ASST PROF/LECT</td>
<td>3</td>
<td>3</td>
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<td>3</td>
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</tr>
<tr>
<td>INSTRUCTOR/LEC</td>
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<td>0.97</td>
<td>14.6</td>
<td>2</td>
<td>16.6</td>
<td>0</td>
<td>16.6</td>
<td>17.11</td>
<td>17.11</td>
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<tr>
<td>TCHG ASSOCIATE</td>
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<td>1.6</td>
<td>23.5</td>
<td>0.5</td>
<td>24</td>
<td>0</td>
<td>24</td>
<td>15</td>
<td>15</td>
<td>584</td>
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<tr>
<td>SUBTOTAL</td>
<td>17</td>
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<td>108.4</td>
<td>24</td>
<td>132.4</td>
<td>6.3</td>
<td>138.7</td>
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<td>15.29</td>
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<td>5.088</td>
<td>80.3</td>
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<td>80.3</td>
<td>0</td>
<td>80.3</td>
<td>15.78</td>
<td>15.78</td>
<td>446</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>11</td>
<td>5.088</td>
<td>80.3</td>
<td>0</td>
<td>80.3</td>
<td>0</td>
<td>80.3</td>
<td>15.78</td>
<td>15.78</td>
<td>446</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28</td>
<td>14.158</td>
<td>188.7</td>
<td>24</td>
<td>212.7</td>
<td>6.3</td>
<td>219</td>
<td>15.02</td>
<td>15.46</td>
<td>3139</td>
</tr>
</tbody>
</table>
Faculty members on this campus are typically expected to account for 24 WTU’s per academic year. Our department follows this practice. Faculty teach from 2 to 4 classes per semester, depending on the type of classes (lecture or lab) and whether they have release time for other university assignments. Two faculty supervise student teachers. The chair is half-time, receiving 6 WTU’s per semester for this position.

Kinesiology Staff

The Department is ably managed and assisted by two full-time staff members. Gina Voight is classified as an Administrative Operations Analyst I and Gloria Allen a Department Instructional Support Technician I.

Gina is responsible to the chair and faculty of the department. Her direct supervisor is the Administrative Manager in the Dean’s office. The duties of the analyst include but are not limited to: greeting and assisting students and campus visitors, management of departmental records, preparation of departmental reports, coordinating purchases and maintaining all departmental financial records, procurement of department supplies and equipment, scheduling of PE conference room. She is responsible for all department records/filing.

Gloria is responsible to the chair and faculty of the department. Her direct supervisor is the Administrative Manager in the Dean’s office. Duties are associated with the evaluation, selection, procurement, management, and repair of equipment, the preparation of laboratories, and the supervision of facility upkeep needs as required by the programs and the professional personnel. She has responsibility for evaluating department equipment needs, preparing budget requests to be submitted to the chair, ordering equipment, maintaining equipment inventories, assembling and repairing equipment. She must coordinate and relay work requests to appropriate departments on campus: facility services, media services, receiving. She is responsible for the hiring, training, and supervision of student assistants.

Gina and Gloria complete their duties in a professional and thorough manner. The department highly values their work and depends on them for essential departmental functions.

G) Assessment and Findings

1) Description of the Department or unit assessment plan (as proposed in the Interim Program Review)

The Kinesiology Department used six instruments for assessing student learning and needs at the program level: course embedded assessments; freshman/sophomore student survey, junior/senior survey, recent graduates survey, and a graduate student survey; and department faculty discussions. The surveys (See Appendix E) were piloted this semester and will be updated each
year. Other assessments include student portfolios for majors in the physical education and adapted physical education concentrations.

Course embedded assessments, the process of aligning learning objectives to program offerings entail faculty members reflecting upon their course practices, the degree to which they meet department learning objectives, and the types of course assessments used. Although faculty members complete this reflection according to courses they teach, the culminating effect of representing data on matrices provides faculty with the impetus for discussions that will impact the program in meaningful ways. Through these discussions faculty may choose to: restructure or remove programmatic learning objectives; revisit the types of course assessments used and make modifications; change, revise or add to course materials (i.e. textbooks, articles, readers, etc.); reflect upon the job the department is doing to meet its stated mission and answer the question “are we doing what we said we would do?” Information collected from this procedure is shared during faculty meetings.

Recent Kinesiology graduates were asked to complete a survey about their experience as a Kinesiology student. This instrument is completed anonymously and is used to identify students’ satisfaction with department advising, the curriculum, teaching faculty, facilities, and preparation to enter their chosen profession. Data were then collated and will be presented to faculty for discussion and action.

Surveys of freshman/sophomore level students were conducted to identify students’ experiences with advising, support coursework, strengths of the program, and suggestions for improvement. The junior/senior level students were surveyed to identify their experiences with advising, support, core, and concentration coursework, non-kin coursework, overall experience as a KIN major, strengths of the program, and suggestions for improvement.

Master’s students were surveyed and asked questions regarding their reasons for wanting a master’s degree, why they chose SSU, their level of satisfaction with coursework, facilities, faculty, and the program overall. They commented on strengths and areas for improvement.

The goal of all the surveys is to see how we are meeting the personal, professional, and educational goals of our students. The feedback and commentary may lead to changes in curriculum content, teaching practices, and assessment mechanisms.

Student portfolios are developed by majors in the physical education and adapted physical education concentrations throughout the program and presented to the department for review at the end of their senior year prior to graduation. Portfolios include but are not limited to, resume, certifications, letters of recommendation, membership to professional organizations, philosophy statement, and evidence of how projects and assignments meet program standards.
The frequency of assessment procedures varies according to the type of assessment. For example, exit surveys (for graduating/graduated students) will be conducted annually. Faculty meetings happen continuously throughout the year, course-embedded assessments and other surveys are conducted every few years.

2) **Analysis of the education effectiveness of the program, using appropriate assessment data.**

The analysis of educational effectiveness takes place primarily at the individual course level where instructors establish learning objectives and then develop embedded assessment mechanisms to help determine if students have met the stated objectives. Examples of course embedded assessments for learning objectives were previously identified in Section B. 5. “Documentation of effective teaching strategies for helping students achieve expected outcomes.” This is an ongoing process given the changing knowledge and technology base within academic disciplines, instructors desire to improve the way they teach, and the need to provide students with multiple assessment mechanisms to help in the evaluation of their learning. (See Appendix I for course syllabi).

Students’ satisfaction with undergraduate and graduate courses is obtained at the end of each semester through students’ completion of Student Evaluation of Teaching Effectiveness (SETE) forms. This task is not only necessary for retention, tenure, and promotion but has recently been mandated that all courses be evaluated. All faculty will have their teaching evaluated using SETE forms with this information being provided to faculty members and a copy being reviewed and retained by the Department Chair. Faculty SETE forms are available for review in the Department Office. Readers review of these evaluations will find that faculty in the department are very competent teachers.

The department is doing its best to obtain data on majors’ success in acquiring work and/or acceptance to graduate programs upon completion of degree programs. This effort, however, has been inconsistent and informal, with records kept by individual advisors or coordinators of certain concentrations. Limitations of time, money, and resources are key in this effort because the department simply doesn’t have the necessary resources to track students once they leave the program. The department needs to develop a low cost mechanism to track graduated students to more fully evaluate the worth of its offerings in helping students meet their vocational and professional needs.

As mentioned earlier, students at various levels completed surveys (See Appendix E) that we piloted this semester. Within each of these surveys data were collected to identify student’s satisfaction with a range of variables including, but not limited to, satisfaction with advising, teaching faculty, curriculum, facilities, preparedness to enter the profession, and satisfaction with
SSU. We are hoping to better implement our graduating senior survey on an annual basis, and the other surveys every two-three years. The following chart provides a summary of how majors’ at each level responded to survey questions.

**Freshman/Sophomore Survey (30 Respondents).**

<table>
<thead>
<tr>
<th>Have met with an advisor</th>
<th>How many times meeting w/ advisor.</th>
<th>Have attended group advising.</th>
<th>Quality of group advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>96% of students have met with an advisor (29 /30)</td>
<td>2.38 (0-5)</td>
<td>30% or 9 out of 30</td>
<td>*3.9</td>
</tr>
<tr>
<td><strong>Quality of support courses.</strong></td>
<td>Ability to get into support courses.</td>
<td>Quality of overall experience as a KIN major.</td>
<td></td>
</tr>
<tr>
<td>*4.5</td>
<td>*4.3</td>
<td>*4.8</td>
<td></td>
</tr>
</tbody>
</table>

*Data reflects the average ratings on a scale of 1-6.

Students’ qualitative comments about the program’s strengths noted the faculty are involved, knowledgeable, and effective teachers. Coursework is interesting and high quality. Faculty advising is very helpful, and staff are friendly. Suggestions for improvement included a need for more faculty and improved access to support and major classes; making sure students can take the Intro to Kinesiology early in their program; offering tutoring for Kinesiology classes; providing better freshman advising.

**Junior/Senior Survey (86 respondents).**

| Percentage of majors who are transfer students | 25% |
| Percentage of majors in Physical Education/Adapted Physical Education (1) concentration | 5% |
| Percentage of majors in Lifetime Physical Activity-Coach Education concentration | 6% |
| Percentage of majors in Lifetime Physical Activity-Fitness & Wellness concentration | 17% |
| Percentage of majors in Interdisciplinary concentration/pre-OT | 12% |
| Percentage of majors in Exercise Science concentration/pre-PT | 60% |
Students average ratings on a scale of 1-6:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>How helpful was your KIN advising?</td>
<td>4.62</td>
</tr>
<tr>
<td>Quality of support coursework.</td>
<td>4.22</td>
</tr>
<tr>
<td>Quality of core and concentration coursework.</td>
<td>4.95</td>
</tr>
<tr>
<td>Quality of required non-KIN coursework.</td>
<td>3.59</td>
</tr>
<tr>
<td>Overall experience as a KIN major.</td>
<td>4.64</td>
</tr>
</tbody>
</table>

A summary of qualitative comments about the strengths of the program:

The qualitative comments from students about the strengths of the program were overwhelmingly positive about the faculty, noting their passion and enthusiasm, engaging instruction, positive attitudes, subject matter knowledge, helpful and ready availability for advising. Course content of core and elective classes is well taught and interesting, with class sizes that promote discussion and student engagement. Suggestions for improvement included having all required major courses available at SSU (currently nutrition and abnormal psychology usually have to be taken at community colleges), having more access to major courses in general and earlier, and without having to complete course request forms for major core classes. Other comments suggested including more movement in our major and providing more information about careers, grad school, etc.

Recent Graduates Survey data:

Recent Kinesiology graduates (Spring & Summer 2012) were sent an electronic survey using SurveyMonkey. Of the 40 students the survey was emailed to, only 8 responded. Because of the low return rate, the usefulness of this data is limited.

One graduate was in the Adapted Physical education concentration and the remaining seven were from the Exercise Science concentration.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you currently employed?</td>
<td>Graduate School- Physical Therapy (2), cashier at a market, Physical Therapy Aide/ Coach, in the teaching credential program, not employed, full-time PT Aide at a Petaluma physical therapy clinic, bicycle mechanic.</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Is this the career you planned for?                                     | Yes (3) 37.5%  
No (5) 62.5%                                                                                                                              |
| Are you currently attending school?                                     | Yes (6) 75%  
No (2) 25%                                                                                                                                     |
| If yes, in what field?                                                 | Physical Therapy (2), teaching, Pre-Med, Preparation for Biomedical Engineering/Human Factors Engineering                                    |
| Are you planning to go back to school?                                 | Yes (7) 87.5%  
No (1) 12.5%                                                                                                                                   |
| If yes, in what field?                                                 | Physical therapy (3), Occupational Therapy, Medicine, Biomedical Engineering/Human Factors Engineering                                       |
| What is your goal?                                                    | Physical Therapist (4), teaching adapted physical education & then Pediatric Occupational Therapist, medical doctor, Pediatric and Sports Physical Therapist, Master’s degree |
| How did your Kinesiology degree coursework prepare you for your current path? | Sample comments: Some classes lacking while some adequate preparation for graduate school; Excellent curriculum; applicable and relevant (PT school and teaching); helpful study skills for science classes; good background knowledge of human movement and exercise science. |
| How could your Kinesiology coursework have better prepared you?         | Sample comments: Some classes not challenging enough; an advanced musculoskeletal injuries class; better preparation for writing research papers; more challenging tests and testing circumstances; a wider variety of courses, as well as electives, such as neurology; more effective course in biomechanics. |
| Please share the major strengths of the Kinesiology program at SSU.    | Sample comments: several professors dedicated to the program and invested in providing a quality education for students, with excellent classes that push the students; very well rounded curriculum with intelligent, excellent professors; small classes and great teachers; guidance of some professors was pivotal to successful completion of the degree; the field experience was important to confirm/deny if this was the field I wanted to pursue. |
| What suggestions do you have for improving the Kinesiology program at SSU? | Sample comments: Certain classes need to be reworked – e.g., biomechanics and KIN 460; labs could be better organized to better utilize resources and time; more outreach programs in the community, more research; difficulty getting into the required classes, especially core classes; more variety of classes; some advisors ineffective and difficult to reach; more challenging coursework in some classes. |
| Rate your overall experience as a KIN major at SSU. (scale of 1-very poor to 6-excellent) | Average rating: 4.5 |

**Graduate Program Assessment Data:**

Of the 14 students asked to fill out surveys, 3 students were emailed the surveys of which 1 was returned. The remaining 11 students were surveyed in a graduate class.

The top three reasons our students are in the MA program are to qualify for higher pay or job advancement, for preparation for a specific job or career, and personal enrichment. Half of the students attended the undergraduate program in Kinesiology at SSU. When students were asked if SSU was their first choice for graduate school 50% responded that it was their first choice, 33% responded that it was their only choice, while 8% responded that it was the easiest choice, and 8% responded it was their second choice. Overall, our graduate students’ main reason for attending SSU’s Kinesiology’s graduate program was due to the location and somewhat the cost.

Our students all work while getting their MA degree; 7-8 of our students are currently working in the teaching and/or coaching field, 2-3 students are currently working in the fitness industry, 1 in pharm-tech, 1 at JC as an athletic trainer. Most of the students expect to graduate our program within eight semesters.

Please see other data from the survey below.

**Would you recommend the SSU Kinesiology Master’s program to a friend or acquaintance?**

One student chose yes without reservation, four said no, seven said yes, with some reservation. Comments included the length of time to complete the program being greater than expected; limited class offerings and facilities; small size of program being both a plus and a drawback; frustrations with intra-faculty conflicts.

**Do you feel this program has helped prepare you for your career?**

Eight said yes. Comments included the following: being able to apply course material in coaching and training high school students; course material providing depth and breadth for
future career preparation; Master’s degree adds status/confidence vis-à-vis clients and co-workers; good preparation for education career; assignments promoting thought and reflection very helpful; thesis project contributes to becoming a more knowledgeable coach and teacher.

Three said no. Comments included the following: needs more practical applications for post-master’s career; more career guidance; some classes less applicable to PE teaching/coaching; more coursework on strength and conditioning; program needs more structure, more enthusiasm from all faculty.

**Strengths and relevance of program discussed in qualitative comments:**

- Professors are mostly relatable, accessible, and helpful.
- Some of the courses: Coaching courses mentioned often.
- Broad experiences of faculty

**Needs for improvement discussed in qualitative comments:**

- Coordination and communication of department, department lacks any specialization.
- More consistent course scheduling
- More faculty collaboration
- More structured, set curriculum
- More applications to careers, especially in Advanced Exercise Physiology and Advanced Biomechanics
- Some coursework feels repetitive
- More consistent rigor and expectations across courses
- Need more internships

Students then rated their satisfaction (1- not at all to 6- extremely satisfied) in the program with respect to:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to required courses</td>
<td>3.5</td>
</tr>
<tr>
<td>Diversity of courses</td>
<td>3.6</td>
</tr>
<tr>
<td>Access to elective courses</td>
<td>3.1</td>
</tr>
<tr>
<td>Scheduling of courses</td>
<td>2.8</td>
</tr>
<tr>
<td>Appropriateness of course offerings to your area of interest</td>
<td>3.5</td>
</tr>
<tr>
<td>Access to needed facilities</td>
<td>3.8</td>
</tr>
<tr>
<td>Level or diversity of facilities</td>
<td>3.3</td>
</tr>
<tr>
<td>Level of other (grant) funding</td>
<td>2.8</td>
</tr>
<tr>
<td>Interactions with other graduate students</td>
<td>3.3</td>
</tr>
<tr>
<td>Interactions with undergraduate students</td>
<td>2.8</td>
</tr>
<tr>
<td>Interactions with faculty in Department of Kinesiology</td>
<td>3.8</td>
</tr>
</tbody>
</table>
3) Discussion of changes necessary to improve effectiveness of the outcomes of the program.

Program evaluation is an ongoing process needing commitment from all entities within the department, school, and university. While the department wants to do an effective job on this important task, there is still much more that needs to be done and provided. Issues that need to be addressed include the provision of adequate resources to complete assessment and evaluation tasks, including reviewing and updating assessment mechanisms.

Resources need to be made available to assist departments with services such as disseminating alumni surveys, coordinating alumni forums to assist in fundraising and to review programs, coordinating discussions between departments and outside agencies, such as Sonoma County Office of Education, local physical therapy clinics etc. At this point, the Department of Kinesiology does not have the resources to address these issues adequately.

The department had not surveyed students since the previous program review. The faculty created surveys for this self-study and need to pursue yearly senior exit exams, on-line alumni surveys and snapshot surveys of freshman and junior classes every two to three years. This will require additional resources and faculty time to achieve.

In addition, the department’s facilities and equipment are well below standard when compared to fellow CSU’s and comparable institutions across North America. Our Human Performance Laboratory, while recently updated with additional equipment, is small and lacks state of the art equipment that is standard at many comparable institutions. Furthermore, when equipment problems arise the necessary funding to remedy the problem is lacking. The Biomechanics laboratory barely accommodates labs of 13-14 students. Instructors of all labs (exercise physiology, biomechanics, and sport and exercise psychology) must also use outside and hallway space. The department’s fitness center is functional, but the equipment is out of date and much of it needs replacement. If the department wants to provide majors with current information, faculty must be in a position to provide majors with experiences that reflect the latest knowledge and equipment. In turn, these experiences will have the potential of ensuring that students master the department’s stated learning objectives. While the department recently had a classroom updated, technology and space continue to be an issue. Most other CSU Kinesiology Departments and even other departments in the School of Science and Technology at SSU have classrooms and labs that are suitably equipped. This is not the case in the Department of Kinesiology. Much of our classroom and laboratory equipment is substandard and out of date.
4) Description of dissemination of findings, including outside evaluation, to faculty and staff.

The faculty is committed to bimonthly department meetings during academic semesters and schedules extra meetings as needed. Throughout the academic year constant communication among faculty is maintained through department meetings. Agendas are planned to allow time for current business as well as pending curricular and instructional issues. The department chair utilizes email and related communications to deal with minor day to day issues to ensure that department meetings are venues for more substantive discussions.

Assessment of the Kinesiology department has occurred through annual reports each year. A copy of the annual reports on student learning outcomes for the graduate and undergraduate programs can be found in Appendix G. In addition, the physical education and adapted physical education concentrations are periodically evaluated by the California Commission on Teacher Credentialing (CCTC). As mentioned previously, the Adapted PE subject matter program will be reviewed in the upcoming months as to its adherence to the latest, recently approved CCTC Standards.

H) Action Plan

1) Action plan based on findings and recommendations

I. Curriculum:
   a. Meeting students’ curricular needs
      Faculty continually evaluate if the present curriculum is meeting the academic and professional needs of majors and how to fulfill these needs without more faculty.
      i. Should the department consider additional sections of KIN 201 (Foundations of Kinesiology) so that more freshman and sophomores can take it at the appropriate time? Or should we consider developing KIN 201 into a freshman year experience course that could meet a GE requirement and connect them earlier to the department?
      ii. Should the department have a capstone course? What should the objectives be? How should it be offered? Who should teach it? Should it rotate among faculty?
      iii. Existing Concentrations
           1. Do concentrations meet students’ needs?
           2. Are the concentrations preparing students for the careers that are available and/or do they match requirements for post-baccalaureate programs?
           3. Are there other areas of study (state and nationwide) we should be exploring?
      iv. Support Courses
           1. Can the department create and sustain a nutrition course (required for majors) so students can take it at SSU and not have to take it at another institution. (The Biology Dept. no
longer offers the nutrition course that was previously required for our majors.)

v. Core Courses
   1. Does the present selection of courses provide a sound foundation for our majors?
   2. Is the present configuration of courses meeting the needs of students in a timely fashion?
   3. Are there any existing courses that could be deleted from the series or any added?

vi. Concentration Courses
   1. How can faculty work with each other to ensure that KIN majors can complete required coursework?
   2. How can the coursework in the exercise science concentration be changed to include more Kinesiology courses and to satisfy upper division unit requirements?

vii. The Graduate Program
   1. Is the current program meeting the needs of the students?
   2. What are other programs offering state and nationwide that we could explore?
   3. Is the program still a viable department offering?

b. Learning Objectives
   Do existing learning objectives reflect the most current Kinesiological understandings, faculty knowledge and expertise, the profession, and alignment with other CSU’s?

c. Changes in the Profession
   Are we doing a good job of analyzing changes in the field/profession to identify the necessary knowledge, skills, competencies, and dispositions that graduating seniors must possess to be leaders in their respective fields that are continually changing.

2) Description of proposed program revisions

• The department will continue to engage in conversations to discuss the above considerations and formulate a plan of action.
• Faculty will consider the relationship between the department’s offerings and the demands of the profession in the respective sub disciplines and engage in discussions that may lead to the adjustment of learning objectives, instructional strategies used, and their impact on student learning.

Freshman Experience course and Capstone course:
The department has recently been discussing a first year experience course that would connect freshman to the department in their first year. The course would be year-long and would meet the A3 GE requirement in critical thinking through foundational content of kinesiology (KIN 201).
The department has not yet reached consensus about the issue of a capstone course, including whether we currently have a capstone course or not. Some faculty believe that such a course should be interdisciplinary, that instructors of such a course should rotate, and that it should include a project in which students apply core knowledge. Some faculty believe that concentrations do/should have their own capstone courses. Departmental discussions will continue, with the goal of making decisions on these questions.

Concentrations:

Kinesiology is an academic discipline that involves the study of physical activity and its impact on health, society, and quality of life. It includes, but is not limited to, such areas of study as exercise science, sports management, athletic training and sports medicine, socio-cultural analyses of sports, sport and exercise psychology, fitness leadership, physical education-teacher education, and pre-professional training for physical therapy, occupational therapy, medicine and other health related fields. (www.americankinesiology.org)

The department has five concentrations based on the above mentioned academic discipline of kinesiology. In our preparation for this self-study, the department revisited the need for these concentrations. We have concluded that they provide concrete career tracks in relevant areas of study that potentially allow students to graduate in four years. Each concentration provides freshman a clear pathway. Just last year, we reconfigured the former Lifetime Fitness concentration, renaming it Lifetime Physical Activity and creating two pathways or emphases within it, matching two different career pathways: Fitness and Wellness and Coach Education.

The Physical Education Teacher Education and Adapted Physical Education concentrations are part of the mission of the CSU and have a complex accreditation process. Teacher education rises and falls nationally, especially in difficult budget times. Currently, a large population of teachers is eligible for retirement, and thus there will soon be a national shortage of teachers. The department supports maintaining these teacher education concentrations, both for the public good and for meeting the mission of the CSU. Our teacher education programs are highly regarded in local school districts and communities and within the SSU School of Education.

The Chronicle of Higher Education lists occupational therapy as one of the top 10 majors in 10-15 years. It is speculated that there will be a 33.5% job growth between 2010 and 2020 in occupational therapy. Therefore, the department thinks this concentration is an important one, and that it offers students the background knowledge needed for graduate study and a career in occupational therapy.

The majority of students come into the department planning to become a physical therapist. However, only a small percentage of students are accepted into graduate
physical therapy programs; therefore, we must offer other pathways for students in the field. The new Fitness and Wellness emphasis within the Lifetime Physical Activity concentration provides a potential alternate route for those who will not be able to qualify for graduate study in physical therapy.

Our concentrations provide streamlined paths to graduation that are designed to prepare our students for their future careers in kinesiology-related fields.

Support Courses:

The department believes that the support courses offer foundational knowledge for the major. To this end, and reflective of student input on the recent surveys, the department needs to find a way to offer Nutrition for its majors so they do not have to take this required course at another institution. The department is in the process of developing a new course in nutrition for Kinesiology majors, since the Biology department no longer teaches BIO 307 - Human Nutrition. Our newest tenure-track faculty member was hired with the expectation that he would be qualified to design and teach a nutrition class for our majors. However, because his teaching load will not allow him to teach the course every semester, we may need to consider seeking out lecturers who can teach it some semesters.

As mentioned previously, our department is currently considering transforming KIN 201-Foundations in Kinesiology a freshman experience course to connect the department with its majors from the start. This will also allow students to simultaneously meet a GE requirement in critical thinking, as well as a degree requirement in Kinesiology.

Core Courses:

The American Kinesiology Association defines Kinesiology as “the academic discipline that involves the study of physical activity and its impact on health, society, and quality of life. Kinesiology draws on several sources of knowledge including knowledge gained through scholarly study and research, knowledge gained from professional practices centered in physical activity, and knowledge gained from personal physical activity experiences” (www.americankinesiology.org). In 2009, the AKA sponsored a national workshop that examined the core curriculum in Kinesiology. There was broad agreement about the need to achieve consensus concerning the essential elements of the undergraduate core in Kinesiology. In essence, we need to agree on what it is that every undergraduate Kinesiology major should know or be able to do. The AKA 2009 consensus conference identified the following four fundamental areas that should be included in the core of all undergraduate Kinesiology programs (taken directly from www.americankinesiology.org):

- Physical activity in health, wellness, and quality of life;
- Scientific foundations of physical activity;
The department believes that our core coursework satisfies the fundamental areas listed above. However, the department has recently started to discuss a movement requirement in our major. The movement requirement will also help with matching our program more closely with the Kinesiology Transfer Model Curriculum (TMC), relating to requirements for transfer students from the Community colleges.

Other department discussions about the core coursework have included a proposal to remove KIN 460 from the core and adding in its place an Adapted Physical Activity course. The faculty think that some concentrations are weak in applications of physical activity to differently abled populations. Our majors need to think beyond working with elite sport bodies.

Another proposal is to add an exercise prescription course to the exercise science concentration in place of the BIO 318 elective. Students would be advised to look at the physical therapy schools to which they are applying to ensure they meet that school’s requirements (some want a BIO elective, but not all). The department thinks that students are missing essential content in exercise prescription. However, there is no consensus on what content should be covered in such a course. The department needs to come to an agreement and examine the content relative to our learning outcomes. The department does agree that all students need content related to adapted physical activity.

Concentration Courses:

The department needs to re-examine the Exercise Science concentration carefully. Currently the concentration lacks upper division units. Advisors have to be very diligent that students take enough total upper divisions units to meet graduation requirements. Some of the above changes to the core could assist in solving this problem as it would add in an upper division course (exercise prescription) to the concentration. Another area faculty are working on is the required course, PSY 425-Abnormal Psychology. KIN majors were once able to take the course and there was a curricular agreement between the departments; however, in the past few years our students have not been able to take the course. The psychology department has limited enrollment to its majors. Our students have been having to take the course at another institution, typically a Junior College. This has added to the lack of upper division units in the concentration. The department is working on this issue. Psychology has agreed to open up 6 seats in PSY 425 for KIN majors in the fall; however, considering the number of majors we have in the exercise science concentration, this will not solve the problem. We are also considering changing this requirement to a choice of PSY 425 or PSY 302 (an upper division GE class).

We are considering other minor changes in the coursework for Lifetime Physical Activity to better meet career preparation needs for students.
The faculty is considering changing the name of the physical education concentration to the Physical Education Teacher Education concentration, as it better reflects what programs are called across the country. In addition, since recently added courses in this concentration have been implemented, faculty have noticed some areas of weakness in the current format. The potential changes include changing KIN 420 to a 300 level course in Sport Skill Analysis and change KIN 422 to secondary physical education in place of high school physical education.

The faculty will be examining the adapted physical education concentration coursework as they write to the new CCTC standards. There has been some discussion about KIN 425 and how to assure that it will be viable. Some possibilities include making it an elective to the graduate program or weaving content into other courses.

Graduate Program:

As part of the process of this self-study, the department has discussed some curricular changes to the graduate program. The proposed changes include the following:

**Core (12 units):**
KIN 501 (new course) Research methods (3 units)
KIN XXX (new course) Measurement and Evaluation (3 units)
KIN 599 Thesis (3 units)
KIN XXX (new course) Seminar of Topics/Current Trends in the field (3 units)

Choose 3 of the following all current courses (9 units):
KIN 505 Seminar in Psychological Bases of Human Movement (3 units)
KIN 520 Pedagogical Methods (3 units)
KIN 550 Seminar in Biomechanics (increase units to 3)
KIN 560 Advanced Physiology of Exercise (increase units to 3)

Choose remaining units from above or from other upper division coursework (9 units):
KIN 404 Theory of Coaching (3 units)
KIN 403 Ethics, Equity, and Inclusion in Coaching (3 units)
KIN 422 High School Physical Education (4 units)
KIN 425 Seminar in Adapted Physical Education (3 units)
KIN 442 Musculoskeletal, Evaluation, Training, and Treatment (4 units)
KIN 426 Individualized Assessment and Program Design (4 units)
PSY 360 Peak Performance Psychology (4 units)

a) **Teaching-learning methods**

Faculty will continue to discuss and promote effective teaching practices for multiple instructional settings (lectures, laboratories).

As of next semester all courses will be evaluated campus wide.
Continue observation and evaluation procedures for lecturers and part-time faculty.

b) Course content

Maintain the use of surveys to obtain information concerning students’ satisfaction with the program.

Conduct alumni surveys to examine graduates’ preparation for the workforce. Resolve KIN 460 learning objectives and course content to maintain consistency across instructors, and determine its role/position in our major.

Consider including adapted physical activity course as a core course in place of KIN 460. Determine learning objectives and course content.

c) Learning objectives

The department’s undergraduate learning objectives will remain unchanged. The graduate program learning objectives were previously discussed by faculty and a draft of new learning outcomes has been made. This conversation is ongoing.

d) Recruitment and mentoring

The department needs more tenure-track faculty, especially given the upcoming retirement, but will continue to evaluate how to effectively utilize the faculty we have.

The department will continue to use the impaction criteria and supplemental applications to select qualified students to enter the major.

The department will look into how to publicize the Master’s program. Some ideas include fliers and notifications to teachers, coaches, school districts and local fitness facilities/industry; create a greater Web presence; and have fliers for conferences and events.

The department will monitor and explore the potential new source of graduate students from Athletic Trainers hired by local high schools.

e) Assessment

The department will survey their graduating seniors each year to help faculty reflect on the program.

The department will survey undergraduate students every two or three years to keep track of support courses and advising for our freshman and sophomore students.
The department will develop an exit survey for the graduate program to identify students’ satisfaction levels.

The faculty will look into the best way to survey alumni to evaluate how well prepared they felt to enter into a career or graduate program.

Consider having a community advisory group.

f) Advising and mentoring in the major

Continue with group advising dates for majors to help with faculty advising loads.

Consider fading out or discontinuing course request forms for core lab courses.

g) Other areas deemed to be of importance

Next fall, the faculty will discuss having a movement requirement for our major. As mentioned by students, we are a movement major that requires no movement. Many other CSU Kinesiology majors have such a requirement, and such a requirement will allow us to better match the Transfer Model Curriculum for Kinesiology.

The department will hold a conversation regarding RTP (Retention, Tenure, and Promotion departmental criteria, as suggested in our last Program Review.