Department of Kinesiology

Bachelor of Science in Kinesiology Option Elevation Proposal

Bachelor of Science in Kinesiology: Physical Education Teacher Education Option

to

Bachelor of Science in Physical Education Teacher Education

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October 12, 2021

TO: Saul Jimenez-Sandoval, President California State University, Fresno

FROM:

SUBJECT:

Jenelle N. Gilbert, Chair Department of Kinesiolog

Undergraduate Degree Elevation - Physical Education Teacher Education

The Kinesiology Undergraduate Program offers three Options: Exercise Science, Physical Education Teacher Education, and Sport Administration. Due to Executive Order 1071, the Kinesiology Undergraduate Program is seeking to elevate these Options to full degree status. While the documentation for all three Options is being submitted simultaneously, the current package is for the Physical Education Teacher Education Option. More specifically, the attached seeks to elevate the Bachelor of Science in Kinesiology: Physical Education Teacher Education Option to a stand­ alone program. The proposed title for the new stand-alone degree is Bachelor of Science in Physical Education Teacher Education.

Should you have any questions, please do not hesitate to contact Jenelle Gilbert (278- 8902 or juilb rt@ su-fresno.edu). Thank you.

**Department of Kinesiology**

California State University, Fresno • South Gym, Room 112 5275 N. Campus Drive M/S SG28 • Fresno, CA 93740-8018

(. 559.278.2016 .:, 559.278.7010 ***fresnostate.edu*** 3

THE CALIFORNIA STATE UNIVERSITY

**September 2018**

**Elevating Options or Concentrations to a Full Degree Program Template**

The Kinesiology Department seeks to elevate the Bachelor of Science in Kinesiology: Physical Education Teacher Education Option to a stand-alone program. The proposed title for the new stand-alone degree is Bachelor of Science in Physical Education Teacher Education.

## Program Type

State-Support

The proposed stand-alone degree (i.e., BS-Physical Education Teacher Education) is categorized as a state-support program.

Option Elevation

In accordance with the direction from the Chancellor’s Office, the Kinesiology Department seeks to elevate the Bachelor of Science in Kinesiology: Physical Education Teacher Education Option to a stand-alone program. The proposed title for the new stand-alone degree is Bachelor of Science in Physical Education Teacher Education.

Delivery Format Fully face-to-face.

## Program Identification

Campus Fresno State

Full and exact degree designation and title

Bachelor of Science in Physical Education Teacher Education

Term and academic year of intended implementation Fall 2023

Total number of units required for graduation 120 units

Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Department of Kinesiology

Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program.

Scott R. Sailor, Ed.D., ATC, Professor / Associate Dean, College of Health and Human Services

Jenelle N. Gilbert, Ph.D., CMPC, Professor / Chair, Kinesiology Department

Dawn K. Lewis, Ph.D., Professor / Coordinator, Physical Education Teacher Education

Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

The WSCUC Substantive Change Program Screening Form is attached.

Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

|  |  |  |
| --- | --- | --- |
| Proposed Degree | Proposed CSU Degree Program Code | Proposed CIP Code |
| Bachelor of Science in Physical Education Teacher Education | 08350 (Physical Education) | 13.1314 (Physical Education Teaching, and Coaching) |

Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration.

The curriculum will not change should the stand-alone degree be approved; only the degree title will change.

“Due to a mandate from the California State University Chancellor’s Office (EO 1071), the Kinesiology Department is requesting that the BS in Kinesiology with an Option in Physical Education Teacher Education be elevated to a stand-alone degree. This would result in a new degree name, but the curriculum will not change.

Therefore, students who are enrolled in the BS in Kinesiology with an Option in Physical Education Teacher Education at the time of the proposed degree programs’ approval will complete their original program of study (i.e., BS in Kinesiology with an Option in Physical Education Teacher Education) without interruption. Students who have questions or concerns are encouraged to contact the Kinesiology Department Chair.”

Provide evidence the current option will be discontinued once all existing students exit the program.

The B.S. in Kinesiology: Physical Education Teacher Education Option will be discontinued and stop enrolling any new students once the new degree (i.e., Bachelor of Science in Physical Education Teacher Education) has been approved.

## Program Overview and Rationale

* 1. Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.

The Department of Kinesiology currently offers a Bachelor of Science in Kinesiology with Options in Exercise Science, Physical Education Teacher Education, and Sport Administration.\* These degrees are out of compliance with the Chancellor's Executive Order 1071. Currently the three options in our B.S. Degree in Kinesiology share between 22-32% of the required units; more than 50% of the units must be shared in order to be in compliance. This proposal is intended to put our undergraduate degrees in compliance with the Executive Order, while continuing to offer a high-quality, content-focused degree and experience for all students.

|  |  |  |  |
| --- | --- | --- | --- |
| Option | Core | Total Major Units | Percentage |
| Physical Education Teacher Education | **15** | **47** | **32%** |

\* The current Elevating Options or Concentrations to a Full Degree Program document is seeking to elevate the Bachelor of Science in Kinesiology: Physical Education Teacher Education Option to a stand-alone program. The proposed title for the new stand-alone degree is Bachelor of Science in Physical Education Teacher Education. Information for the other Options is included here solely to provide context and separate Elevating Options or Concentrations to a Full Degree Program documents will be submitted for the Exercise Science and Sport Administration Options.

* 1. Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

Bachelor of Science in Physical Education Teacher Education

Proposed catalog copy description:

Housed in the Kinesiology Department, the Bachelor of Science in Physical Education Teacher Education is a teacher education (PETE) preparation program that offers National and State standards-based curricular emphasis in physical education

pedagogy, movement development and analysis, teaching strategies, and application of physical activities designed for students with professional goals to teach physical education in K-12 schools. The PETE program is a California Commission on Teacher Credentialing (CTC) accredited program that meets Commission standards of quality and effectiveness and adheres to the standards outlined by the National Association for Sport and Physical Education (NASPE). The program is designed for incoming freshmen to complete the program within four years. Community college transfer students with the associates degree may complete the program in four semesters. Upon completion of the Bachelor of Science in Physical Education Teacher Education degree, students will need to complete an accredited teaching credential program.

**Bachelor of Science in Physical Education Teacher Education**

**Physical Education Teacher Education Bachelor of Science Degree Requirements**

1. **Major requirements (47 units)**

KINES 1, KINES 31, KINES 32 (see advising note 6), KINES 33, KINES 35 (or BIOL 33), KINES 110, KINES 116, KINES 118, KINES 120, KINES 122, KINES 123, KINES 126, KINES 131, KINES 144I, KINES 159

Select one from Area A: KAC 40, KAC 41, KAC 43, KAC 44, KAC 47, KAC 49, KAC 50, KAC 51

Select one from Area B: KAC 10, KAC 12, KAC 13, KAC 14; DANCE 115, DANCE 117A, DANCE 118, DANCE 155A, DANCE 158A; CLAS 107

Select one from Area C: KAC 4, KAC 6 or KAC 103

1. **General Education requirements (49 units)**
2. **Other requirements (9 units)**[American Government and Institutions (PLSI 2)](http://www.fresnostate.edu/catalog/courses-by-department/political-science/index.html#plsi2), Multicultural and International (MI), and Upper-division writing
3. **Sufficient elective units to meet required total units** (varies)
4. **Total units (120)**

## Advising Notes for PETE

1. Students enrolled in the PETE must confer with their Physical Education Teacher Education advisor during every semester they are enrolled in the program. Note: KAC 31 (Elementary Gymnastics) is strongly recommended
2. Students in the PETE must maintain a grade point average of 3.0 (GPA) in all physical education courses). If the student falls below 3.0 GPA in the PETE for two consecutive semesters, he/she will be automatically disqualified. A student that achieves a GPA of 3.0 or higher fulfills Subject Matter Competency (SMC) and therefore is exempt from taking the California Subject Examinations for Teachers (CSET). Verification of SMC and recommendation for admission into the professional preparation program are the responsibility of the department credential advisor.
3. Transfer students must see the department's program advisor regarding an accelerated three-year program.
4. Students must apply and be admitted to the Kremen School of Education and Human Development (Credential Program) during Year 3 - Semester 5 of the PETE.
5. Students must also maintain a GPA of 3.0 or higher throughout their credential coursework (Kremen School of Education requirement).
6. KINES 32 will double count for both Core and General Education Area E. PETE majors are required to take KAC 103 as the activity component with KINES 32.
7. Students are required to maintain current certification for Adult/Child CPR and First Aid.

In compliance with Federal Requirements for Posting Licensure and Certification Eligibility, please see the CSU Chancellor’s Office calstate.edu website.

Program overview:

The Bachelor of Science in Physical Education Teacher Education has a curricular emphasis in pedagogy designed for students with professional goals in teaching and coaching. Completion of this degree provides access to teaching credential programs and teaching careers in grades K-12.

The Bachelor of Science in Physical Education Teacher Education offers coursework and practical experiences in teaching and coaching, which conform to all California state standards and fully prepare students for admission into teaching credential programs. After completing the degree, students can pursue a single subject teaching credential. Graduates are highly effective and successful physical educators in K-12 schools throughout the Central Valley and beyond.

|  |  |
| --- | --- |
| Physical Education Teacher Education Major Requirements (47 units) | |
| Core  (45-47 units) | KINES 1. Introductory Principles and Techniques for Physical Fitness Development (3 units) |
| KINES 32. Lifetime Fitness and Wellness (Must be taken with KAC 103. Swim for Fitness) (3 units) |
| KINES 33. Foundations of Sport and Exercise Psychology (3 units) |
| KINES 116. Fundamentals of Biomechanics (3 units) |
| KINES 118. Fundamentals of Exercise Physiology(3 units) |
| KINES 31. Historical and Professional Foundations of Physical Education (3 units) |
| KINES 35. Human Structure and Function: Applications to Kinesiology (3 units) OR  BIOL 33. Introductory Human Anatomy and Physiology (5 units) |
| KINES 110. Motor Development (3 units) |
| KINES 120. Planning Strategies for Physical Education (3 units) |
| KINES 122. Nontraditional Games and Outdoor Education (3 units) |
| KINES 123. Analysis and Application: Rhythmic Movement in Physical Education (3 units) |
| KINES 126. Analysis and Application: Aquatics (3 units) |
| KINES 131. Analysis and Application: Individual, Team and Fitness Activity (3 units) |

|  |  |
| --- | --- |
|  | KINES 144I. Field Experience in Teaching (3 units) |
| KINES 159. Measurement and Evaluation (3 units) |
| Activity – Self Defense (1 unit) | KAC 40. Elementary Karate (1 unit) |
| KAC 41. Judo (1 unit) |
| KAC 43. Taekwondo (1 unit) |
| KAC 44. Kendo (1 unit) |
| KAC 45. Aikido (1 unit) |
| KAC 47. Tai Chi (1 unit) |
| KAC 49. Kickboxing (1 unit) |
| KAC 50. Assault Avoidance Techniques (1 unit) |
| KAC 51. Self-defense (1 unit) |
| Activity – Dance (1 unit) | KAC 10. Hip Hop Dance (1 unit) |
| KAC 11. Partners Club Dancing (1 unit) |
| KAC 12. Elementary Social Dance (1 unit) |
| KAC 13. Swing Dance (1 unit) |
| DANCE 115. University Dance Theatre (1 unit) |
| DANCE 117A. Modern Dance Technique (1 unit) |
| DANCE 155A. Modern Jazz Dance (1 unit) |
| DANCE 158A. Ballet Technique (1 unit) |
| CLAS 107. Latino Dance (1 unit) |
| Activity – Aquatics (1 unit) | KAC 4. Swimming for Beginners (1 unit) |
| KAC 6. Water Aerobics (1 unit) |
| KAC 103 Swim for Fitness (1 unit) |

Admission Requirements:

Preferred Incoming Freshmen GPA = 2.7

Preferred Transfer GPA = 2.7 Cumulative; 2.9 Kinesiology Major

* 1. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand- alone program than was required to establish it as a specialization area.

Please see the attached approvals from Undergraduate Curriculum Committee, as well as the University Undergraduate Committee, the Academic Senate, and President Jiménez-Sandoval.

* 1. **Curriculum –** *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*
     1. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

|  |  |  |  |
| --- | --- | --- | --- |
| Current: Bachelor of Science in Kinesiology: Physical Education Teacher Education Option (47 units) | | Proposed: Bachelor of Science in Physical Education Teacher Education (47 units) | |
| Core – Common Courses  (15 units) | KINES 1. Introductory Principles and Techniques for Physical Fitness Development (3 units) | Core (45-47  units) | KINES 1. Introductory Principles and Techniques for Physical Fitness Development (3 units) |
|  | KINES 32. Lifetime Fitness and Wellness (Must be taken with KAC 103. Swim for Fitness) (3 units) |  | KINES 32. Lifetime Fitness and Wellness (Must be taken with KAC  103. Swim for Fitness) (3 units) |
|  | KINES 33. Foundations of Sport and Exercise Psychology (3 units) |  | KINES 33. Foundations of Sport and Exercise Psychology (3 units) |
|  | KINES 116. Fundamentals of Biomechanics (3 units) |  | KINES 116. Fundamentals of Biomechanics (3 units) |
| Option Specific  –PETE (30 – 33  units) | KINES 118. Fundamentals of Exercise Physiology (3 units) |  | KINES 118. Fundamentals of Exercise Physiology (3 units) |
| KINES 31. Historical and Professional Foundations of Physical Education (3 units) | KINES 31. Historical and Professional Foundations of Physical Education (3 units) |
|  | KINES 35. Human Structure and Function: Applications to Kinesiology (3 units)  OR  BIOL 33. Introductory Human Anatomy and Physiology (5 units) |  | KINES 35. Human Structure and Function: Applications to Kinesiology (3 units)  OR  BIOL 33. Introductory Human Anatomy and Physiology (5 units) |
|  | KINES 110. Motor Development (3 units) |  | KINES 110. Motor Development (3 units) |
|  | KINES 120. Planning Strategies for Physical Education (3 units) |  | KINES 120. Planning Strategies for Physical Education (3 units) |
|  | KINES 122. Nontraditional Games and Outdoor Education (3 units) |  | KINES 122. Nontraditional Games and Outdoor Education (3 units) |
|  | KINES 123. Analysis and Application: Rhythmic Movement in Physical Education (3 units) |  | KINES 123. Analysis and Application: Rhythmic Movement in Physical Education (3 units) |
|  | KINES 126. Analysis and Application: Aquatics (3 units) |  | KINES 126. Analysis and Application: Aquatics (3 units) |
|  | KINES 131. Analysis and Application: Individual, Team and Fitness Activity (3 units) |  | KINES 131. Analysis and Application: Individual, Team and Fitness Activity (3 units) |
|  | KINES 144I. Field Experience in Teaching (3 units) |  | KINES 144I. Field Experience in Teaching (3 units) |
|  | KINES 159. Measurement and  Evaluation (3 units) |  | KINES 159. Measurement and  Evaluation (3 units) |

|  |  |  |  |
| --- | --- | --- | --- |
| Activity – Self Defense (1 unit) | KAC 40. Elementary Karate | Activity – Self Defense (1 unit) | KAC 40. Elementary Karate |
| KAC 41. Judo | KAC 41. Judo |
| KAC 43. Taekwondo | KAC 43. Taekwondo |
| KAC 44. Kendo | KAC 44. Kendo |
| KAC 45. Aikido | KAC 45. Aikido |
| KAC 47. Tai Chi | KAC 47. Tai Chi |
| KAC 49. Kickboxing | KAC 49. Kickboxing |
| KAC 50. Assault Avoidance Techniques | KAC 50. Assault Avoidance Techniques |
| KAC 51. Self-defense | KAC 51. Self-defense |
| Activity – Dance (1 unit) | KAC 10. Hip Hop Dance | Activity – Dance (1 unit) | KAC 10. Hip Hop Dance |
| KAC 11. Partners Club Dancing | KAC 11. Partners Club Dancing |
| KAC 12. Elementary Social Dance | KAC 12. Elementary Social Dance |
| KAC 13. Swing Dance | KAC 13. Swing Dance |
| DANCE 115. University Dance Theatre | DANCE 115. University Dance Theatre |
| DANCE 117A. Modern Dance Technique | DANCE 117A. Modern Dance Technique |
| DANCE 155A. Modern Jazz Dance | DANCE 155A. Modern Jazz Dance |
| DANCE 158A. Ballet Technique | DANCE 158A. Ballet Technique |
| CLAS 107. Latino Dance | CLAS 107. Latino Dance |
|  |  | Activity – Aquatics (1 unit) | KAC 4. Swimming for Beginners (1 unit) |
| KAC 6. Water Aerobics (1 unit) |
| KAC 103 Swim for Fitness (1 unit) |

* + 1. These program proposal elements are required:
       - Comprehensive assessment plan addressing all assessment elements;
       - Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome, (directly related to overall institutional and program learning outcomes). Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

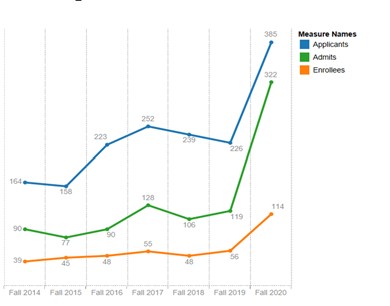
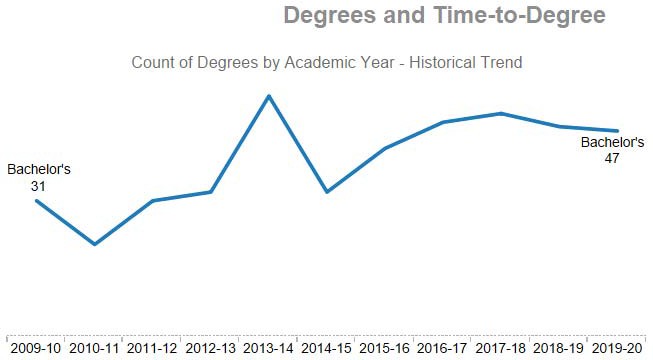
Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “Introduced,” “Developed,” and “Mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times.

Assessment of outcomes is expected to be carried out systematically according to an established schedule.

Please see the attached Student Outcomes Assessment Plan document.

## Evidence of Potential Student Demand

Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future interest in the program.

*Figure 2a ‐ Physical Education Applicants and New Students Figure 1b ‐ Physical Education Degrees*

* 1. **Self-Support Programs – N/A**

# WASC – WSCUC Substantive Change Program Screening Form

Physical Education Teacher Education



*Senior College and University Commission*

**WSCUC Substantive Change Program Screening Form**

Form is updated January 2020

**Directions:** Institutions planning to implement new degree programs must submit this screening form to WSCUC to determine if a Substantive Change review and approval is necessary **prior to implementation**. A determination on the necessity of review is made after submission of the form and any further information requested by WSCUC.

**Program Information**

1. Full Name (no abbreviations) as it should appear publicly on the WSCUC Directory of Institutions.

Bachelor’s of Science in Physical Education Teacher Education

1. Description (one or two paragraphs single-spaced):

The purpose of this proposed change is to elevate the Bachelor of Science in Kinesiology: Physical Education Teacher Education Option to full degree status (i.e., Bachelor of Science in Kinesiology: Physical Education Teacher Education Option to Bachelor of Science in Physical Education Teacher Education).

The Bachelor’s of Science in Physical Education Teacher Education offers National and State standards-based curricular emphasis in physical education pedagogy, movement development and analysis, teaching strategies, and application of physical activities designed for students with professional goals to teach physical education.

1. Start Date of Proposed Change: **Fall 2023**
2. Requested Month/year of Review: **Month – October, Year - 2028**

**New Degree Information**

1. Degree Level: **Bachelor’s**
2. Modality: **On-site**
3. Is this request a resubmission of a previous request? **No**
4. Designate if any of the following apply:

Competency-based Degree Program – **No**

Duration - Change in Degree Program Length – **No**

1. Joint or Dual Degree: Partner institution name (if applicable): **N/A**
2. Please provide the names and CIP codes of the institution's two most closely related programs to the proposed program.

1st Program Name: **Physical Education Teacher Education**

1st Program CSU Code: **08350**

1st Program CIP: **13.1314**

2nd Program Name: **Kinesiology** 2nd Program CSU Code: **08351** 2nd Program CIP: **31.0501**

1. Number of programs currently offered at the degree level of the proposed program: **70**
2. Number of new courses being required for this program (no course name needed): **0**
3. How many new faculty members will be required for this program? **0**
4. Please describe any significant additional equipment or facilities needed for the program. **None**
5. Please describe any significant additional financial resources needed. **None**
6. Please describe any significant additional library/learning resources needed. **None**

# Student Outcomes Assessment Plan (SOAP) Physical Education Teacher Education

|  |
| --- |
| **Bachelor of Science in Physical Education Teacher Education 2021‐2026**  **Department of Kinesiology College of Health and Human Services** |
| **Student Outcomes Assessment Plan (SOAP)** |
| **I. Mission Statement** |
| It is the mission of the Department of Kinesiology to create, foster and perpetuate an academic environment and community which transcends social and economic disparity, and focuses upon improving the human condition through education, research, and practical applications related to physical activity, fitness, and wellness, and through the biological, psychological, philosophical, social, economic and personal benefits intimately associated with physical learning, development and achievement. Related to this mission, it is the philosophy of the Department that positive and formative development of individuals and society, promotion of health, vitality and wellness, and achievement of self-actualization are derived from a foundational understanding of underlying biological, physical, psychological, sociological and philosophical principles of physical activity, and from the regular practice of physical activities which promote such understanding. We believe that our students are profoundly influenced by positive working relationships with individual faculty members, who are actively involved in teaching, research, and community outreach. The Department of Kinesiology is therefore committed to continuous improvement of our curriculum and the process by  which we educate our students and conduct research, and to expansion of our interactions with the local and global community. |

1. **Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]**
   1. Institutional Learning Outcomes (ILO). Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-> state-assessment.html
   2. Program Learning Outcomes (PLO; Also known as Goals) and related Student Learning Outcomes (SLO).

Program Learning Outcomes or Goals are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO’s or Goals may be broader than SLO’s but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

* + 1. Student will demonstrate knowledge, skill, and practice in physical activity, health, wellness, and quality of life.
       1. Demonstrate knowledge of the relationship between the physical activity participation, health, and well-being across the lifespan.
       2. Demonstrate skill in evaluating physical activity programs that promote health and improve quality of life.
       3. Demonstrate knowledge of lifestyle factors and choices that increase risk for chronic disease or which prevent chronic disease, and promote optimal health and wellness.
       4. Demonstrate knowledge and skill at designing a unit of instruction for physical activity programs.
    2. Students will demonstrate knowledge of and skill in scientific foundations of physical activity.
       1. Apply scientific theory of human movement in the design and implementation of appropriate physical activities.
       2. Critically evaluate information about physical activity from a scientific basis.
    3. Students will identify issues related to kinesiology for diverse populations.
       1. Identify factors that influence physical activity choices for diverse populations.
       2. Demonstrate skills or abilities necessary to implement appropriate physical activity programs for diverse populations.
    4. Students will develop critical thinking, problem solving, and professional communication skills.
       1. Identify problems and develop solutions based upon issues in kinesiology.
       2. Demonstrate skills to communicate kinesiological principles to diverse groups.

1. **Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PLO/SLO**  I = Introduced D = Developed A = Applied M = Mastered | | | | | | | | | |
| **Course** | **Outcome**  **1a** | **Outcome**  **1b** | **Outcome**  **1c** | **Outcome**  **1d** | **Outcome**  **2a** | **Outcome**  **2b** | **Outcome**  **3a** | **Outcome**  **3b** | **Outcome**  **4a** | **Outcome**  **4b** |
| KINES 1. Introductory Principles and Techniques for Physical Fitness  Development | I | I | I |  | I | I | I | I | I | I |
| KINES 31. Historical and Professional Foundations of Physical Education | I | I | I |  | I | I | I | I | D |  |
| KINES 32. Lifetime Fitness and Wellness | A | A | A |  | D | D | I | I | D | I |
| KINES 33. Foundations of Sport and Exercise Psychology | I | I | A |  |  | A | R | I | R | R |
| KINES 35. Human Structure and Function: Applications to Kinesiology | D | I | I |  | I | D |  |  | R | I |
| KINES 110. Motor Development | D | D | D |  | D, M | D | D | D | D | D, M |
| KINES 116. Fundamentals of Biomechanics | D | D | D |  | M | D | D | D | D | D |
| KINES 118. Fundamentals of Exercise Physiology | M | D | D |  | D | D | D | D | D | D |
| KINES 120. Planning Strategies for Physical Education | D | I | D | I, D | D | D | D | I, D | D | D |
| KINES 122. Nontraditional Games and Outdoor Education | D | D |  | D | D | D | D | D | D | D |
| KINES 123. Analysis and Application: Fitness Nutrition, and Elementary  Physical Education | D | D | D | D | D |  | D | D | I | D |
| KINES 126. Analysis and Application: Aquatics | D | D |  | D | D, M |  | D | M |  | D |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PLO/SLO**  I = Introduced D = Developed A = Applied M = Mastered | | | | | | | | | |
| **Course** | **Outcome**  **1a** | **Outcome**  **1b** | **Outcome**  **1c** | **Outcome**  **1d** | **Outcome**  **2a** | **Outcome**  **2b** | **Outcome**  **3a** | **Outcome**  **3b** | **Outcome**  **4a** | **Outcome**  **4b** |
| KINES 131. Analysis and Application: Rhythm, Tumbling, Individual, and  Team Activities | D | D |  | D | D |  | D | D | I | D |
| KINES 144i. Field Experience in Teaching | A | R | A | A, M | A | R | A | A | M | M |
| KINES 159. Measurement and Evaluation | D | D | D |  | D | D | I | I | D | D |

1. **SLO’s Mapped to Assessment Measures and Methods [e]**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **PLO/SLO** | | | | | | | | | |
| Assessment Measure (Assignment or survey) | Evaluation Method | **1a** | **1b** | **1c** | **1d** | **2a** | **2b** | **3a** | **3b** | **4a** | **4b** |
| Pass KINES 1 & 32 with C or higher grade | Criteria | X | X | X |  |  |  |  |  |  |  |
| Pass KINES 35, 116 & 118 with C or higher grade | Criteria |  |  |  |  | X | X |  |  |  |  |
| KINES 110 Fundamental Motor Skills Exam | Score |  |  |  |  | X |  |  |  |  |  |
| KINES 110 Fundamental Motor Skills Stage Characteristics Exam | Score, Rubric |  |  |  |  |  | X |  |  |  |  |
| KINES 120 Unit Plan Assignment | Rubric | X |  |  | X | X |  |  |  |  |  |
| KINES 122 Diverse Populations Writing assignment | Rubric |  |  |  |  |  |  | X |  |  |  |
| KINES 122 Non-traditional Games assignment | Rubric |  |  |  |  |  |  |  | X |  |  |
| KINES 126 Hydrodynamics exam | Score, Rubric |  |  |  |  | X |  |  |  |  |  |
| KINES 144 Teaching Video assignment | Rubric |  |  |  |  |  |  |  |  | X | X |

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|  |  | **PLO/SLO** | | | | | | | | | |
| Assessment Measure (Assignment or survey) | Evaluation Method | **1a** | **1b** | **1c** | **1d** | **2a** | **2b** | **3a** | **3b** | **4a** | **4b** |
| KINES 159 Lab One assignment | Rubric |  |  |  |  |  | X |  |  |  |  |
| Senior Exit Survey | Survey | X | X | X | X | X | X | X | X | X | X |
| Alumni Survey | Survey | X | X | X | X | X | X | X | X | X | X |

1. **Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]**
   1. Direct Measures (Department/Program must use a minimum of three different direct measures)
      1. KINES 1 and 32 - Percent of students who pass with C or higher grade prior to enrolling in KINES 120. Criteria, program requirement. (Outcomes 1a, 1b, 1c)
      2. KINES 35, 116 and 118 – Percent of students who pass with C or higher grade prior to enrolling in KINES 144. Criteria, program requirement. (Outcomes 2a, 2b)
      3. KINES 110 - Percentage of physical education majors who score 70% or above on the Fundamental Motor Skills exam. Score; Rubric. (Outcome 2a)
      4. KINES 110 - Percentage of physical education majors who score 70% or above on the Fundamental Motor Skills Stage Characteristic exam. Rubric. (Outcome 2b)
      5. KINES 120 - Percentage of physical education majors who score 70% or above on the Physical Education Unit Plan Assignment. Rubric. (Outcomes 1a, 1b, 4a)
      6. KINES 122 - Percentage of physical education majors who score 70% or above on the Diverse Populations Writing assignment. Rubric. (Outcome 3a)
      7. KINES 122 – Percentage of physical education majors who score 70% or above on the Non- traditional Games assignment. Rubric. (Outcome 3b)
      8. KINES 126 - Percentage of physical education majors who score 70% or above on the Hydrodynamics exam. Rubric. (Outcome 2a)
      9. KINES 144 - Percentage of physical education majors who score 70% or above on the Teaching Video assignment. Rubric. (Outcomes 4a, 4b)
      10. KINES 159 - Percentage of physical education majors who score 70% or above on the Lab One assignment. Rubric. (Outcome 2b)
   2. Indirect Measures (Department/Program must use a minimum of one indirect measure)
      1. Results of the alumni survey. The alumni survey is a comprehensive survey of students’ perceptions about content, quality, organization, relevance, and how prepared they feel for whatever they are currently doing. Thus, it allows the Department to better understand graduates’ perceived level of competence in each of our learning outcomes.
      2. Results of the senior exit survey. The senior exit survey is a comprehensive survey of the student’s perceptions about content, quality, organization, relevance, and how prepared they feel for the future. Thus, it allows the Department to better understand graduates’ perceived level of competence in each of our learning outcomes.

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1. **Assessment Schedule/Timeline [g]**

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|  |  | **PLO/SLO** | | | | | | | | | |
| **Academic Year** | **Assessment Measure (Assignment or survey)** | **1a** | **1b** | **1c** | **1d** | **2a** | **2b** | **3a** | **3b** | **4a** | **4b** |
| 2020 -  2021 | Pass KINES 1 & 32 with C or higher prior to KINES 120 | X | X | X |  |  |  |  |  |  |  |
| KINES 122 Diverse Populations Writing assignment |  |  |  |  |  |  | X |  |  |  |
| KINES 122 Non-traditional Games assignment |  |  |  |  |  |  |  | X |  |  |
| KINES 144 Teaching Video assignment |  |  |  |  |  |  |  |  | X | X |
| Senior Exit Survey | X | X | X | X | X | X | X | X | X | X |
| 2021 -  2022 | KINES 110 Fundamental Motor Skills Exam |  |  |  |  | X |  |  |  |  |  |
| KINES 110 Fundamental Motor Skills Stage Characteristics Exam |  |  |  |  |  | X |  |  |  |  |
| KINES 120 Unit Plan Assignment | X |  |  | X | X |  |  |  |  |  |
| Alumni Survey | X | X | X | X | X | X | X | X | X | X |
| 2022 -  2023 | Pass KINES 35, 116 & 118 with C or grade prior to KINES 144 |  |  |  |  | X | X |  |  |  |  |
| KINES 126 Hydrodynamics exam |  |  |  |  | X |  |  |  |  |  |
| KINES 159 Lab One assignment |  |  |  |  |  | X |  |  |  |  |
| Senior Exit Survey | X | X | X | X | X | X | X | X | X | X |
| 2023 -  2024 | Pass KINES 1 & 32 with C or higher prior to KINES 120 | X | X | X |  |  |  |  |  |  |  |
| KINES 122 Diverse Populations Writing assignment |  |  |  |  |  |  | X |  |  |  |
| KINES 122 Non-traditional Games assignment |  |  |  |  |  |  |  | X |  |  |
| KINES 144 Teaching Video assignment |  |  |  |  |  |  |  |  | X | X |
| Alumni Survey | X | X | X | X | X | X | X | X | X | X |
| 2024 -  2025 | KINES 110 Fundamental Motor Skills Exam |  |  |  |  | X |  |  |  |  |  |
| KINES 110 Fundamental Motor Skills Stage Characteristics Exam |  |  |  |  |  | X |  |  |  |  |
| KINES 120 Unit Plan Assignment | X |  |  | X | X |  |  |  |  |  |
| Senior Exit Survey | X | X | X | X | X | X | X | X | X | X |
| 2025 -  2026 | Pass KINES 35, 116 & 118 with C or higher prior to KINES 144 |  |  |  |  | X | X |  |  |  |  |
| KINES 126 Hydrodynamics exam |  |  |  |  | X |  |  |  |  |  |
| KINES 159 Lab One assignment |  |  |  |  |  | X |  |  |  |  |
| Alumni Survey | X | X | X | X | X | X | X | X | X | X |

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| **VII. Closing the Loop [h,j,k]** |
| **Fresno State Closing the Loop process is described immediately below.** |
| **A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno**  **State.** |
| Program/Department Closing the Loop process:  Data is collected and analyzed according to the implementation schedule, above. This information is then used to write a report, “Summary of Outcome Assessment Results”, for the academic year in which the data is collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the Assessment Coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of “Summary of Outcome Assessment Results” reports will clearly identify actions that have been taken and are available upon request. |

Appendix A: KINES 110 Fundamental Motor Skills Exam

Appendix B: KINES 110 Fundamental Motor Skills Stage Characteristic Exam Appendix C: KINES 120 Physical Education Unit Plan Assignment and Rubric Appendix D: KINES 122 Diverse Populations Writing Assignment

Appendix E: KINES 122 Non-traditional Games Assignment and Rubric Appendix F: KINES 126 Hydrodynamics Exam

Appendix G: KINES 144 Teaching Video Assignment Rubric Appendix H: KINES 159 Lab One Assignment and Rubric Appendix I: Alumni Survey

Appendix J: Senior Exit Survey

**Appendices**

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## Appendix A

**KINES 110 Fundamental Motor Skills Exam**

1. What is the proper sequence in the development of locomotion:
   1. crawling, sliding, walking
   2. scooting, crawling, walking
   3. crawling, walking, running
   4. crawling, toddling, walking
2. Initial prone locomotion begins with what movement:
   1. walking
   2. cruising
   3. crawling
   4. upright movement
3. Crawling is characterized by what movement pattern:
   1. contralateral movement
   2. ipsilateral movement
   3. bilateral movement
   4. unrhythmic movement
4. Girls develop the most mature stage of which Fundamental Motor Skills prior to boys:
   1. catching, hopping, skipping
   2. leaping, sliding, punting
   3. striking, throwing, kicking
   4. hopping, galloping, skipping
5. Stage 1 of the FMS of throwing is identified by:
   1. no spinal rotation, chop throw, vertical windup
   2. high windup, ipsilateral step, no follow through
   3. downward throw, contralateral step, follow through
   4. ipsilateral step, diagonal swing, no follow through
6. An ipsilateral movement is defined as:
   1. movement where limbs move in opposition
   2. an awkward or uncoordinated movement
   3. limbs on the same side of the body moving simultaneously
   4. a smooth rhythmic movement
7. A contralateral movement is defined as:
   1. movement where limbs move in opposition
   2. an awkward or uncoordinated movement
   3. limbs on the same side of the body moving simultaneously
   4. a smooth rhythmic movement

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1. Stage 3 of the FMS of catching is characterized by:
   1. arms wrap around the ball, step to catch
   2. arms scoop the ball, single step
   3. catching with hands, steps to ball
   4. catching with hands, no stepping to ball
2. Yoking is defined as:
   1. the most mature stage of jumping
   2. a bilateral hopping motion
   3. winging or breaking motion
   4. contralateral arm movement
3. Stage 1 of the FMS skipping is characterized by:
   1. slow deliberate movement, irregular rhythm
   2. easy rhythmic movement, reduced arm action
   3. feet remain close to ground, hips oriented forward
   4. pendular action, forward upper body lean
4. Stage 3 of the FMS striking is defined by:
   1. contralateral step, wrist rollover
   2. diagonal swing, ipsilateral step
   3. contralateral step, chop strike
   4. ipsilateral step, vertical wind up
5. Bilateral arm action is characteristic of which stages of hopping:
   1. stage 1 and 5
   2. stage 1 and 2
   3. stage 2 and 3
   4. bilateral arm action does not occur in hopping
6. Stage 4 of the FMS galloping is characterized by:
   1. rhythmic uneven run, airborne phase
   2. stiff trail leg, hips oriented sideways
   3. galloping does not exhibit a forth stage
   4. smooth rhythmic tempo, feet close to the ground
7. Stage 2 of the FMS kicking is characterized by:
   1. rear leg wind up, stationary body
   2. rapid approach, airborne phase
   3. no wind up, push at ball
   4. preparatory steps, rear leg wind up
8. Stage 3 of the FMS running is defined by:
   1. pendular arm action, flat feet
   2. arms low guard, heel-toe contact

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* 1. complete arm/leg extension
  2. legs fully extended, some heel-toe contact

1. Stage 2 of the FMS jumping is characterized by:
   1. legs near full extension, great vertical component
   2. knees flexed, contralateral arm action
   3. preparatory steps, arm yoking
   4. arm swing, and forward body lean
2. Stage 1 of the FMS of hopping is characterized by:
   1. body erect, non support leg in front and parallel
   2. arms middle guard, forceful movement
   3. arms low guard, forceful movement
   4. body erect, non support leg parallel, held in back
3. The early stages of catching are characterized by all of the following **except**
4. arms relaxed at sides while awaiting the ball
5. arms and hands attempt to secure the ball by holding it against the chest
6. ball is caught with hands, without making contact with the body
7. fingers are extended as hands attempt to grasp the ball
8. The most difficult motor patterns for children to attain is the
9. gallop
10. skip
11. hop
12. jump
13. The most advanced stage of arm action in the throw is
14. no preparatory backswing
15. a circular arm action in which the arm moves down and back
16. a circular overhand preparatory movement with the elbow extended
17. bringing the object up beside the head by upward humerus flexion
18. Which of these combination movement skills is characterized by an uneven rhythmical pattern?
19. hop
20. gallop
21. slide
22. skip
23. The mature catcher
24. gives with the catch
25. adjusts the entire body to control the ball with only the hands
26. hugs or traps the ball against the body
27. both A and B

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23.

A child’s initial attempt at striking an object with either a bare hand or an implement is very similar to the

1. catching pattern of young children
2. the Moro reflex in infants
3. overarm throwing pattern of young children
4. skipping pattern of young children

24.

Factors that influence catching performance include all of the following **except**

1. ball size
2. leg length
3. vision and viewing time
4. ball and background color

25.

Braking is defined as:

1. the most mature stage of jumping
2. a bilateral hopping motion
3. winging or yoking motion
4. contralateral arm movement

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| **Appendix B**  **KINES 110 Fundamental Motor Skills Stage Characteristic Exam** | | | | | |
| **Fundamental Motor Skill** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** |
| **THROW** | * Vertical wind- up * “Chop” throw * Feet stationary * No spinal rotation | * Horizontal wind-up * “Sling throw” * Block rotation * Follow-through across body | * High wind-up * Ipsilateral step * Little spinal rotation * Follow-through across body | * High wind-up * Contralateral step * Little spinal rotation * Follow-through across body | * Downward arc wind-up * Contralateral step * Segmental body rotation * Arm-leg follow- through |
| **CATCH** | * Delayed arm action * Arms straight in front until ball contact, then scooping action to chest * Feet stationary | * Arms encircle ball as it approaches * Ball is “hugged” to chest * Feet stationary or many take one step | * “To chest” catch * Arms “scoop” under ball to trap it to chest * Single step may be used to approach ball | * Catch with hands only * Feet stationary or limited to one step | * Catch with hands only * Whole body moves through space |
| **KICK** | * Little/No leg wind-up * Stationary position * Foot “pushes” ball * Step backward after kick   (usually) | * Leg wind-up to the rear * Stationary position * Opposition of arms and legs | * Moving approach * Foot travels in a low arc * Arm/Leg   opposition   * Forward or sideward step on   follow-thru | * Rapid approach * Backward trunk lean during wind- up * Leap before kick * Hop after kick |  |
| **PUNT** | * No leg wind-up * Ball toss erratic * Body stationary * Push ball / step back | * Leg wind-up to the rear * Ball toss still erratic * Body stationary * Forceful kick attempt | * Preparatory step(s) * Some arm/leg yoking * Ball toss or drop | * Rapid approach * Controlled drop * Leap before ball contact * Hop after ball contact |  |
| **STRIKE** | * “Chop” strike * Feet stationary | * Horizontal push/swing * Block rotation * Feet stationary/stepping | * Ipsilateral step * diagonal   downward swing | * Contralateral step * Segmented body rotation * Wrist rollover on follow-through |  |
| **LONG JUMP** | * Arms act as   “brakers”   * Large vertical component * Legs not extended | * Arms act as “wings” * Vertical component still great * Legs near full extension | * Arms move forward/ elbows in front of trunk at take-off * Hands to head height * Take-off angle still above 45 degrees * Legs often fully extended | * Complete arm and leg extension at take-off * Take-off near 45 angle * Thighs parallel to surface when feet contact for landing |  |
| **RUN** | * Arms – high guard * Flat-footed contact * short stride * Wide stride, shoulder width | * Arms – middle guard * Vertical component still great * Legs near full extension | * Arms – low guard * Arms opposition   – elbows nearly extended   * Heal-toe contact | * Heel-toe contact (toe-heel when sprinting) * Arm-leg opposition * High heel recovery * Elbow flexion |  |
| **HOP** | * Non-supporting foot in front with thigh parallel to floor * Body erect | * Non-support knee flexed with knee in front and foot behind support leg | * Non-support thigh vertical with foot behind support leg-knee   flexed | * Pendular action on non-support leg * Forward body lean |  |

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| **Fundamental Motor Skill** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** |
|  | * Hands shoulder height | * Slight body lean forward * Bilateral arm action | * More body lean forward * Bilateral arm action | * Arm opposition with swing leg |  |
| **GALLOP** | * Resembles   rhythmically uneven run   * Trail leg crosses in front of lead leg during airborne phase, remains in front   at contact | * Slow-moderate tempo, choppy rhythm * Trail leg stiff * Hips open, oriented sideways * Vertical component exaggerated | * Smooth,   rhythmical pattern, moderate tempo   * Feet remain close to ground * Hips oriented forward |  |  |
| **SKIP** | * Broken pattern or irregular rhythm * Slow, deliberate movement * Ineffective arm action | * Rhythmical skip pattern * Arms provide body lift * Excessive vertical | * Arm action reduced; hands below shoulders * Easy, rhythmical movement * Support foot near surface on hop |  |  |

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## Appendix C

KINES 120 Unit Plan Assignment Rubric

**Distinguished/Exceeds Expectations**

Demonstrates *complete* understanding of PE unit planning.

Section requirements are met and additional work is included that exceed the standard of proficient.

Description of school, rationale for unit’s inclusion, and other introduction materials and the big ideas are clearly stated, linked to essential questions and/or learning goals and demonstrates an understanding of the developmental stage of the students. Introduction appropriately summarizes how teacher candidate will address developmental levels and special needs of students.

**Introduction and the Big Idea**

Blocks and lessons are completely connected to the CA learning standards. Blocks and lessons are strongly linked to specific objectives and expectations. Professional and pedagogical knowledge is unmistakably present. Lessons follow a logical chronology, are well- planned and creative. Timing and pacing are excellent and allow for differences in students’ abilities. A wide variety of teaching strategies is evident and demonstrates an excellent use of resources. Lessons clearly and completely explain how developmental levels and special needs of students will be accommodated. The lesson has more than one focus which is clear and well-suited for the lesson.

**Block and Lesson Plans**

Exceeds the minimum number of resources for each category.

Resources are completed correctly and are relevant, timely, creative, and useful to teachers, students, and others. Reference list is extensive and free of APA 6th ed. errors.

**Resources & References**

The writing is free of grammatical, spelling or punctuation errors. The style of writing facilitates communication and no editing is required.

**Writing & Organization**

The assignment is very well organized, easy to follow and neatly presented.

**Proficient/Meets Expectations**

Demonstrates *considerable* understanding of PE unit planning.

All requirements of the section are included.

Description of school, rationale for unit’s inclusion, and other introduction materials and the big ideas are clearly stated and linked to essential questions and/or learning goals. Unit framework follows a logical and coherent sequence of lessons.

Introduction reflects how teacher candidate will address developmental levels and special needs of students.

Blocks and lessons are clearly connected to the CA learning standards. Blocks and lessons relate to objectives or specific expectations. Professional and pedagogical knowledge is evident. Lesson chronology is logical and well-planned, timing and pacing are effective for most students’ learning and demonstration of skills. A wide variety of teaching strategies is evident. Lessons reflect how developmental levels and special needs of students will be accommodated. A variety of teaching strategies are evident. The lesson focus is made clear and is appropriate for the lesson.

Resources and their summaries are completed correctly and are relevant, timely, creative, and useful to teachers, students, and others. A variety of relevant resources for students and teachers are included.

Reference list is adequate and/or has 1-2 APA 6th ed. errors.

The writing is largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication and minor editing is required.

The assignment is well- organized and straightforward to follow.

**Developing**

Demonstrates *partial* understanding of PE unit planning.

Several requirements of the section are missing.

Description of school, rationale for unit’s inclusion, and other introduction materials and the big ideas are somewhat stated with reference to essential questions and/or learning goals. Introduction indirectly indicates how teacher candidate will address developmental levels and special needs of students.

Blocks and lessons are somewhat (not obviously) connected to the CA learning standards. Blocks and lessons linked to specific objectives or expectations. Timing and pacing of lessons are somewhat appropriate for student learning.

Professional and pedagogical knowledge is evident. Lesson chronology is apparent, timing and pacing are efficient. Lessons indirectly reflect how developmental levels and special needs of students will be accommodated. The lesson focus is apparent.

**Automatic FAIL when this box is selected**

Resources are simple and are not relevant, timely, creative, or useful to teachers, students, and others. Reference list is brief, lacking evidence of deeper knowledge and understanding of concepts for the unit or have several APA 6th ed. violations.

The writing includes some grammatical, spelling or punctuation errors that distract the reader and requires some editing and revision.

The assignment is somewhat organized with content out of order according to the assignment instructions.

**Unsatisfactory/Unacceptable**

Demonstrates *little or no* understanding of PE unit planning.

Section requirements not attempted or included.

Description of school, rationale for unit’s inclusion, and other introduction materials and the big ideas are stated with no reference to essential questions and/or learning goals.

Introduction inappropriately indicates how teacher candidate will address developmental levels and special needs of students. Or major components of the section are missing

Blocks and lessons are not connected to the CA learning standards. Blocks and lessons not linked to specific objectives or expectations. Timing and pacing of individual lessons are inappropriate for student learning.

Little professional or pedagogical knowledge is evident. Lesson chronology is unclear, timing and pacing are inefficient. Lessons do not explain how developmental levels or special needs of students will be accommodated. Most lessons based on a single teaching strategy. Lesson focus is unclear.

**Automatic FAIL when this box is selected**

Resources are missing or are not meaningful to learning outcomes. No reference is made to resources.

There are numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication and requires major editing and revision.

The assignment is not well organized and difficult to follow.

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## Appendix D

**KINES 122 Diverse Populations Writing Assignment**

Students enrolled in KINES 122 – Nontraditional Games and Outdoor Education will be given the prompt below and will be asked to engage in a think-pair-share activity. To start, students will individually think about the prompt and respond to it in writing. Then they will be asked to pair up with a class member and the two students will discuss their individual responses. The next step will involve a whole class discussion where the students will share their ideas. Students are encouraged and expected to participate in the whole class discussion. Students can earn up to five class points on selected days throughout the semester. Their participation in the class discussion, as well as their individual writing response will be included in each student’s point total for the day. The instructor will be looking for answers as suggested in the list below.

Writing Prompt: What are the factors that influence physical activity choices for diverse populations? How can the inclusion of nontraditional games and outdoor education experiences play a role in physical activity participation for diverse populations?

Key Answers:

* Physical activity tends to decrease with age
* Physical activity tends to be less among low-income individuals
* Physical activity tends to be less among lower educated individuals
* Sedentary lifestyle tends to be greater among adult women v. adult men
* Physical activity is greater in high-skilled individuals vs. lower-skilled individuals
* Nontraditional games and outdoor education experiences tends to level the playing field and those who participate in these activities often feel enhanced competence
* Participation in nontraditional games and outdoor education experiences can lead to increased confidence in the psychomotor domain
* Increased competence and confidence, which can occur as a result of participation in nontraditional games and outdoor education experiences, can lead to further engagement in physical activity for all populations

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| **Appendix E**  **KINES 122 C Non‐traditional Games Assignment** | | | | | |
| Students enrolled in KINES 122 – Nontraditional Games and Outdoor Education are tasked with creating and implementing lesson plans to diverse groups of K-12 students. The information below is included in the grading rubric for the non-traditional games assignment. | | | | | |
| **Lesson Plan Component** | **Poor** – No SN or modifications identified  (0) | **Below Average** (0.5) – Only one SN or modification identified | **Average** (1) – Only one SN and modification identified or two SN identified, but modifications are not consistent with the SN or are unclear | **Good** (1.5) – Two SN identified; modifications for one SN is consistent with the SN, but the other modifications are inconsistent or  unclear | **Great** (2) – Two SN identified; modifications are consistent with the SN and relate to best practices within pedagogy |
| Special Needs (Identify two different special needs (SN) and explain how you will modify the game  accordingly) |  |  |  |  |  |

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| **Lesson Plan Component** | **Poor** (0) – No inclusion of gender-specific information | **Below Average** (0.5) – Only one gender addressed (or both genders not addressed explicitly); modifications are weak or unclear | **Average** (1) – Only one gender addressed and modification identified or both genders addressed, but modifications are not consistent with best practices  in pedagogy and/or don’t respect Title IX | **Good**  (1.5) – Both genders addressed; modifications are consistent with best practices within pedagogy, but don’t respect Title IX | **Great** (2) – Both genders addressed; modifications are consistent with best practices within pedagogy and respect Title IX |
| Gender (assume that one or both genders will not want to participate and explain what you will do to achieve maximum  participation of both genders) |  |  |  |  |  |

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## Appendix F

**KINES 126 Hydrodynamics Exam**

1. When manipulating one’s body position to be a horizontal back floater, the goal is to:
   1. move both your center of mass and center of buoyancy towards your head
   2. move your center of mass towards your feet and your center of buoyancy towards your head
   3. move your center of mass towards your head and your center of buoyancy towards your feet
   4. move both your center of mass and center of buoyancy towards your feet
2. Lane lines are an example of one way to reduce drag, while shaving and wearing tight swimsuits are examples of ways to reduce drag.
3. A swimmer with a specific gravity less than 1 will (sink or float), while a swimmer with a specific gravity more than 1 will (sink or float).
4. “If a swimmer glides for too long, it will require more energy to resume stroking” is an example of the Law of .
5. The bent arm pull is an example of the length of the resistance arm to reduce the amount of needed to move you through the water.
6. In butterfly, the “sweep in and sweep out” motion of the arms creates forces which are to drag forces, and create most of the propulsion.
7. A swimmer’s hands and forearms should face in order to create the greatest propulsive force from drag. This position allows the swimmer to push against the greatest amount of water.
8. “If forces are applied away from the swimmer’s intended direction, the body will be pushed off course and additional forces are necessary to readjust body motion and get back on track” is an example of the application of the Law of .

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| **Appendix G**  **KINES 144 Teaching Video Assignment Rubric** | | |
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| Description – | Comments |  |
| OPENING: Did you prepare the learners for the lesson? Did you connect this lesson with prior learning or previously learned skills? Is there a visual component to assist second language learners? Did you Q & A the students for understanding? |  |
| LESSON PLAN/OBJECTIVES: Did the instructor have an appropriate lesson plan (sections, information, and structure)? Were the appropriate STATE objectives identified/coded (1, 2, 3, 4, 5 or 1, 2, 3) and were additional specific STATE objectives identified/coded? Does the lesson plan diagram take you from Bell to Bell in easy to follow outline form? |  |
| DESCRIBE and DEMONSTRATE: Did you address the physical principles to be learned, and the action of the movement (UPF). Did you Q & A the students for understanding? |  |
| INSTRUCTION: Do the students know what to do? Do they know if they performed correctly (UPF)? Did the teacher use cues to help students develop skills? Did you Q & A the students for understanding? |  |
| MOTIVATION: Did you (positively, correctly, and specifically) encourage students to keep going, practice UPF, improve, and not give up? Was quality feedback (verbal and non-verbal) used throughout the class to motivate? |  |
| ORGANIZATION: Was every student active (physical and/or education) 100% of the time? Were appropriate ASSESSMENT procedures administered for every student? Students were never left standing, waiting for their turn to practice, perform a skill, or complete an assignment. Did you move the students effectively between warm up, instruction and cool down areas? |  |
| CLOSURE: Did you Q & A the students for understanding? Did the questions cover lesson content (STATE objectives / UPF)? Are the students able to perform skills (UPF) as a result of this lesson? |  |
| INCLUSION: Were provisions made for low and high skilled students? |  |
| PROFESSIONAL: Was the teacher dressed appropriately? Was the teacher’s voice and projection adequate for the area? Were all students supervised adequately? Did the teacher give feedback addressing UPF, motivation, improvement strategies, expectations, and educational principles? |  |

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SAFETY PROVISIONS: Were safety issues covered in all aspects of this lesson (individual students, whole class, environment, equipment used)? Did the lesson design account for possible safety issues?

Comments:

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## Appendix H

**KINES 159 Lab One Assignment and Rubric**

**Lab #1: NASPE Standards & Healthy People 2020 TOPIC**: Tests for NASPE Standards and Healthy People 2020 Strategies

**DESCRIPTION**: This lab includes two parts. Students may complete this lab individually, in partners, or in groups of 3. Submit one electronic file per group.

## PART 1: NASPE Standards

‐ Describe a valid test for assessing the ability of a physical education student (or exercise / health client) to achieve each of the five NASPE Standards. Type your description (100 words or less) directly into the NASPE Standards table that is included in this lab report.

## PART 2: Healthy People 2020

‐ Select 3 Physical Activity Objectives

‐ Respond to the following items for each objective:

1. What is the objective?
2. What is the baseline?
   1. How do we know this (what is the Data Source)?
3. What is the target?
4. Describe a strategy you would create in your community / school / business, etc. to achieve the target by 2020.

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## LAB 1 RUBRIC

|  |  |  |  |
| --- | --- | --- | --- |
| **Lab Component** | **Excellent (3)**   * Test or strategy is valid and consistent with best practices and current research in physical activity and exercise science. * Test or strategy is specific to the particular national standard or physical activity objective. * Test or strategy description is vivid and detailed. | **Good (2)**   * Test or strategy has face validity and is somewhat consistent with best practices and current research in physical activity and exercise science. * Test or strategy is may be appropriate for, but is not specific to, the particular national standard or physical activity objective. * Test or strategy description is lacking some detail. | **Unsatisfactory (1)**   * Test or strategy validity is questionable or inconsistent with best practices and current research in physical activity and exercise science. * Test or strategy is not specific to the particular national standard or physical activity objective. * Test or strategy description is unclear or incomplete. |
| NASPE Test 1 |  |  |  |
| NASPE Test 2 |  |  |  |
| NASPE Test 3 |  |  |  |
| NASPE Test 4 |  |  |  |
| NASPE Test 5 |  |  |  |
| Healthy People 2020  Strategy 1 |  |  |  |
| Healthy People 2020  Strategy 1 |  |  |  |

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| Healthy People 2020  Strategy 1 |  |  |  |

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| **Appendix I**  Alumni Survey |
| **California State University, Fresno Department of Kinesiology**  **B.S. Physical Education ALUMNI SURVEY**  The Department of Kinesiology at Fresno State is dedicated to providing quality educational and professional development experiences for our students now and in the future. As a graduate in a Kinesiology Option, we are interested in your satisfaction with our degree program. Your answers will help us assess how well we served your needs while you were a major in our department and will assist us in improving the training and experiences for future students.  Your responses on this questionnaire are for the Department of Kinesiology use only. You will remain anonymous in any and all reports related to this survey. Please first complete the background information by choosing the letter of the correct response.  1. **Gender:** A. Male B. Female  2. **Age Group:** A. 18-21 D. 31-35 G. 46-50  B. 22-25 E. 36-40 H. 51 or over  C. 26-30 F. 41-45   1. **Race/Ethnicity:** A. American Indian / Alaskan Native E. Native American /Indian    1. Asian / Pacific Islander F. White    2. Black / African American G. Other (specify)    3. Hispanic / Latino 2. **Kinesiology Option:** A. Athletic Training C. General Kinesiology   B. Exercise Science D. Physical Education   1. **Year of Graduation:** A. 2014-15 D. 2018-19   B. 2015-16 E. 2019-20 C.  2017-18  **Please read statements 6‐15 and rate your agreement using the letter of most appropriate response.**   1. **Strongly Agree** 2. **Agree** 3. **Undecided** 4. **Disagree** 5. **Strongly Disagree** |
| **Coursework/Instruction**   1. Most of the required coursework prepared me for my future career plans. 2. The coursework blended course content and practical field experiences. 3. The coursework was intellectually challenging. 4. The overall quality of instruction in the required kinesiology (KINES) courses was high. |

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| 10. The overall quality of instruction in the required kinesiology activity (KAC) courses was high.  12. Instruction in the use of technology related to kinesiology was high. |  |
| **Professional Preparation**   1. The curriculum provided the discipline-specific skills needed to succeed in my chosen field. 2. The curriculum provided an understanding of the methods and practices of my chosen profession. 3. The program prepared me to succeed professionally after college. |  |
| **Please read statements 15‐20 and indicate the most accurate response.** |  |
| **Current Activities**   1. Which of the following best describes your current primary activity?    1. Employed full time    2. Employed part time    3. Graduate/professional school full time    4. Graduate/professional school part time    5. Military service    6. Not employed, seeking employment, admission to graduate school, or other opportunity    7. Not employed by choice (homemaker, volunteer, traveling, etc.) 2. Which of the following best describes your career path since graduation? (check all that apply)    1. Work in private sector    2. Work in not-for-profit sector    3. Work in public sector (local, state, or federal government)    4. Graduate school    5. Career training or other instruction (non-graduate school)    6. None of the above 3. How important is your undergraduate degree to your current employer?    1. Very important    2. Somewhat important    3. Only slightly important    4. Not important at all    5. Not applicable 4. My current job: (check all that apply)    1. Is related to my undergraduate major    2. Uses important skills I gained during college    3. Is related to my desired career path    4. Is work I find meaningful    5. Allows me to continue to grow and learn    6. Pays enough to support my desired lifestyle    7. Provides health insurance benefits |  |

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| --- | --- |
| H. Is likely to continue until I wish to leave  G. Not applicable |  |
| 1. I would recommend the Kinesiology Major at CSU Fresno to someone seeking a degree in kinesiology.    1. Strongly Agree    2. Agree    3. Undecided    4. Disagree    5. Strongly Disagree 2. Please feel free to include any additional comments here: |  |

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**Appendix J Senior Exit Survey**

**California State University, Fresno Department of Kinesiology**

**B.S. Physical Education SENIOR EXIT SURVEY**

The Department of Kinesiology at California State University, Fresno is “On the Move!” and dedicated to providing quality educational and professional development experiences for our students now and in the future. As a graduating senior in a Kinesiology Option, we are interested in your satisfaction with our degree program. Your answers will help us assess how well we have served your needs and will assist us in improving the training and experiences for future students.

Your responses on this questionnaire are for the Department of Kinesiology use only. You will remain anonymous in any and all reports related to this survey. Please first complete the background information by choosing the letter of the correct response. If “Other” is chosen in numbers 3 and 5, use the correct letter on the scantron then write the response directly on this sheet.

1. **Gender:** A. Male B. Female

2. **Age Group:** A. 18-21 D. 31-35 G. 46-50

B. 22-25 E. 36-40 H. 51 or over

C. 26-30 F. 41-45

1. **Race/Ethnicity:** A. American Indian / Alaskan Native E. Native American /Indian
   1. Asian / Pacific Islander F. White
   2. Black / African American G. Other (specify)
   3. Hispanic / Latino
2. **Kinesiology Option:** A. Exercise Science

B. Physical Education

## Career Goal (select one that best describes you now):

* 1. Teaching and/or Coaching at Elementary or Secondary level
  2. Teaching and/or Coaching at Collegiate or Professional level
  3. Athletic Administration at Elementary or Secondary level
  4. Athletic Administration at Collegiate or Professional level
  5. Athletic Training/Physical Therapy
  6. Fitness Management/Personal Training/Recreation
  7. Sport Marketing/Public Relations/Sport Agent
  8. Post-Baccalaureate Training (Either Graduate or Professional Education)
  9. Other (please specify)

## Please read statements 6‐39 and rate your agreement using the letter of correct response.

1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

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| **Coursework/Instruction**   1. The required coursework was relevant to my future career plans. 2. The coursework blended course content and practical field experiences. 3. The coursework has prepared me for future employment in the kinesiology profession. 4. The overall quality of instruction in the required kinesiology (KINES) courses was high. 5. The overall quality of instruction in the required kinesiology activity (KAC) courses was high. 6. Instruction in the use of technology related to kinesiology was high. |  |
| **Timing of Instruction/Coursework**   1. The kinesiology courses were offered when I needed to take them. 2. The kinesiology courses were available (open) when I needed to take them. 3. It would have benefited me if required kinesiology courses were offered at night between 6 to 9 pm. 4. It would have benefited me if required kinesiology courses were offered on Saturday. 5. It would have benefited me if required kinesiology courses were offered in the summer. 6. It would have benefited me if required kinesiology courses were offered on-line. |  |
| **Academic & Career Advising**   1. I received appropriate and timely academic advising. 2. I received relevant career advisement. 3. I received advising which directed me to take the appropriate classes for my option. 4. I received advising which directed me to take classes in the appropriate sequence for my option. 5. I received advising that helped me make good decisions about my future career directions. 6. The overall quality of advising which I received was high. |  |
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| **Kinesiology Faculty**   1. The faculty has a strong commitment to student learning. 2. The faculty are professionally knowledgeable. 3. The faculty are organized and prepared for class. 4. The faculty presented current information. |  |

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| 1. My contact and interaction with faculty was sufficient enough to facilitate my learning and professional development. 2. The faculty displayed an interest in my professional development and growth. 3. Faculty were available for help outside of class. 4. Faculty were conscientious and enthusiastic. 5. The Kinesiology Department has outstanding faculty. |  |
| **Staff**   1. The department office staff was helpful in meeting my needs. 2. The equipment room staff was helpful in meeting my needs. |  |
| **Overall Rating**   1. I am satisfied with the overall education I received in kinesiology. 2. I received a sound education and training in kinesiology that taught me the principles, theories and application of my option. 3. The learning experiences I received met my expectations. 4. I believe I am well prepared for a career in kinesiology. 5. I would recommend the Kinesiology Major at CSU Fresno to someone seeking a degree in kinesiology.   **Written Comments (Please write directly on this sheet.):**   1. What have been the Kinesiology Department’s greatest assets for you 2. What have been the Kinesiology Department’s greatest drawbacks for you |  |

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