

2015-2016 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Oral Communication, Written Communication, and Inquiry and Analysis are linked to the Sac State BLG Intellectual and Practice Skills. Physical Education students are encouraged to think creatively and innovatively to integrate these skills to analyze and interpret information in order to become an effective Physical Educator.

Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs
2. Yes, but for some PLOs
3. No rubrics for PLOs
4. N/A
5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

1. Yes
2. No
3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes
2. No (skip to **Q1.5**)
3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
2. No
3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

1. Yes
2. No, but I know what the DQP is
3. No, I don't know what the DQP is
4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes
2. No
3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

We conducted a thorough assessment of the PLO Inquiry and Analysis through qualitative evaluation of a randomize sample of assignments (N=20) from our required course KINS 130: Elementary Physical Education Curriculum and Content and a qualitative anonymous student self-reported survey of program effectiveness in our capstone course.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **provide the rubric(s) and standards of performance** that you have developed for this PLO here or in the appendix.

The standard of performance for inquiry and analysis is whether students have systematically processed and explored issues/ objects/ literature through the collection and analysis of evidence that result in informed conclusions/judgments about their quality of instruction. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

No file attached No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
2. No (skip to **Q6**)
3. Don't know (skip to **Q6**)
4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Don't know

Q3.2.

Was the data **scored/evaluated** for this PLO?

1. Yes
2. No (skip to **Q6**)
3. Don't know (skip to **Q6**)
4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
2. No (skip to **Q3.7**)
3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

1. Capstone project (e.g. theses, senior theses), courses, or experiences
2. Key assignments from required classes in the program
3. Key assignments from elective classes
4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
5. External performance assessments such as internships or other community-based projects

6. E-Portfolios

7. Other Portfolios

8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

 No file attached

 No file attached

Q3.4.

What tool was used to evaluate the data?

1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
5. The VALUE rubric(s) (skip to **Q3.4.2.**)
6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

1. Yes
2. No
3. Don't know
4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

1. Yes
2. No
3. Don't know
4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Q3.6.1.

How did you **decide** how many samples of student work to review?

Q3.6.2.

How many students were in the class or program?

Q3.6.3.

How many samples of student work did you evaluated?

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

1. Yes
2. No
3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

1. Yes
2. No (skip to **Q3.8**)
3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [Check all that apply]

1. National student surveys (e.g. NSSE)
2. University conducted student surveys (e.g. OIR)
3. College/department/program student surveys or focus groups
4. Alumni surveys, focus groups, or interviews
5. Employer surveys, focus groups, or interviews
6. Advisory board surveys, focus groups, or interviews
7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

 No file attached

 No file attached

Q3.7.2.

If surveys were used, how was the sample size decided?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

1. Yes
2. No (skip to **Q3.8.2**)
3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [Check all that apply]

1. National disciplinary exams or state/professional licensure exams
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
4. Other, specify:


Q3.8.2.

Were other measures used to assess the PLO?

1. Yes
2. No (skip to **Q4.1**)
3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:



 No file attached No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions


Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for Q2.1:

 No file attached No file attached

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

 No file attached No file attached

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:


(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

I'm not sure if my academic unit has collected assessment data related to the PLOs.

 No file attached

 No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

 No file attached

 No file attached

 No file attached

 No file attached

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

Select...

P1.1.

Program/Concentration Name(s): [by department]

Athletic Training BS

P2.

Report Author(s):

Craig Tacla--FYI-P1 & P2-Did not have appropriate choices...so just selected BS Athletic Training so I could submit

P2.1.

Department Chair/Program Director:

Mike Wright-Kinesiology

P2.2.

Assessment Coordinator:

N/A

P3.

Department/Division/Program of Academic Unit

Kinesiology & Health Sci.

P4.

College:

College of Health & Human Services

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

183

P6.

Program Type:

1. Undergraduate baccalaureate major
2. Credential
3. Master's Degree
4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

Don't know

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

P8. Number of **master's degree programs** the academic unit has?

P8.1. List all the names:

Movement Studies

Exercise Science

P8.2. How many concentrations appear on the diploma for this master's program?

P9. Number of **credential programs** the academic unit has?


P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

P10.1. List all the names:

When was your assessment plan ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

P11.3.
Please attach your latest **assessment plan**:

 No file attached

P12.
Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

 PETE_PACC_program_plan.pdf
50.75 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

P14.
Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

P14.1.
Does your program have **any** capstone project?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

PETE / PACC PROGRAM

Physical Education Teacher Education/Physical Activity, Conditioning, & Coaching

Requirements for Bachelor of Science (BS) Degree-Physical Education Concentration

Units required for Major: 57 units-all of which must be completed with a grade of "C" or better.

Minimum total units for BS: 120

A. Required Core (13 units)

- ___(4) BIO 30 Anatomy and Physiology-Brief Course (Fall/Spring)
- ___(3) KINS 150 Exercise and Sport Physiology (Fall/Spring)
- ___(3) KINS 151D Applied Kinesiology and Biomechanics (BIO 30) (Fall/Spring)
- ___(3) KINS 176 Perceptual Motor Development (Fall/Spring)

B. Required Upper Division Courses (18 units)

- ___(3) KINS 133 Integration of Concepts (Must be taken final semester) (Fall/Spring)
GWAR 109M/W; or 4-unit placement in ENGL 109M/W and co-enrollment in ENGL 109X; or WPJ score 70/71 and co-enrollment in ENGL 109X
- ___(3) KINS 134 History and Philosophy of Physical Education and Sport (Fall/Spring)
- ___(3) KINS 135 Assessment Strategies in Physical Education (Fall/Spring)
- ___(3) KINS 137 Sociology of Sport (Fall/Spring)
- ___(3) KINS 138 Teaching Strategies in Physical Education (Fall/Spring)
- ___(3) KINS 160 Sport and Exercise Psychology (Fall/Spring)

C. Physical Education Teacher Education (PETE) Option: 26 Units	C. Physical Activity, Conditioning, Coaching (PACC) Option: 26 Units
<ul style="list-style-type: none"> ___(3) KINS 130 Elementary Physical Education Curriculum and Content (KINS 138) (Spring only) ___(2) KINS 131 Secondary Physical Education Curriculum (KINS 138) (Fall only) ___(3) KINS 141 ProAct I Dual Sports (Fall only) ___(3) KINS 142 ProAct II Creative Movement and Dance (KINS 138 pre-requisite) (Spring only) ___(3) KINS 145 ProAct III Team Sports (Fall only) ___(3) KINS 146 ProAct IV Individual Sports (Spring only) ___(3) KINS 148 ProAct V Non-Traditional Games and Sports (Fall only) ___(3) KINS 149 ProAct VI Health Related Fitness (Spring only) ___(3) KINS 177 Introduction to Adapted Physical Education (Spring only) <p>*Pre-requisites for the Teacher Credential Program (not required for graduation):</p> <ul style="list-style-type: none"> ___(2) HLSC 136 School Health Education ___(3) EDUC 170 Bilingual Education: Introduction to Educating English Learners 	<ul style="list-style-type: none"> ___(2) KINS 99 Exercise for Healthy Living (Fall/Spring) ___(3) KINS 120 Scientific Bases of Physical Conditioning (Fall/Spring) ___(3) KINS 121 Peak Performance Through Psychological Skills (Fall only) ___(3) KINS 132 Planning, Designing and Managing a Fitness Center (Fall/Spring) ___(3) KINS 156 Care of Athletic Injuries (Fall/Spring) ___(3) KINS 161 Theory of Sport and Fitness Management (Fall only) ___(3) KINS 165 Theory of Coaching (Spring only) ___(3) KINS 166 Ethics, Inclusion and Equity in Coaching (Fall only) ___(3) KINS 194D Assigned Field Experience in Coaching (maximum of 2.0 units of field experience per semester)

PETE Physical Education Teacher Education - TRANSFER Students

Subject To Change - Please consult your advisor for any changes.

(4) BIO 30 Anatomy and Physiology (Brief Course) MWF 10:00-10:50 (lec) and TR 10:30-1:20 (lab) (Fall offering); TR 10:30-1:20 (lec) and MWF 10:00-10:50 (lab) (Spring offering)	
Fall Schedule (First Semester)	Spring Schedule (Second Semester)
(3) KINS 134 Hist & Phil of PE & Sport TR 1:30-2:45	(3) KINS 160 Psych of Sport MW 11-11:50 (lec); and M 12-2:30 or W 12-2:30 (lab)
(3) KINS 138 Teaching Strategies in PE TR 10:30-11:45	(3) KINS 151D Applied Biomechanics MW 2:35-3:25 (lec); and M 3:30-6:00 or W 3:30-6:00 (lab)
(3) KINS 145 PROACT III (Team) TR 8:00-9:50AM	(3) KINS 137 Sociology of Sport TR 9:00-10:15
(3) KINS 148 PROACT V (Nontrad) MW 12:00-1:50	(3) KINS 146 PROACT IV (Indiv) TR 10:30-12:20
	(3) KINS 177 Adapted PE T 6:00-8:50

Fall Schedule (Third Semester)	Spring Schedule (Fourth Semester)
(3) KINS 150 Exercise and Sport Physiology MW 8:00-8:50 (lec); and F 8-10:30 or F 11-1:30 (lab)	(3) KINS 133 Integration of Concepts M 3:30-6:20PM
(2) KINS 131 Secondary PE Curriculum TR 12:00-12:50	(3) KINS 135 Assessment Strategies in PE MW 12:00-1:15
(3) KINS 176 Perceptual Motor Dev MW 12:00-1:15	(3) KINS 130 Elementary PE TR 8:30-10:20AM
(3) KINS 141 PROACT I (Dual) TR 8:00-9:50AM	(3) KINS 142 PROACT II (Dance) TR 12:30-2:20
	(3) KINS 149 PROACT VI (HRF) MW 9:00-10:50

PACC Physical Activity, Conditioning, and Coaching - Transfer Students

Subject To Change - Please consult your advisor for any changes.

(4) BIO 30 Anatomy and Physiology (Brief Course) MWF 10:00-10:50 (lec) and TR 10:30-1:20 (lab) (Fall offering); TR 10:30-1:20 (lec) and MWF 10:00-10:50 (lab) (Spring offering)	
Fall Schedule (First Semester)	Spring Schedule (Second Semester)
(3) KINS 134 Hist & Phil of PE & Sport TR 1:30-2:45 PM	(3) KINS 160 Psych of Sport MW 11-11:50 (lec); M 12-2:30 or W 12-2:30 (lab)
(3) KINS 138 Teaching Strategies in PE TR 10:30-11:45	(3) KINS 151D Applied Biomechanics MW 2:35-3:25 (lec); and M 3:30-6:00 or W 3:30-6:00 (lab)
(3) KINS 161 Theory of Sport and Fitness Mgmt R 6:00-8:50 PM	(3) KINS 165 Theory of Coaching TR 12:00-1:15
(2) KINS 99 Exercise Healthy Living TR 9:00-9:50	(3) KINS 176 Perceptual Motor Development TR 10:30-11:45

Fall Schedule (Third Semester)	Spring Schedule (Fourth Semester)
(3) KINS 150 Exercise and Sport Physiology MW 8:00-8:50AM (lec); and F 8:00-10:30 or F 11-1:30 (lab)	(3) KINS 133 Integration of Concepts M 3:30-6:20
(3) KINS 121 Peak Performance TR 1:30-2:45	(3) KINS 135 Assessment Strategies in PE MW 12:00-1:15
(3) KINS 137 Sociology of Sport TR 9:00-10:15	(3) KINS 120 Scien. Bases of Phys. Cond. TR 9:00-10:15
(3) KINS 132 Plan & Design Fitness Center MW 2:00-3:15	(3) KINS 156 Care & Prevention of Ath. Injuries MW 7:30-8:45AM
(3) KINS 166 Ethics, Inclusion, and Equity in Coaching MW 12-1:15	(1-2) KINS 194D Assigned Field Exp. Coaching
(1-2) KINS 194D Assigned Field Exp. Coaching	

