

2018 - 2019 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

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

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

BS Physical Education

OR enter program name:

BS Kinesiology - Physical Education

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. **Research**
- 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information for the Selected PLO

Q2.1.

Select **OR** type in **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):

If your PLO is **not listed**, please enter it here:

Q2.1.1.

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

"Information literacy is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share information for the problem at hand," as stated by the National Forum on Information literacy and is in alignment with two of the Sac State BSGs. The Sac State BLGs of **'Intellectual and Practical Skills**, Including:

inquiry and analysis, critical, philosophical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance,' and with the Sac State BLG of **'Integrative Learning****, Including:

synthesis and advanced accomplishment across general and specialized studies are aligned with the following KINS PE PLOs. The ability to utilize peer reviewed information within the achievement of Physical Education Teacher Education PLOs '1. Competency in ability to prepare lessons and teach developmentally appropriate Physical Education in public schools, 2. Competency in interpretation of subject matter content and apply creative pedagogy for teaching K-12 in the state of California, 4. The ability to develop and model a high quality of teaching that exemplifies professional standards as elucidated in 'California Teaching Performance Expectations, 5. Experiences of collaboration and develop relationships with public schools, school districts, and community agencies associated with teaching and learning in the public sector,

6.

An understanding of the aesthetics of movement and human performance and the meaningfulness of physical activity in lifelong learning, and, 7. Competency in the historical and philosophical factors that provide quality physical activity, exercise, and sport performance leadership relating to application to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity,' align the assessment of information literacy of the KINS PE PLOs with the Sac State BLGs.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

Undo

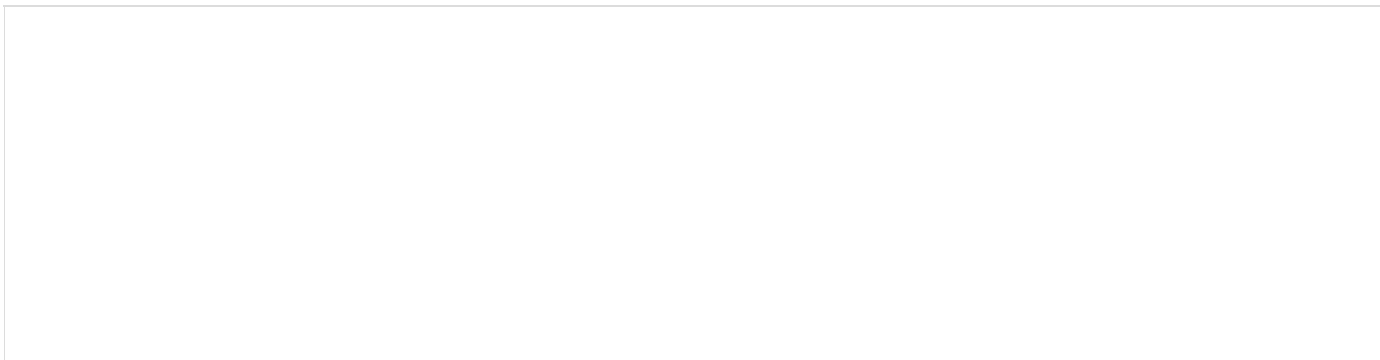
Q2.2.a.

Please provide the standards of performance/expectations for this PLO:


The PETE and Sports Studies program expects Junior and Senior's in the program to meet a class rating of at le...

Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment([See Appendix 15 Sample Answer to Q2.3](#)):



Information Literacy Rubric in Word.docx
139.84 KB

 Click here to attach a file

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	10. Other, specify: The program is currently under reconstruction with a proposal of a BS in Kinesiolo...

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**)

Undo

Q3.1.1.

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

1

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**)

Undo

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:

Assessment data was collected from students completing KINS 150 Sport and Exercise Physiology and KINS 151D Applied Kinesiology and Biomechanics writing projects. Each required obtaining appropriately selected peer reviewed journal articles to synthesize, analyze, and apply to each area of study. The assignments were evaluated using the information literacy value rubric.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) 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 **attach the assignment instructions that the students received to complete the assignment** ([See Appendix 1 Sample Answer to Q3.3.2](#)):

KINS 150**Analysis of Research Writing Assignment:** (100 points total)

Use Chapter 1 of your text to expand your understanding of the process outlined below. Your answers will be evaluated according to the ratings outlined in the 'Information Literacy Value Rubric' attached.

Use each of the items (1-16) as **clear headings**. Address each in paragraph form, double spaced, with clear, concise writing. Do not copy the author's words! **Attach a copy** of the full article to the paper.

Read your chosen article thoroughly and address the following items:

1. **Topic:** State topic and briefly summarize the article. 6 points
2. **Study Type:** Identify the type of study you have chosen and why you have identified it as such; e.g. case study, descriptive study, correlational study, cause and effect study, experimental study, or historical study (or a combination of these). 7 points
3. **Intended Audience:** Who is the intended audience? 6 points
4. **Hypothesis:** Identify and simply describe the basic hypothesis (this may be stated or implied; this is the authors hint or statement of what they expect to find). 7 points
5. **Purpose:** Identify and simply describe the purpose of the study. 7 points
6. **Venue:** Describe the venue in which the research was conducted. 6 points
7. **Methodology:** Describe what the measurement tools and data collection methodology. 6 points
8. **Population:** What is the description of the population and/or subject profile the study addressed for data collection? 6 points
9. **Result Hypothesis Relationship:** Pick out and discuss the main results that address the hypothesis and state what these are. Can you see from these results how close the hypothesis and results came together and why? 7 points
10. **Pattern of Results:** Was there and easily identifiable pattern? 6 points
11. **Data Description:** What type of data was collected? What was the intended result of the data collection? 6 points
12. **Data Decision:** How is the data set sufficient for making decisions based on the findings? 6 points
13. **Discussion Summary:** Summarize the discussion and state whether you were able to come up with some similar ideas when you interpreted the results. 6 points
14. **Bias:** Did you find author bias and/or confounding factors that you felt the author should have addressed, and if so, what? 6 points
15. **Like or Dislike:** What did you like and/or dislike about the article? 6 points
16. **Something New:** Discuss something new you learned from the article. 6 points

Academic Honesty: Students are expected to follow the University's Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (<http://www.csus.edu/umannual/index.htm>). For information about plagiarism, definition and guidelines to avoid plagiarism Library's Plagiarism Website (<http://library.csus.edu/content2.asp?pageID=353>).

KINS 151D**Movement Analysis Project**

The student will analyze physical performance in relation to movement phases, target outcomes of the movement (injury prevention, speed, power, accuracy, height, distance, etc.), efficiencies and inefficiencies of the movement in each phase, how these may increase or decrease performance outcome and/or increase or decrease injury possibilities, and explain open and closed kinetic chain concepts for each movement phase. The student will identify physical movement and performance variables, and discover, explain, and relate improvement objectives through interpretation and application of peer reviewed literature regarding the specific movement of analysis.

[Click here to attach a file](#)[Click here to attach a file](#)**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.**)

Undo

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

Undo

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

Undo

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

Undo

Q3.5.Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?**Q3.5.1.**Please enter the number (#) of faculty members who 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

Undo

Q3.6.

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

All students scores of the 2 courses used were included.

Q3.6.1.

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

Decided to use all.

Q3.6.2a.

Please enter the number (#) of students **from ONLY your program** that were assessed for this program learning outcome (not all students in the class).

94

Q3.6.3a.

Please enter the number (#) of samples of student work **from ONLY your program** that were evaluated for this program learning outcome.

347

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

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:

 [Click here to attach a file](#)

 [Click here to attach a file](#)

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, please enter 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**)

Undo

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**)

Undo

Q3.8.3.

If other measures were used, please specify:

No other measure used



Table for Info Lit Assessment.docx
12.26 KB



Chart for Info Lit Assessment.docx
15.25 KB


(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)


Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

See Attached Table and Chart

 Table and Chart for Assessment.xlsx
14.31 KB


 Chart for Info Lit Assessment.docx
15.25 KB


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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

Students achieved a 2.88 of 4 (72%) in one class and a 3.28 of 4 (82%) in the other class which equates to a 77% average and indicates a need to improve performance in this area of competency.

The faculty of the program recognize the importance of more guidance and experience in 'information literacy' and that it is necessary for Kinesiology students to be able to sleuth the truth in an area of study prone to fallacy, and to prepare an exercise professional to rely on peer reviewed journals and books of authority in the subject areas. The initial plan is to adopt the value rubrics, including the 'information literacy' rubrics in syllabi and with assignment instructions.

 Click here to attach a file

 Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

The program changes are in the process of providing a more diverse program to reflect the current needs, and career specific academics to best prepare students in our program. Therefore; the PLOs will be updated, current, and with language constructed for clear and concise assessment of each.

Program Description

The Bachelor of Science degree in Kinesiology provides students with a multi-disciplinary approach to the study of human movement, a strong foundation in the natural and social sciences, and the knowledge and skills necessary to prepare students for careers in fields such as physical education, athletic coaching, athletic administration, corporate wellness, commercial fitness, older adult fitness, and athletic training.

The BS in Kinesiology offers four concentrations designed to meet students' specific academic needs and career interests:

The **Physical Education** concentration is designed to prepare students for a teaching career in physical education. Student who complete the program in physical education will have the breadth and depth of knowledge regarding developmentally appropriate physical education, and will take coursework for both subject matter content and pedagogy for teaching physical education at the K-12 level. Students who choose this option will then have the opportunity to attain their Single Subject Physical Education California Teaching Credential, an additional two semester program through the Department of Teacher Education at Sacramento State.

The **Athletic Coaching and Administration** concentration provides students with knowledge and practical experience in supporting careers in athletic and community settings, athletic coaching, athletic administration and management, mental performance enhancement, and community and youth physical activity and sport programs. Students in this concentration can choose elective courses from one of two emphases including Athletic Coaching or Athletic Administration. Students will also be eligible to earn a Coaching Certification from the American Sport Education Program (ASEP), which is required to coach at the high school level in the state of California (as mandated by the California Interscholastic Federation). This concentration also prepares students for advanced study in athletic coaching, administration, and other sport-related programs (e.g., sport psychology, sport sociology).

The **Physical Activity and Wellness** concentration provides students with knowledge and practical experience in supporting careers in areas such as personal training, fitness center management, commercial and corporate wellness, and older adult fitness. It will also prepare students for advanced studies in sport and exercise psychology or other physical activity related programs.

The **Athletic Care** concentration is designed to provide students with the basics in injury evaluation, immediate care, rehabilitation, and injury prevention. Students in this concentration will develop knowledge and practical skills to pursue advanced study and future careers in athletic training, sports medicine, and other paramedical areas. Upon completion of the degree, students are also encouraged to pursue a teaching credential.

Note: Additional units may be required to meet the Sacramento State foreign language requirement.

In addition; the apparent need to influence more clarity and experience for students in all concentrations to be able to understand the extent of peer reviewed information they will need as a profession in the field, how to access and evaluate validity and reliability of the information, use each for a specific purpose, and use the information ethically and legally will be a primary focus course curricular and program PLOs.

Q5.1.2.

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

1. Yes, describe your plan:

The plan is in the base state of the Academic Council Form B for program changes while faculty are in the process of refining PLOs and aligning with course SLOs and BLGs.

2. No
 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

Undo 1-12 Undo 12-23

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developed/updated assessment plan	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2.1.

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

The assessment data from 2017-2018 did reveal that the Kinesiology Physical Education students did very well as a population when assessed for Oral Communication. The assessment data for 2018-2019 also revealed that Kinesiology Physical Education students reached the level of performance between 3.28 to 2.88 of the two 'milestone' performance levels 3 (approaching capstone) and 2 (lower milestone).

The faculty of the program recognize the importance of more guidance and experience in 'information literacy' and that it is necessary for Kinesiology students to be able to sleuth the truth in an area of study prone to fallacy, and to prepare an exercise professional to rely on peer reviewed journals and books of authority in the subject areas. The initial plan is to adopt the value rubrics, including the 'information literacy' rubrics in syllabi and with assignment instructions.

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

Undo 1-9

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

The feedback was applied through reassessing how the program and the PLOs work for students. A survey was conducted within all current majors regarding how they intend to use their degree and where they felt PLOs were vague or clear, applicable or not, or appear to be missing. Being at a crossroad for reorganization due to specializations for career enhancement and the need to divide degree programs between Exercise Science and Kinesiology, the timing for PLO reassessment, and realignment is now. PLOs and alignments will change for the 2019-2020 annual assessment report.

As was recommended...

Program learning outcomes will occur in the next report cycle with new and improved action language, more accurate alignment matched to the curriculum map, and collaborative faculty use of value rubrics to standardize the ability to collect meaningful data for assessment and formative feedback. All feedback will be considered and applied to best of the ability of the program faculty team work to build the best program for the success of our students.


(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)


Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

 Click here to attach a file

 Click here to attach a file

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning


17. Overall Competencies for GE Knowledge
18. **Overall Disciplinary Knowledge**
19. **Professionalism**
20. **Research**
21. Other, specify any PLOs not included above:


- a.
- b.
- c.


Q8.


Please explain how this year's assessment activities help you address recommendations from your department's last program review?

Q9. Please attach any additional files here:

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

Q11.

Report Author(s):

Q11.1.

Department Chair/Program Director:

Dr. Kathy Jamieson

Q11.2.

Assessment Coordinator:

Dr. Sally Monical

Q12.

Department/Division/Program of Academic Unit (select):

Kinesiology & Health Sci.

Q13.

College:

College of Health & Human Services

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

347

Q15.

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:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

Physical Education

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

1

Q17. Number of **master's degree programs** the academic unit has?

0

Q17.1. List all the names:

Q17.2. How many concentrations appear on the diploma for this master's program?

Don't know

Q18. Number of **credential programs** the academic unit has?

Don't know

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

Don't know

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
<input type="button" value="Undo"/>	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

Please **obtain** and **attach** your latest **assessment plan**:

 **Program_Learning_Objectives_New_Format.docx**
21.09 KB


Q21.

Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

Q21.1.

Please **obtain** and **attach** your latest **curriculum map**:

 **PETE_PACC_program_plan_Aug_2018.docx**
18.82 KB

Q22.

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

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

Q23.

Does your program have a capstone class?

1. Yes, specify:

KINS 133

2. No

3. Don't know

Undo

Q23.1.

Does your program have a capstone project(s)?

1. Yes

2. No

3. Don't know

Undo

Q24.

BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

- 1. PLO Assessed (**Q1.1, Q2.1**)
- 2. Definition of the PLO(s) (**Q2.1.1**)
- 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
- 4. Direct Measures (**Q3.3.2**)
- 5. Data Table(s) (**Q4.1**)
- 6. Curriculum Map (**Q21.1**)
- 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly; retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance to the researched topic of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

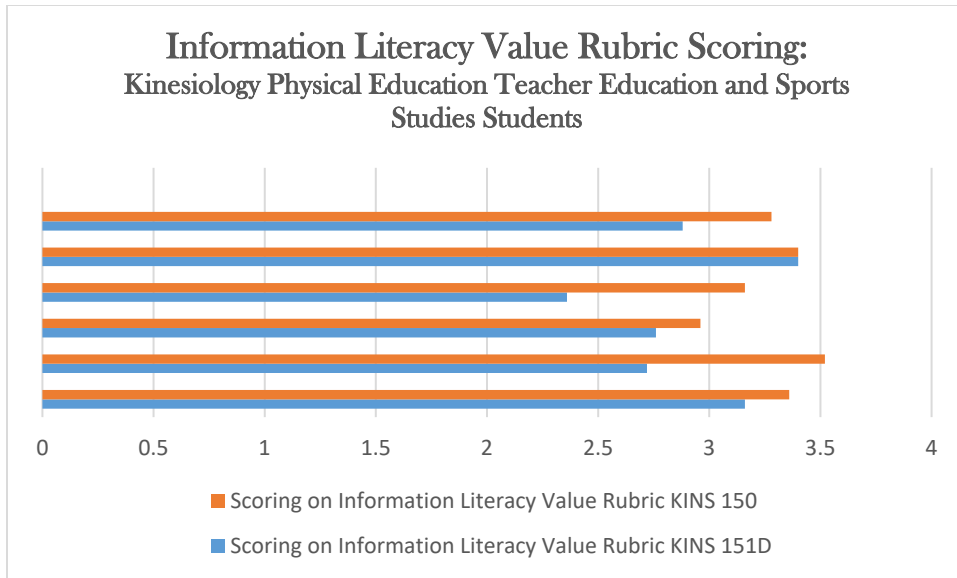


Table 1

Scoring on Information Literacy Value Rubric		
	KINS 151D	KINS 150
Determine the extent of Information Needed	3.16	3.36
Access the Needed Information	2.72	3.52
Evaluate Information and its Sources Critically	2.76	2.96
Use Information Effectively to Accomplish a Specific Purpose	2.36	3.16
Access and Use Information Ethically and Legally	3.4	3.4
Average Score	2.88	3.28

Note: Each class scored at upper milestone level (between 2-3); without evidence of a capstone level (4).

Program Learning Outcomes for Kinesiology for Concentrations in Coaching Education, Physical Activity and Wellness, and Athletic Care

<i>ILO</i>	<i>PLO</i>	<i>Course</i>	<i>Assessment Method</i>
<ul style="list-style-type: none"> • Competence in the Disciplines • Knowledge of human cultures and the physical and nature world • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative Learning 	PLO 1: Competency in ability to explain and apply movement concepts and principles in a variety of movement settings; e.g. fitness club and/or organization, high school athletics, in the role of leadership in coaching, physical conditioning, and/or administration.	KINS 99 KINS 120 KINS 132 KINS 136 KINS 155A KINS 155B KINS 157 KINS 160 KINS 161	Combination of Written Exams, Oral Presentations, and Written Assignments
<ul style="list-style-type: none"> • Competence in the Disciplines • Knowledge of human cultures and the physical and nature world • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative Learning 	PLO 2: An understanding of the aesthetics of movement and human performance and demonstrate, lead, and express the meaningfulness of physical activity in lifelong learning.	KINS 99 KINS 101 KINS 120 KINS 121 KINS 134 KINS 137 KINS 149 KINS 150 KINS 151d KINS 160 KINS 165	Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.
<ul style="list-style-type: none"> • Competence in the Disciplines • Knowledge of human cultures and the physical and nature world • Intellectual and Practical Skills • Personal and Social Responsibility • Personal and Social Responsibility 	PLO 3: Competency in the foundational studies of Kinesiology (Exercise Physiology, Biomechanics, Anatomical Kinesiology, Motor Learning, Development, and Control, Sport Psychology and Social Analysis of Sport) and demonstrate, create, relate, and interpret physical activity, exercise, and/or sport for application to numerous physical activity leadership roles outside the physical education classroom.	KINS 101 KINS 121 KINS 134 KINS 136 KINS 137 KINS 138 KINS 139 KINS 150 KINS 151D KINS 155A KINS 155B KINS 156 KINS 157 KINS 158 KINS 160 KINS 165	Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.
<ul style="list-style-type: none"> • Competence in the Disciplines • Knowledge of human cultures and the physical and nature world • Intellectual and Practical Skills • Integrative Learning 	PLO 4: Competency in the foundational studies of Kinesiology required by the leading national exercise, coaching, athletic training, and sports certification governing bodies (e.g. American College of Sports Medicine, National Strength and Conditioning Association, and National Academy of Sports Medicine).	KINS 101 KINS 120 KINS 121 KINS 136 KINS 137 KINS 150 KINS 151D KINS 155A KINS 155B KINS 156 KINS 157	Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.

		KINS 158 KINS 160 KINS 165 KINS 166	
<ul style="list-style-type: none"> • Competence in the Disciplines • Knowledge of human cultures and the physical and nature world • Intellectual and Practical Skills • Personal and Social Responsibility • Personal and Social Responsibility 	PLO 5: Competency in the leadership qualities required to lead physical activity in populations ranging from children through the aging population, outside of the physical education classroom, lead competitive personalities in sports performance, lead exercise and conditioning programs appropriate to the developing and/or competitive setting, and to lead in an athletics administrative role.	KIINS 99 KINS 101 KINS 121 KINS 134 KINS 136 KINS 139 KINS 149 KINS 150 KINS 151d KINS 160 KINS 165 KINS 166	Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.
<ul style="list-style-type: none"> • Competence in the Disciplines • Knowledge of human cultures and the physical and nature world • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative Learning 	PLO 6: Competency in the historical and philosophical factors that provide quality physical activity, exercise, and sport performance leadership relating to application to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity.	KINS 101 KINS 121 KINS 132 KINS 134 KINS 137 KINS 139 KINS 150 KINS 151D KINS 160 KINS 165 KINS 166	Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.

Program Learning Outcomes for Kinesiology (Physical Education Teacher Education): Accredited through California Commission on Teacher Credentialing (CCTC)

<i>ILO</i>	<i>PLO</i>	<i>Course</i>	<i>Assessment Method</i>
<ul style="list-style-type: none"> • Competence in the Disciplines • Intellectual and Practical Skills • Integrative Learning 	PLO 1: Competency in ability to prepare lessons and teach developmentally appropriate Physical Education in public schools.	KINS 130 KINS 138 KINS 141 KINS 142 KINS 145 KINS 146 KINS 148 KINS 149	Combination of Written Exams, Oral Presentations, and Written Assignments.
<ul style="list-style-type: none"> • Competence in the Disciplines • Intellectual and Practical Skills • Integrative Learning 	PLO 2: Competency in interpretation of subject matter content and apply creative pedagogy for teaching K-12 in the state of California.	KINS 130 KINS 138 KINS 141 KINS 142 KINS 145 KINS 146 KINS 148 KINS 149	Combination of Written Exams, Oral Presentations, and Written Assignments.

<ul style="list-style-type: none"> • Competence in the Disciplines • Intellectual and Practical Skills 	<p>PLO 3: Competency in subject matter required for teacher licensure programs.</p>	<p>KINS 130 KINS 137 KINS 138 KINS 141 KINS 142 KINS 145 KINS 146 KINS 148 KINS 149 KINS 150 KINS 151D KINS 160</p>	<p>Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.</p>
<ul style="list-style-type: none"> • Competence in the Disciplines • Intellectual and Practical Skills • Integrative Learning 	<p>PLO 4: The ability to develop and model a high quality of teaching that exemplifies professional standards as elucidated in ‘California Teaching Performance Expectations.’</p>	<p>KINS 130 KINS 138 KINS 141 KINS 142 KINS 145 KINS 146 KINS 148 KINS 149 KINS 160</p>	<p>Combination of Written Exams, Oral Presentations, and Written Assignments.</p>
<ul style="list-style-type: none"> • Competence in the Disciplines • Intellectual and Practical Skills • Personal and Social Responsibility 	<p>PLO 5: Experiences of collaboration and develop relationships with public schools, school districts, and community agencies associated with teaching and learning in the public sector.</p>	<p>KINS 130 KINS 138 KINS 141 KINS 142 KINS 145 KINS 146 KINS 148 KINS 149 KINS 150 KINS 160</p>	<p>Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.</p>
<ul style="list-style-type: none"> • Competence in the Disciplines • Knowledge of human cultures and the physical and nature world • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative Learning 	<p>PLO 6: An understanding of the aesthetics of movement and human performance and the meaningfulness of physical activity in lifelong learning.</p>	<p>KINS 130 KINS 137 KINS 138 KINS 141 KINS 142 KINS 145 KINS 146 KINS 148 KINS 149 KINS 151d KINS 160</p>	<p>Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.</p>
<ul style="list-style-type: none"> • Competence in the Disciplines • Knowledge of human cultures and the physical and nature world • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative Learning 	<p>PLO 7: Competency in the historical and philosophical factors that provide quality physical activity, exercise, and sport performance leadership relating to application to individual fitness and wellness for lifelong activity and learning in an environment of equity and diversity.</p>	<p>KINS 130 KINS 137 KINS 138 KINS 145 KINS 146 KINS 148 KINS 149 KINS 150 KINS 151d KINS 160</p>	<p>Combination of Written Exams, Oral Presentations, Written Assignments, and Laboratory Write Ups.</p>

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
___(3) KINS 130 Elementary Physical Education Curriculum and Content (KINS 138) (Spring only)	___(2) KINS 99 Exercise for Healthy Living (Fall/Spring)
___(2) KINS 131 Secondary Physical Education Curriculum (KINS 138) (Fall only)	___(3) KINS 120 Scientific Bases of Physical Conditioning (Fall/Spring)
___(3) KINS 141 ProAct I Dual Sports (Fall only)	___(3) KINS 121 Peak Performance Through Psychological Skills (Fall only)
___(3) KINS 142 ProAct II Creative Movement and Dance (KINS 138 pre-requisite) (Spring only)	___(3) KINS 132 Planning, Designing and Managing a Fitness Center (Fall/Spring)
___(3) KINS 145 ProAct III Team Sports (Fall only)	___(3) KINS 156 Care of Athletic Injuries (Fall/Spring)
___(3) KINS 146 ProAct IV Individual Sports (Spring only)	___(3) KINS 161 Theory of Sport and Fitness Management (Fall only)
___(3) KINS 148 ProAct V Non-Traditional Games and Sports (Fall only)	___(3) KINS 165 Theory of Coaching (Spring only)
___(3) KINS 149 ProAct VI Health Related Fitness (Spring only)	___(3) KINS 166 Ethics, Inclusion and Equity in Coaching (Fall only)
___(3) KINS 177 Introduction to Adapted Physical Education (Spring only)	___(3) KINS 194D Assigned Field Experience in Coaching (maximum of 2.0 units of field experience per semester)
<p>*Pre-requisites for the Teacher Credential Program (not required for graduation):</p>	
___(2) HLSC 136 School Health Education	
___(3) EDUC 170 Bilingual Education: Introduction to Educating English Learners	

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 1:30-2:45
(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 4:00-6:50
(2) KINS 131 Secondary PE Curriculum MW 9:00-9:50	(3) KINS 135 Assessment Strategies in PE Thurs (5:30-8:20)
(3) KINS 176 Perceptual Motor Dev MW 12:00-1:15	(3) KINS 130 Elementary PE F (7:30 am-10:20 am)
(3) KINS 141 PROACT I (Dual) TR MW 10:00-11:50	(3) KINS 142 PROACT II (Dance) TR 8:00-9:50
	(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 T (4:00-6:50)
(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 4:00-6:50
(3) KINS 121 Peak Performance TR 1:30-2:45	(3) KINS 135 Assessment Strategies in PE Thurs (5:30-8:20)
(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	