

## Department of Kinesiology

### College of Health and Human Services

#### Student Outcomes Assessment Plan (Soap)

- I. 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.

#### II. Goals and Student Learning Outcomes

### KINESIOLOGY CORE

- A) Knowledge of the physiological, mechanical, psychological and developmental principles underlying human movement, physical activity, exercise, and training.
  - 1) Demonstrate knowledge of components of fitness, principles of training, and training variables, and incorporate these into development of exercises, movement patterns and training programs which positively influence specific components of fitness, and which evoke specific structural, physiological and performance adaptations.
  - 2) Demonstrate knowledge of environmental factors that can augment the physiological stress of exercise, and identify precautions or principles that can be followed to reduce the probability of injury, illness or other unfavorable responses.
  - 3) Demonstrate knowledge of structural, physiological or neurological conditions that can limit motor development and physical performance, and develop adaptations

and modifications of exercises and exercise programs that will accommodate these conditions and promote success.

- 4) Demonstrate knowledge of human growth, development, and aging, and of the influence of growth, development, and aging upon the ability to learn motor skills, develop fitness, and perform physically, and upon risk for injury during physical activity.
  - 5) Demonstrate knowledge of anatomical tissues and structures; location, function, properties, roles in movement and physical performance, adaptations to training and disuse, mechanisms of injury, changes with growth and development and with aging.
  - 6) Demonstrate knowledge of physiology of human movement, exercise, training and adaptation, environmental stress, and prevention of chronic disease.
  - 7) Demonstrate knowledge of physical principles governing human movement and interactions with the external environment
- B) Knowledge of the relationships among participation in physical activity, development of fitness, promotion of health, resistance to disease, and self-actualization.
- 1) Demonstrate knowledge of the relationships among exercise stimulus, physiological response, and structural, physiological and performance adaptations.
  - 2) Demonstrate knowledge of essential nutrients, their physiological functions, recommended daily intakes, and practical dietary sources.
  - 3) Demonstrate knowledge of lifestyle factors and choices and nutritional patterns and practices that increase risk for chronic disease or which prevent chronic disease, and promote optimal health and wellness.
  - 4) Demonstrate knowledge of physiology of human movement, exercise, training and adaptation, environmental stress, and prevention of chronic disease.
- C) Knowledge of principles of interactions with others toward development and acquisition (in others) of skill, fitness, vitality and positive experiences through movement.
- 1) Demonstrate knowledge of lifestyle factors and choices and nutritional patterns and practices that increase risk for chronic disease or which prevent chronic disease, and promote optimal health and wellness.
  - 2) Demonstrate knowledge of cognitive steps people typically follow in making decisions to change behavior or adopt new behaviors, and demonstrate applications of these steps and underlying principles toward improvement of lifestyle behaviors.
  - 3) Explore contemporary theories (e.g., attribution, social learning, competence, learned helplessness, self-efficacy, anxiety and arousal) as they relate to motivation in physical activities.
  - 4) Demonstrate knowledge of the relationship of movement to the development of individual identity, including the development of self-awareness, self-concept, self-discipline, self-expression and body image.
  - 5) Demonstrate knowledge of human growth, development, and aging, and of the influence of growth, development, and aging upon the ability to learn motor skills, develop fitness, and perform physically, and upon risk for injury during physical activity.

- D) Skill in performance of a variety of physical activities and exercises.
  - 1) Gain practical experience with components of fitness, principles of training, and training variables, and incorporate these into development of exercises, movement patterns and training programs which positively influence specific components of fitness, and which evoke specific structural, physiological and performance adaptations.
  - 2) Make practical applications of the relationships among exercise stimulus, physiological response, and structural, physiological and performance adaptations.
  - 3) Apply principles of physiology of human movement, exercise, training and adaptation toward strategies for managing environmental stress, and prevention of chronic disease.
  - 4) Apply physical principles governing human movement and interactions with the external environment toward enhanced quality and effectiveness of movement.
- E) Skill in assessing fitness, performance capability, wellness and risk for chronic disease at various stages of life.
  - 1) Incorporate components of fitness, principles of training, and training variables, into development of exercises, movement patterns and training programs which positively influence specific components of fitness, and which evoke specific structural, physiological and performance adaptations.
  - 2) Measure and evaluate the relationships among exercise stimulus, physiological response, and structural, physiological and performance adaptations.
- F) Skill in finding information, thinking critically, and systematic problem solving.
- G) Skill in planning, organizing, managing, and implementing, evaluating, revising and optimizing strategies, actions and programs of instruction and intervention.
  - 1) Evaluate and manage environmental factors that can augment the physiological stress of exercise, and identify precautions or principles that can be followed to reduce the probability of injury, illness or other unfavorable responses.
  - 2) Apply cognitive steps people typically follow in making decisions to change behavior or adopt new behaviors, and demonstrate applications of these steps and underlying principles toward improvement of lifestyle behaviors.
  - 3) Apply principles, theories and models of psychology of sport, exercise and physical activity to teaching, coaching, athletic training, and exercise leadership.
- H) Ability to design and develop movement patterns, exercises, exercise programs, and lifestyle interventions that promote fitness, wellness, physical performance, and self-actualization.
  - 1) Analyze biomechanical, physiological and psychological demand of physical activities, exercises, training and performance, and apply principles of training, response and adaptation, motivation and recovery to development of appropriate and effective interventions.
  - 2) Analyze factors that influence activity choices, and the role of psychology and physical development in motivation for exercise, enjoyment of the benefits of exercise, and intrinsic motivation for fitness development and apply these factors to interventions.

- l) Ability to communicate with others, in spoken or written form, using appropriate and precise professional terminology, and correct grammar, syntax, spelling and punctuation.
  - 1) Use a team approach to collecting and analyzing data to solve problems in discovery-learning lab situations.
  - 2) Write papers that analyze specific issues in Kinesiology.
  - 3) Write lab reports which interpret data from exercise physiology and biomechanics labs, and which apply theoretical knowledge to the solution of laboratory activities and problems.

### **EXERCISE SCIENCE OPTION**

- A) Knowledge of metabolic and physiological principles of physical activity, exercise, training, and response and adaptation to exercise and training across the lifespan.
  - 1) Demonstrate knowledge of biological principles, tissues, structures, catabolic and anabolic pathways, exergonic and endergonic pathways, growth, repair and adaptation, and expression of genes and genomes.
  - 2) Demonstrate knowledge of principles of chemistry; atomic and molecular properties and interactions, reactivity, stoichiometry, mass action, pH, equilibrium constants, thermodynamics, gas laws, catalysts, and regulation of chemical pathways.
- B) Knowledge of structural and biomechanical properties and characteristics of animals, the relationships between those properties/characteristics and movement/performance characteristics and potential/mechanism for injury, and how the properties/characteristics change with growth, development, and aging.
  - 1) Demonstrate knowledge of mechanical properties of structural and active tissues, the roles of these tissues in movement, performance, and injury prevention, and changes in tissue characteristics and performance with growth, development, and aging.
  - 2) Demonstrate knowledge of principles, techniques and modalities of prevention, evaluation and treatment of injuries common in physical activity, exercise, training and performance.
- C) Knowledge of the relationship between physical activity/exercise patterns, nutrition and other lifestyle characteristics and health, fitness, wellness, risk for and resistance to chronic disease and disability, and longevity.
  - 1) Demonstrate knowledge of the relationship between physical activity, exercise and training and health, wellness, risk for disease and musculoskeletal disorders and disability and longevity.
  - 2) Demonstrate knowledge of the relationship between nutritional and lifestyle patterns and health, wellness, risk for disease and musculoskeletal disorders and disability and longevity.
- D) Knowledge of factors which influence frequency and probability of practice of health- and fitness-related behaviors.

- 1) Demonstrate knowledge of psychology of healthy behavior; steps involved in behavior change, motivation for change, and barriers to change.
  - 2) Demonstrate knowledge of the influence of environment, public policy, advertising, media, cultural, and social norms on health- and fitness-related behavior.
- E) Skill in performance of measurements with which fitness, risk for disease, lifestyle quality, and physical performance can be assessed.
- 1) Apply principles of nutrition and physiology to measurement of body composition, and development and implementation of nutritional programs and strategies for weight control, prevention of chronic disease, and enhancement of physical performance.
  - 2) Apply principles of anatomy, physiology, nutrition, and mechanics to prevention, identification, treatment, management and resolution of chronic disease and orthopedic distress and disability.
  - 3) Apply principles of anatomy, physiology, nutrition, mechanics, and fitness development and training to assessment of lifestyle, and promotion of health and wellness.
  - 4) Measure and assess the influence of physical principles governing human movement on physical interactions with the external environment.
- F) Skill in use of technology to measure, assess, summarize, analyze and present data regarding fitness, wellness, performance, risk for and resistance to disease.
- 1) Apply principles of measurement, evaluation and statistics; categories of data, theories of measurement, normal distributions, measures of central tendency, measures of variability, relationships, hypothesis testing.
  - 2) Apply principles of common to kinesiology and movement sciences.
- G) Skill in design and development of movement patterns, physical activities, exercises, exercise programs, and training programs to promote health and wellness, and enhance all components of fitness.
- 1) Apply principles of training, training variables, and program design to development of strategies and programs of physical activity, exercise and training.
  - 2) Integrate appropriate modes of exercise and types/categories of equipment into physical activity, exercise and training programs.
  - 3) Demonstrate proper performance of a variety of appropriate exercises for development of each component of fitness.
  - 4) Demonstrate appropriate and effective interactions with others in instructional, consultative, and teamwork settings.
  - 5) Evaluate the influence of structural, physiological or neurological conditions that can limit motor development and physical performance, and develop adaptations and modifications of exercises and exercise programs that will accommodate these conditions and promote success.
- H) Skill in planning, organizing, managing, and implementing, evaluating, revising and optimizing strategies, actions and programs of instruction and intervention.
- 1) Evaluate and manage environmental factors that can augment the physiological stress of exercise, and identify precautions or principles that can be followed to reduce the probability of injury, illness or other unfavorable responses.

- 2) Integrate structural, physiological or neurological conditions that can limit motor development and physical performance into development of adaptations and modifications of exercises and exercise programs that will accommodate these conditions and promote success.
  - 3) Apply cognitive steps people typically follow in making decisions to change behavior or adopt new behaviors, and demonstrate applications of these steps and underlying principles toward improvement of lifestyle behaviors.
  - 4) Apply principles, theories and models of psychology of sport, exercise and physical activity to teaching, coaching, athletic training, and exercise leadership.
  - 5) Evaluate the influence of growth, development, and aging upon the ability to learn motor skills, develop fitness, and perform physically, and upon risk for injury during physical activity.
- I) Ability to design, lead and conduct instructional/ interventional programs for individuals or groups.
    - 1) Develop strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, risk taking and trust building.
  - J) Ability to interpret measurements and assessments, and apply interpretations to development, modification, or refinement of strategies and programs for enhancement of wellness and fitness.
    - 1) Interpret and evaluate the plausibility and accuracy of data used in assessment of fitness, wellness, performance, risk for disease, and lifestyle quality.
    - 2) Use measurements and data as scientific basis for development of strategies, programs and interventions, and evaluations of the outcomes of strategies, programs and interventions.
  - K) Ability to instruct, educate, and otherwise influence others regarding the value and benefits of physical activity, exercise, and other health-, wellness-, and fitness-related lifestyle characteristics.
    - 1) Apply principles of point of decision prompts and behavioral change theory to strategies and techniques for creating environments that foster positive health- and fitness-related behaviors, and which guide individuals and groups toward adoption and maintenance of positive health- and fitness-related behavior.
    - 2) Model appropriate health- and fitness-related behaviors.
    - 3) Apply principles of psychology and motivation towards shaping the behaviors of individuals and groups
    - 4) Integrate principles and concepts of anatomy, physiology, nutrition, mechanics, fitness development, psychology, sociology and ethics into development of theories and practices regarding preventive health, public policies regarding programs and environment, use of drugs and supplements in athletics, and behavior change toward healthy lifestyles.
  - L) Ability to find, critically evaluate, integrate, incorporate and apply new information to professional practices and procedures.
    - 1) Find and evaluate internet sites and information related to kinesiology.
    - 2) Conduct library and internet searches of research in kinesiology.

- 3) Evaluate new information for accuracy, logic, plausibility and credibility based upon knowledge and principles gained during the student's educational career.
- 4) Develop career-specific knowledge and skills through selection and completion of appropriate professional certifications.

### **PHYSICAL EDUCATION OPTION**

- A) Knowledge of the history, evolution, purpose, and philosophies of physical education programs in public schools.
  - 1) Demonstrate knowledge of history, evolution, social and political rationales for physical education programs in public schools.
  - 2) Demonstrate knowledge of philosophies about physical education written by leaders and experts in the field.
- B) Knowledge of basic safety issues related to physical education
  - 1) Demonstrate knowledge of prevention of physical injury.
  - 2) Demonstrate knowledge of prevention of thermal illness.
  - 3) Demonstrate knowledge of contraindications to participation.
  - 4) Demonstrate knowledge and familiarity with rules, regulations and policies of the institutions of employment.
- C) Knowledge of the local, regional, state, and national standards and practices upon which public school physical education programs are based.
  - 1) Demonstrate knowledge of the CCTC standards upon which the Physical Education Credential Option at Fresno State are based.
  - 2) Demonstrate national physical education standards established by NASPE.
  - 3) Demonstrate knowledge of regional and local standards and practices related to physical education and coaching in K – 12 settings..
- D) Knowledge of principles of fitness development and promotion of health and wellness which are appropriate for public school physical education.
  - 1) Demonstrate knowledge of components of fitness, and, and physical activity and exercise strategies and programs for enhancement of each component of fitness.
  - 2) Demonstrate knowledge of which components of fitness are health-related, and which are performance-related.
  - 3) Demonstrate knowledge of elements of lifestyle which have negative effects upon health, wellness, fitness and longevity.
  - 4) Demonstrate knowledge of elements of lifestyle which have positive effects upon health, wellness, fitness and longevity.
  - 5) Demonstrate knowledge of pedagogical techniques for optimizing instruction in health, wellness and fitness promotion.
- E) Knowledge of human growth and development.
  - 1) Demonstrate knowledge of stages of cognitive development, and implications for teaching and learning.
  - 2) Demonstrate knowledge of stages and progressions of physical and motor development, and implications for teaching and learning.

- F) Knowledge of principles of rhythm and dance.
  - 1) Demonstrate knowledge of basic principles of rhythm common to western music and dance, and locomotor activities.
  - 2) Demonstrate knowledge of dance forms identified in CCTC standards for single subject credential in PE.
- G) Knowledge of basic principles of movement.
  - 1) Demonstrate knowledge of different categories, forms, dimensions and elements of the spectrum of human movements.
  - 2) Demonstrate knowledge of the developmental progressions by which humans learn movement.
- H) Knowledge of individual and dual physical activities, exercises and sports.
  - 1) Demonstrate knowledge of a variety of individual and dual physical activities, exercises and sports that are commonly done for promotion of health, wellness and fitness.
  - 2) Demonstrate knowledge of a variety of individual and dual physical activities, exercises and sports that are commonly done for self-actualization.
- I) Knowledge of team sports.
  - 1) Demonstrate knowledge of rules, strategies, field/court dimensions/ characteristics, and procedures for a variety of team sports that are commonly included in public school physical education classes.
  - 2) Demonstrate knowledge of physical characteristics, movement patterns and skill elements of a variety of team sports that are commonly included in public school physical education classes.
- J) Knowledge of gymnastics, tumbling and apparatus.
  - 1) Demonstrate knowledge of principles of mechanics and physics as they apply to gymnastics, tumbling and apparatus.
  - 2) Demonstrate knowledge of safety issues specific to gymnastics, tumbling and apparatus.
  - 3) Demonstrate knowledge of principles of progressions and use of lead-up stunts in gymnastics, tumbling and apparatus.
  - 4) Demonstrate basic knowledge of rules and procedures for competitive gymnastics routines and competition.
- K) Knowledge of aquatics, swimming and diving.
  - 1) Demonstrate knowledge of principles of buoyancy and fluid dynamics as they apply to aquatics, swimming and diving.
  - 2) Demonstrate knowledge of principles of propulsion and streamlining in water.
  - 3) Demonstrate knowledge of safety issues specific to aquatics, swimming and diving.
  - 4) Demonstrate knowledge of a variety of aquatic games and activities commonly included in public school physical education classes.
- L) Knowledge of non-traditional games and outdoor education.
  - 1) Demonstrate knowledge of the concepts, objectives, rules, procedures, strategies and conduct/administration of a variety of games which are new and innovative, or



- which come from countries or cultures traditionally outside the realm of conventional public school physical education.
- 2) Demonstrate knowledge of concepts, objectives, principles, planning and conducting outdoor activities and sports.
- M) Knowledge of principles of test construction and evaluation of learning in physical education.
- 1) Demonstrate knowledge of a variety of approaches to and principles of developing written tests.
  - 2) Demonstrate knowledge of a variety of approaches to and principles of developing skills tests.
  - 3) Demonstrate knowledge of a variety of approaches to and principles of evaluating cognitive and physical performance, and determining grades.
- N) Skill in identifying, preventing or resolving hazards or other conditions or practices which could compromise safety in physical education facilities or classes.
- 1) Apply principles of safety to inspection and evaluation of grounds, facilities, equipment and apparatus.
  - 2) Apply principles of safety to design, development and conduct of lessons and activities.
  - 3) Apply principles of safety to evaluation of climactic and environmental conditions.
  - 4) Measure and assess the influence of physical principles governing human movement on physical interactions with the external environment.
- O) Skill in developing and delivering standards-based lessons, activities and programs.
- 1) Apply CCTC standards for single subject credentials in Physical Education to lesson plans, block plans, and unit plans.
  - 2) Apply CCTC standards to development of year-long plans which are comprehensive, and which show balance among the various psychomotor domains.
- P) Skill in designing, developing and delivering units, blocks, and lessons in fitness, rhythms and dance, individual and dual sports and activities, team sports and activities, gymnastics, tumbling and apparatus, aquatics, and non-traditional games and outdoor education.
- 1) Apply principles of pedagogy science, growth and development, biomechanics, fitness development, exercise physiology, sport and exercise psychology, and to the design, development and delivery of instruction and evaluation.
  - 2) Demonstrate skill in the performance of, and physical demonstration of selected elements of the activities and sports associated with the public school physical education curriculum.
- Q) Skill in designing, developing, administering, and evaluating tests and other assessments of student development and learning.
- 1) Apply principles of test construction and Bloom's Taxonomy in the development of written tests to assess student learning.
  - 2) Apply principles of test construction, physical and cognitive development, and learning order and progressions to development of physical skills tests to assess student learning.

- 3) Measure, assess and evaluate the influence of growth, development, and aging upon the ability to learn motor skills, develop fitness, and perform physically, and upon risk for injury during physical activity.
- R) Skill in planning, organizing, managing, and implementing, evaluating, revising and optimizing strategies, actions and programs of instruction and intervention.
- 1) Evaluate and manage environmental factors which can augment the physiological stress of exercise, and identify precautions or principles that can be followed to reduce the probability of injury, illness or other unfavorable responses.
  - 2) Integrate structural, physiological or neurological conditions that can limit motor development and physical performance into development of adaptations and modifications of exercises and exercise programs that will accommodate these conditions and promote success.
  - 3) Apply cognitive steps people typically follow in making decisions to change behavior or adopt new behaviors, and demonstrate applications of these steps and underlying principles toward improvement of lifestyle behaviors.
  - 4) Apply principles, theories and models of psychology of sport, exercise and physical activity to teaching, coaching, athletic training, and exercise leadership.
  - 5) Evaluate the influence of growth, development, and aging upon the ability to learn motor skills, develop fitness, and perform physically, and upon risk for injury during physical activity.
- S) Ability to design, develop, conduct and deliver standards-based physical education programs in compliance with acceptable safety standards.
- 1) Conduct evaluations of grounds, facilities, equipment and apparatus and take appropriate measures to promote safety and prevent accidents.
  - 2) Make decisions about appropriate actions to take in response to extremes of climate and environment to promote safety and prevent accidents, injury or illness.
  - 3) Conduct activities, sports and lessons in compliance with rules, regulations and policies of the organization/institution.
- T) Ability to apply and incorporate CCTC standards into physical education programs.
- 1) Critically evaluate physical education curriculae and programs for inclusion of and balance among the various elements of CCTC standards.
- U) Ability to design, develop, conduct, deliver, evaluate and assess developmentally-appropriate standards-based activities, sports, lessons, blocks and units in fitness, rhythms and dance, individual and dual sports and activities, team sports, gymnastics, tumbling and apparatus, aquatics, and non-traditional games and activities.
- 1) Write lesson, block and unit plans for a variety of activities commonly taught in public school physical education programs.
  - 2) Design, develop and deliver microteaching assignments in several classes.
  - 3) Conduct self-evaluations of videotapes of microteaching assignments.
- V) Ability to design, develop, administer, evaluate and revise developmentally-appropriate written and physical tests to assess student learning.
- 1) Write objective and subjective tests which include all six categories in the cognitive domain to assess student learning

- 2) Write rubrics with which written assignments and physical performances can be systematically evaluated
  - 3) Develop, practice, administer and score a variety of physical tests that objectively quantify fitness and/or skill.
- W) Ability to design, lead and conduct instructional/ interventional programs for individuals or groups.
- 1) Develop strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, risk taking and trust building.

## **GENERAL OPTION**

- A) Knowledge of comprehensive concepts and principles related to kinesiology.
  - 1) Demonstrate knowledge of scientific principles upon which practices in kinesiology are based.
  - 2) Demonstrate knowledge of the role of kinesiology in society.
  - 3) Demonstrate knowledge of non-traditional career paths related to kinesiology.
- B) Skill in applying concepts and principles of kinesiology to a variety of non-traditional careers related to kinesiology.
  - 1) Demonstrate skill in creative applications of concepts and principles of kinesiology.
  - 2) Demonstrate skill in identifying and learning about alternative careers.
  - 3) Demonstrate skill in finding and learning about career-related certification programs.
- C) Ability to effectively prepare for alternative careers related to kinesiology.
  - 1) Identify and seek out appropriate certifications.
  - 2) Develop and complete an internship or other practical experience related to a chosen category of career.

## **ATHLETIC TRAINING DEGREE**

- A) Communication: Defined as a complex, ongoing, interactive process of exchanging information and forms the basis for building relationships. Communication includes listening, verbal and non-verbal behaviors, written skills, and the use of emerging technologies.
  - 1) Use written, oral, and emerging methods of technology to communicate effectively with all members of the health care team, including the patient and patient support network.
  - 2) Promote the image of athletic training by modeling the values and articulating the knowledge, skills and attitudes of the athletic training profession.
  - 3) Demonstrate the professional standards of moral, ethical and legal conduct.
- B) Critical Thinking: Critical thinking is defined as a discriminating process that underlies decision-making. Critical thinking includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity.
  - 1) Use skills of inquiry, analysis, and information literacy to address athletic training issues.
  - 2) Engage in reflection about one's own beliefs and values related to professional practice.
- C) Clinical Judgment: Clinical judgment is the interaction of knowledge, skills and attitudes and underlies the athletic trainer's ability to adapt care for diverse populations in varied health care environments. Clinical judgment involves critical reasoning, integration of evidence-based practice, and the implementation of holistic, value-based, patient-centered care.

- 1) Integrate best evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning care.
  - 2) Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of care.
  - 3) Demonstrate the skills and dispositions necessary to meet the challenging sports injury management needs of our rapidly changing society.
- D) Collaboration: Collaboration is defined as the active engagement in local, regional, and global health care and forms the basis for interdisciplinary practice. Collaboration supports a climate of diverse opinions and incorporates delegation, negotiation, coordination, and service-learning.
- 1) Articulate the athletic training perspective concerning healthcare delivery issues to decision makers within health care organizations and other arenas.
  - 2) Collaborate with other health care professionals and patients to provide appropriate patient care.

### III. Curriculum Map (Matrix of Courses X Learning Outcomes)

#### CORE COURSES

GOAL A	Objective A1	Objective A2	Objective A3	Objective A4	Objective A5	Objective A6	Objective A7
KINES 20 - Fitness Development	I,A	I,A	I		I	I	
KINES 25 - Conditioning and Resistance Training Technique	I,A	I,A	I,E	I	I	I	I
KINES 32 - Lifetime Fitness and Wellness	I,A	I,E	I,E	I	I,E	I,E	
KINES 33 - Foundations of Sport and Exercise Psychology		I	E	I,E,R		I	
KINES 116 - Fundamentals of Biomechanics	I,E	I,E,A,R,M	I,E,A,R,M	I,E	I,E,A,R,M	I	I,E,A,R,M
KINES 118 - Fundamentals of Exercise Physiology	I,E,A,R,M	I,E,A,R,M	I,E,A,R,M	I	I,E,A,R,M	I,E,A,R,M	I,E,A

**CORE COURSES** (cont.)

<b>GOAL B</b>	Objective B1	Objective B2	Objective B3	Objective B4
KINES 20 - Fitness Development	I,A		I	I,A
KINES 25 - Conditioning and Resistance Training Technique	I,A		I	I,A
KINES 32 - Lifetime Fitness and Wellness	I,E,A	I,E,A	I,E,A,R,M	I,E
KINES 33 - Foundations of Sport and Exercise Psychology			I,E	
KINES 116 - Fundamentals of Biomechanics	I,E			
KINES 118 - Fundamentals of Exercise Physiology	I,E,A,R,M	I,E		I,E,A,R,M

**CORE COURSES** (cont.)

<b>GOALS C&amp;D</b>	Objective C1	Objective C2	Objective C3	Objective C4	Objective C5	Objective D1	Objective D2	Objective D3	Objective D4
KINES 20 - Fitness Development						I,E,A	I,E,A	I,A	I,A
KINES 25 - Conditioning and Resistance Training Technique						I,E,A	I,E,A	I,A	I,A
KINES 32 - Lifetime Fitness and Wellness	I,A	I,E	I	I		I,E,A	I	I,E	
KINES 33 - Foundations of Sport and Exercise Psychology	I	I,E,A,R,M	I,E,A,R,M	I,E,A,R,M	I,E				
KINES 116 - Fundamentals of Biomechanics						I	I		I,E,A,R,M
KINES 118 - Fundamentals of Exercise Physiology						I,E,A,R,M	I,E,A,R,M	I,E,A,R,M	I,E



**CORE COURSES** (cont.)

<b>GOALS E,F,G&amp;H</b>	Objective E1	Objective E2	Objective F	Objective G1	Objective G2	Objective G3	Objective H1	Objective H2
KINES 20 - Fitness Development	I,E,A	I,E,A	I,E,A	I,E,A	I		I	I
KINES 25 - Conditioning and Resistance Training Technique	I,E,A	I,E,A	I,E,A	I,E,A	I		I,E,A	I
KINES 32 - Lifetime Fitness and Wellness	I,E,A	I	I,E,A	I,E,A	I,E,A	I	I,E,A	I,E,A
KINES 33 - Foundations of Sport and Exercise Psychology			I,E,A	I,E,A	I,E,A	I,E,A,R,M	I,E	I,E,R
KINES 116 - Fundamentals of Biomechanics	I	I	I,E,A				I,E	
KINES 118 - Fundamentals of Exercise Physiology	I,E,A	I,E,A,R,M	I,E,A	I,E			I,E	

**CORE COURSES** (cont.)

<b>GOAL I</b>	Objective I1	Objective I2	Objective I3
KINES 20 - Fitness Development			
KINES 25 - Conditioning and Resistance Training Technique			
KINES 32 - Lifetime Fitness and Wellness	I,E,A,R,M	A	
KINES 33 - Foundations of Sport and Exercise Psychology		A	
KINES 116 - Fundamentals of Biomechanics	I,E,A,R,M		I,E,A,R,M
KINES 118 - Fundamentals of Exercise Physiology	I,E,A,R,M		I,E,A,R,M

I = introduced    E = emphasized    A = applied    R = reinforced    M = mastered
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## EXERCISE SCIENCE OPTION COURSES

GOALS A,B,C&D	Objective A1	Objective A2	Objective B1	Objective B2	Objective C1	Objective C2	Objective D1	Objective D2
KINES 38 - Introduction to Athletic Training			I,E	I,E,A,R	I			
KINES 109 - Motor Learning								
KINES 119- ECG and Clinical Exercise Physiology	E,R		E,A,R,M	I,E,A,R	E,R	E,A,R,M	E,R	E,R
KINES 121 - Body Composition: Theory, Principles, and Management	E	E,A,R			E,A,R	E,A,R	E,R	
KINES 159 - Measurement and Evaluation			I					
KINES 163 - Fitness and Wellness	E,R,M	E,A,R	E,A,R	I	E,A,R,M	E,A,R,M	E,R	I,ER,M
KINES 165 - Performance Related Fitness	E,R,M	E,A,R	E,A,R	E,A,R	E,R	E,R	E,R	
KINES 167 - Integrative Exercise Science	E,R,M	E,R	E,R	E,R	E,R,M	E,R	E,R	I,E,R,M
NUTR 147 – Nutrition and the Athlete	E,AR	I			I,E	I,E,R		
BIOL 1A or BIOL 10	I	I	I			I		
CHEM 1A or 3A	I	I,E,R						

**EXERCISE SCIENCE OPTION COURSES** (cont.)

<b>GOALS A,B,C&amp;D (cont.)</b>	Objective A1	Objective A2	Objective B1	Objective B2	Objective C1	Objective C2	Objective D1	Objective D2
CHEM 3B or 8	I	I,E,R						
BIOL 64 - Functional Human Anatomy	I,E	I	I,E					
BIOL 65 - Human Physiology	I,E	I,E,R	I,E,R		I	I		
PHYS 2A								

<b>GOALS E,F&amp;G</b>	Objective E1	Objective E2	Objective E3	Objective E4	Objective F1	Objective F2	Objective G1	Objective G2	Objective G3	Objective G4	Objective G5
KINES 38 - Introduction to Athletic Training		I				I				I,E,A,R	
KINES 109 - Motor Learning				I		I				I,E,A,R	I,E,A,R
KINES 119 – ECG and Clinical Exercise Physiology	E,R	E,A,R,M	E,A,R,M	E,R		I,E,A,R	E,R			I,E,A,R	I,E,A,R

**EXERCISE SCIENCE OPTION COURSES** (cont.)

<b>GOALS E,F&amp;G</b>	<b>Objective E1</b>	<b>Objective E2</b>	<b>Objective E3</b>	<b>Objective E4</b>	<b>Objective F1</b>	<b>Objective F2</b>	<b>Objective G1</b>	<b>Objective G2</b>	<b>Objective G3</b>	<b>Objective G4</b>	<b>Objective G5</b>
KINES 121 - Body Composition: Theory, Principles, and Management	E,A,R,M	E,A,R	E,A,R			I,E,A,R	E,R,			I,E,A,R	
KINES 159 - Measurement and Evaluation	I	I			I,E,A,R	I,E,A,R				I,E,A,R	
KINES 163 - Fitness and Wellness	E,A,R,M	E,A,R,M	E,A,R,M			I,E,A,R	E,A,R,M	E,A,R,M	E,A,R,M	I,E,A,R	
KINES 165 - Performance Related Fitness	E,A,R,M			E,A,R		I,E,A,R	E,A,R,M	E,A,R,M	E,A,R,M	I,E,A,R	
KINES 167 - Integrative Exercise Science	E,R	E,R	E,R	E,R		E,R	E,R			E,R	
NUTR 147 – Nutrition and the Athlete	I,E,R	I,E	E,R			I					
BIOL 1A or BIOL 10											

**EXERCISE SCIENCE OPTION COURSES (cont.)**

<b>GOALS E,F&amp;G (cont.)</b>	<b>Objective E1</b>	<b>Objective E2</b>	<b>Objective E3</b>	<b>Objective E4</b>	<b>Objective F1</b>	<b>Objective F2</b>	<b>Objective G1</b>	<b>Objective G2</b>	<b>Objective G3</b>	<b>Objective G4</b>	<b>Objective G5</b>
CHEM 1A or 3A											
CHEM 3B or 8											
BIOL 64 - Functional Human Anatomy											
BIOL 65 - Human Physiology											
PHYS 2A				I							

<b>GOALS H,I&amp;J</b>	<b>Objective H1</b>	<b>Objective H2</b>	<b>Objective H3</b>	<b>Objective H4</b>	<b>Objective H5</b>	<b>Objective I</b>	<b>Objective J1</b>	<b>Objective J2</b>
KINES 38 - Introduction to Athletic Training	I,E			I,E,A,R	I	I,E,A,R		I
KINES 109 - Motor Learning		I,E,A,R,	I		I,E,R,M	I,E,A,R	I,E	
KINES 119 - ECG and Clinical Exercise Physiology	E,R	I,E,A,R,	I,E,A,R	E,R	E,R	I,E,A,R	I,E,A,R	E,R

**EXERCISE SCIENCE OPTION COURSES (cont.)**

<b>GOALS H,I&amp;J (cont.)</b>	<b>Objective H1</b>	<b>Objective H2</b>	<b>Objective H3</b>	<b>Objective H4</b>	<b>Objective H5</b>	<b>Objective I</b>	<b>Objective J1</b>	<b>Objective J2</b>
KINES 121 - Body Composition: Theory, Principles, and Management			I,E,A,R	I,E,A,R		I,E,A,R	I,E,A,R	E,R
KINES 159 - Measurement and Evaluation					I	I,E,A,R	I,E,A,R	I,E,A,R
KINES 163 - Fitness and Wellness	E,A,R,M		I,E,A,R	E,R	E,R	I,E,A,R	I,E,A,R	E,A,R
KINES 165 - Performance Related Fitness	E,A,R,M		I,E,A,R	E,R	E,R	I,E,A,R	I,E,A,R	E,A,R
KINES 167 - Integrative Exercise Science	E,R		E,R	E,R	E,R	E,R	E,R	E,R
NUTR 147 – Nutrition and the Athlete							I,E	
BIOL 1A or BIOL 10								
CHEM 1A or 3A								
CHEM 3B or 8								
BIOL 64 - Functional Human Anatomy								

**EXERCISE SCIENCE OPTION COURSES (cont.)**

<b>GOALS H,I&amp;J (cont.)</b>	Objective H1	Objective H2	Objective H3	Objective H4	Objective H5	Objective I	Objective J1	Objective J2
BIOL 65 - Human Physiology	I							
PHYS 2A								

<b>GOALS K&amp;L</b>	Objective K1	Objective K2	Objective K3	Objective K4	Objective L1	Objective L2	Objective L3	Objective L4
KINES 38 - Introduction to Athletic Training				I	I,E	I,E	I,E	I
KINES 109 - Motor Learning					I,E	I,E	E,A,R	I
KINES 119 - ECG and Clinical Exercise Physiology	I,E,A,R	I,E,A,R	E,R	E,R	I,E	I,E	E,A,R	I,E,A,R
KINES 121 - Body Composition: Theory, Principles, and Management	I	I,E,A,R	I,E,A,R	E,R	I,E	I,E	E,A,R	I,E,A,R
KINES 159 - Measurement and Evaluation					I,E	I,E	E,A,R	I
KINES 163 - Fitness and Wellness	I,E,R	I,E,A,R	E,R	E,R	I,E	I,E	E,A,R	I,E,A,R



**EXERCISE SCIENCE OPTION COURSES (cont.)**

<b>GOALS K&amp;L (cont.)</b>	<b>Objective K1</b>	<b>Objective K2</b>	<b>Objective K3</b>	<b>Objective K4</b>	<b>Objective L1</b>	<b>Objective L2</b>	<b>Objective L3</b>	<b>Objective L4</b>
KINES 165 - Performance Related Fitness		I,E,A,R		E,R	I,E	I,E	E,A,R	I,E,A,R
KINES 167 - Integrative Exercise Science	I,E,A,R	E,R	E,R	E,R	I,E	I,E	E,A,R	E,R
NUTR 147 – Nutrition and the Athlete					I,E	I,E	E,A,R	
BIOL 1A or BIOL 10							I,E	
CHEM 1A or 3A							I,E	
CHEM 3B or 8							I,E	
BIOL 64 - Functional Human Anatomy							I,E	
BIOL 65 - Human Physiology							I,E	
PHYS 2A							I,E	

I = introduced    E = emphasized    A = applied    R = reinforced    M = mastered

4.10.2012

## PHYSICAL EDUCATION CREDENTIAL OPTION

GOALS A,B&C	Objective A1	Objective A2	Objective B1	Objective B2	Objective B3	Objective B4	Objective C1	Objective C2	Objective C3
KINES 31 - Historical and Professional Foundations of Physical Education	I,E,A	I,E,A			I	I	I,E,A	I,E,A	I,E
KINES 35 - Human Structure and Function: Applications to Kinesiology	I		I	I,E	I				
KINES 110 - Motor Development			I,E	I,E				I,E,A	
KINES 120 - Planning Strategies for Physical Education	I,E	E			E,A,R	I,E,A	I,E,A,R	I,E,A,R	I,E,A
KINES 122 - Nontraditional Games and Outdoor Education			E	E	E	E	E,A,R	E,A,R	E,A,R
KINES 123 - Analysis and Application: Rhythmic Movement in Physical Education			E	E	E	E	E,A,R	E,A,R	E,A,R
KINES 126 - Analysis and Application: Aquatics	R	E,R	E,A	E,A	E	I,R	R	E,A,R	E
KINES 131 - Analysis and Application: Individual, Team and Fitness Activities			E	E	E	E	E,A,R	E,A,R	E,A,R
KINES 144 - Field Experience in Teaching	E	E	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M

**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS A,B&amp;C (cont.)</b>	Objective A1	Objective A2	Objective B1	Objective B2	Objective B3	Objective B4	Objective C1	Objective C2	Objective C3
KINES 159- Measurement and Evaluation							E,A,R	E,A,R	E,A,R

<b>GOALS D,E&amp;F</b>	Objective D1	Objective D2	Objective D3	Objective D4	Objective D5	Objective E1	Objective E2	Objective F1	Objective F1
KINES 31 - Historical and Professional Foundations of Physical Education							I		
KINES 35 - Human Structure and Function: Applications to Kinesiology	I	I	I	I		I,E,R			
KINES 110 - Motor Development	E,A,R,M	E,A	E,A	E,A	E,A,R	I,E,A,R,M	I,E,A,R,M	I	
KINES 120 - Planning Strategies for Physical Education	E,A			E,R	I,E,A	E,A,R	E,A,R		
KINES 122 - Nontraditional Games and Outdoor Education	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A	E,A		

**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS D,E&amp;F (cont.)</b>	Objective D1	Objective D2	Objective D3	Objective D4	Objective D5	Objective E1	Objective E2	Objective F1	Objective F1
KINES 123 - Analysis and Application: Rhythmic Movement in Physical Education						E	E	E,A,R	E,A,R
KINES 126 - Analysis and Application: Aquatics	A,R	R	R	A,R	E,A,R	E,A	E,A,R		
KINES 131 - Analysis and Application: Individual, Team and Fitness Activities	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E	E		
KINES 144 - Field Experience in Teaching	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R
KINES 159- Measurement and Evaluation		E,R			E,A,R	A,R			

**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS G,H,I&amp;J</b>	Objective G1	Objective G2	Objective H1	Objective H2	Objective I1	Objective I2	Objective J1	Objective J2	Objective J3	Objective J4
KINES 31 - Historical and Professional Foundations of Physical Education										
KINES 35 - Human Structure and Function: Applications to Kinesiology	I		I							
KINES 110 - Motor Development	I,E,A,R,M	I,E,A,R,M	I,R	I,R		I,E,A,R,M				
KINES 120 - Planning Strategies for Physical Education										
KINES 122 - Nontraditional Games and Outdoor Education	E	E	E,A,R	E,A,R	E,A,R	E,A,R				
KINES 123 - Analysis and Application: Rhythmic Movement in Physical Education	E	E					E,A,R	E,A,R	E,A,R	E,A,R
KINES 126 - Analysis and Application: Aquatics	R	E,A,R	E	R	I	I				
KINES 131 - Analysis and Application: Individual, Team and Fitness Activities	E	E	E,A,R	E,A,R	E,A,R	E,A,R				

**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS G,H,I&amp;J (cont.)</b>	Objective G1	Objective G2	Objective H1	Objective H2	Objective I1	Objective I2	Objective J1	Objective J2	Objective J3	Objective J4
KINES 144 - Field Experience in Teaching	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M
KINES 159- Measurement and Evaluation										

<b>GOALS K,L&amp;M</b>	Objective K1	Objective K2	Objective K3	Objective K4	Objective L1	Objective L1	Objective M1	Objective M2	Objective M3
KINES 31 - Historical and Professional Foundations of Physical Education									
KINES 35 - Human Structure and Function: Applications to Kinesiology									
KINES 110 - Motor Development									
KINES 120 - Planning Strategies for Physical Education							I,E,A	I,E,A	I,E,A

**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS K,L&amp;M (cont.)</b>	Objective K1	Objective K2	Objective K3	Objective K4	Objective L1	Objective L1	Objective M1	Objective M2	Objective M3
KINES 122 - Nontraditional Games and Outdoor Education					E,A,R	E,A,R	E,A,R	E,A,R	E,A,R
KINES 123 - Analysis and Application: Rhythmic Movement in Physical Education							E,A,R	E,A,R	E,A,R
KINES 126 - Analysis and Application: Aquatics	E,A,M	E,A,M	E,A,M	E,A	I		A,R	A,R	A,R
KINES 131 - Analysis and Application: Individual, Team and Fitness Activities					E	E	E,A,R	E,A,R	E,A,R
KINES 144 - Field Experience in Teaching	E	E	E	E	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M
KINES 159- Measurement and Evaluation							E,A,R	E,A,R	E,A,R

**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS N,O&amp;P</b>	Objective N1	Objective N2	Objective N3	Objective N4	Objective O1	Objective O2	Objective P1	Objective P2
KINES 31 - Historical and Professional Foundations of Physical Education					I		I	
KINES 35 - Human Structure and Function: Applications to Kinesiology		I,E	I,E				I,E	
KINES 110 - Motor Development	I,E	I,E,R		I,E	I,E	I,E	I,E	I,E,A
KINES 120 - Planning Strategies for Physical Education	I	I	I		I,E,A,R	I,E,A,R	I,E,A,R	I,E,A,R
KINES 122 - Nontraditional Games and Outdoor Education	E,A,R	E,A,R	E,A,R		E,A,R	E,A,R	E,A,R	E,A,R
KINES 123 - Analysis and Application: Rhythmic Movement in Physical Education	E,A,R	E,A,R	E,A,R		E,A,R	E,A,R	E,A,R	E,A,R
KINES 126 - Analysis and Application: Aquatics	E,A	E,A,R	I		E,A,R		E,A,R	E,A,M
KINES 131 - Analysis and Application: Individual, Team and Fitness Activities	E,A,R	E,A,R	E,A,R		E,A,R	E,A,R	E,A,R	E,A,R
KINES 144 - Field Experience in Teaching	E,A,R,M	E,A,R,M	E,A,R,M		E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M
KINES 159- Measurement and Evaluation								



**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS Q&amp;R</b>	Objective Q1	Objective Q2	Objective Q3	Objective R1	Objective R2	Objective R3	Objective R4	Objective R5
KINES 31 - Historical and Professional Foundations of Physical Education				I		I	I	I
KINES 35 - Human Structure and Function: Applications to Kinesiology								
KINES 110 - Motor Development			I,E,A,R	I,E,A,R	I,E,A,R	I,E	E,A,R	I,E,A,R
KINES 120 - Planning Strategies for Physical Education	I	I	E,R	E,A	I,E	R	E,A,R	E,R
KINES 122 - Nontraditional Games and Outdoor Education	E	E	E	E,A,R	E,A	A,R	A,R	E,R
KINES 123 - Analysis and Application: Rhythmic Movement in Physical Education	E,A	E,A	E,R	E,A,R	E,A	A,R	A,R	E,R
KINES 126 - Analysis and Application: Aquatics		A	R	E,A,R	E,A	A,R	A,R	E,R
KINES 131 - Analysis and Application: Individual, Team and Fitness Activities	E	E	E	E,A,R	E,A	E,A,R	A,R	E,R
KINES 144 - Field Experience in Teaching	E,A,R,M	E,A,R,M	E,A,R	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M
KINES 159- Measurement and Evaluation	E,AR	E,AR	E,A,R					

**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS S,T,U,V&amp;W</b>	<b>Objective S1</b>	<b>Objective S2</b>	<b>Objective S3</b>	<b>Objective T</b>	<b>Objective U1</b>	<b>Objective U2</b>	<b>Objective U3</b>	<b>Objective V1</b>	<b>Objective V2</b>	<b>Objective V3</b>	<b>Objective W</b>
KINES 31 - Historical and Professional Foundations of Physical Education				I							
KINES 35 - Human Structure and Function: Applications to Kinesiology		I	I		I						
KINES 110 - Motor Development					I,E	I,E	I,E	I		I	I,E,A
KINES 120 - Planning Strategies for Physical Education	I,E	I,E	I,E,A	I,E,A	I,E,A	I,E			I	I	I,E,A,R
KINES 122 - Nontraditional Games and Outdoor Education	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E	E	E	E,A,R

**PHYSICAL EDUCATION CREDENTIAL OPTION** (cont.)

<b>GOALS S,T,U,V&amp;W (cont.)</b>	Objective S1	Objective S2	Objective S3	Objective T	Objective U1	Objective U2	Objective U3	Objective V1	Objective V2	Objective V3	Objective W
KINES 123 - Analysis and Application: Rhythmic Movement in Physical Education	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E	E	E	E,A,R
KINES 126 - Analysis and Application: Aquatics	I	E	A		M	M		I	I	E	E,A,R
KINES 131 - Analysis and Application: Individual, Team and Fitness Activities	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E,A,R	E	E	E	E,A,R
KINES 144 - Field Experience in Teaching	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M	E,A,R,M
KINES 159- Measurement and Evaluation								E,A,R	E,A,R	E,A,R	

I = introduced	E = emphasized	A = applied	R = reinforced	M = mastered
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## GENERAL OPTION

GOALS A,B&C	Objective A1	Objective A2	Objective A3	Objective B1	Objective B2	Objective B3	Objective C1	Objective C2
KINES 35 - Human Structure and Function: Applications to Kinesiology	I,E							
KINES 144 - Field Experience in Teaching or 190 - Independent Study or 199 - Supervised Work Experience		A,R,M		A,R,M	A,R,M	E,A		A,R,M
KINES 30, 38, 134, 137, 139, 148, 157, 163, 165 (6-9 units)	I,E,A,R,M	I,E,A,R,M	I,E	I,E	I,E,A	I	I,E	
KINES 124, 125A, 125B, 125C, 125D, 126, 128, 130, 132 (6-9 units)	I,E,A	I		A,R,M		A,R,M	I,E	
KINES 109, 111, 113, 120, 122, 136, 141, 152, 153, 159, 167 (6-9 units)	I,E,A	I	I,E,R	I,E		I,E	I	
HS 48 (or equivalent) - First Responder and Emergency Care			I		I	A,R,M	I,E,A	
NUTR 53 - Nutrition and Health: Realities and Controversies or 147 - Nutrition and the Athlete	I,E,A		I,E	I,E,A	I	I	I,E	

I = introduced    E = emphasized    A = applied    R = reinforced    M = mastered

## ATHLETIC TRAINING OPTION

<b>GOALS A,B,C&amp;D</b>	Objective A1	Objective A2	Objective A3	Objective B1	Objective B2	Objective C1	Objective C2	Objective C3	Objective D1	Objective D2
KINES 38 - Introduction to Athletic Training	I	I	I	I	I	I	I	I	I	I
KINES 43 - Preliminary Athletic Training Laboratory	E	E	E		E	E	E	E	E	E
KINES 137 - Structural Biomechanics										
KINES 138A - Injury/Illness Assessment I	E	R		E		E	E	R		E
KINES 138B - Injury/Illness Assessment II	E	R		E		E	E	R		E
KINES 139 - Therapeutic Modalities in Athletic Training				E		R	R	R		E
KINES 140A - Rehabilitation Techniques in Athletic Training I				R		R	R	R		E
KINES 140B - Rehabilitation Techniques in Athletic Training II				R				R		E
KINES 141 - Organization and Administration in Athletic Training			R						E	R
KINES 142 - Seminar in Athletic Training	R	R	R	R	R	A	A	A	A,R	R

**ATHLETIC TRAINING DEGREE** (cont.)

<b>GOALS A,B,C&amp;D (cont.)</b>	Objective A1	Objective A2	Objective A3	Objective B1	Objective B2	Objective C1	Objective C2	Objective C3	Objective D1	Objective D2
KINES 143 - Practicum in Athletic Training	A,M	A,M	A,M	A,M	A,M	A,M	A,M	M	M	A,M
BIOL 64 - Functional Human Anatomy										
BIOL 65 - Human Physiology										
HS 48 - First Responder and Emergency Care	R		I	E	E	I	I		R	R
NUTR 147 – Nutrition and the Athlete	R			E			E			
PHTH 119 – Anatomy of the Appendicular Skeleton										

I = introduced    E = emphasized    A = applied    R = reinforced    M = mastered

## IV. Assessment Methods

### A. Direct Measures (at least three)

1. Percentage of students who pass the physical performance test in KINES 20.
  - a. This measurement provides the Department with information about how well-prepared students are for the practical experience and skill-development elements of the curriculum. This measurement also provides feedback to the Department regarding how reasonable and realistic standards are for the Physical Performance Test.
2. Percentage of majors who score 85% or above on the cardiovascular risk assessment assignment in KINES 32.
  - a. This measurement provides the Department with information about how effectively students can collect, analyze, compare to standards, and interpret fitness/wellness data, and synthesize those data, findings and interpretations into a written paper.
3. Percentage of students who accumulate an average score of 85% or better in the lab section of KINES 116.
  - a. This measurement provides the Department with information about success in a course that forms a critical foundation for all Kinesiology major.
4. Percentage of students who accumulate an average score of 85% or better in the lab section of KINES 118
  - a. This measurement provides the Department with information about success in a course that forms a critical foundation for all Kinesiology majors.
5. Percentage of students in KINES 126 who meet the assessment criteria to receive American Red Cross Water Safety Instructor certification
  - a. This measurement provides the Department with information about physical education student's ability to meet critical standards established by CCTC for subject matter competency. It also provides the department with insight into how effectively students can integrate and apply cognitive and psychomotor learning.
6. Percentage of students in KINES 126 who meet the assessment criteria to receive American Red Cross Basic Water Rescue certification
  - a. This measurement provides the Department with information about physical education student's ability to meet critical standards established by CCTC for subject matter competency. It also provides the department with insight into how effectively students can integrate and apply cognitive and psychomotor learning.
7. Results of survey that assesses effectiveness of team-teaching paradigm.
  - a. This measurement provides the department with information about student perceptions of effectiveness of an instructional paradigm that exposes students to a variety of points of view and experiential backgrounds regarding curricular content.

**B. Indirect Measures** (*Alumni Survey is required*)

1. Percentage of Athletic Training students who pass the certification exam on the first attempt.
  - a. This measurement provides the Department with information about the quality and efficacy of instruction, practical experience, and educational interactions in the Athletic Training Educational Program. This measurement also provides an opportunity to compare the performance of our students against national standards.
2. Percentage of PECOP students who are successful during the summative assessment of subject matter competence interview.
  - a. This is a summative assessment done for CCTC purposes, which touches upon all aspects of the Physical Education Credential Option.
3. Results of the senior exit surveys.
  - a. The senior exit survey is a comprehensive survey of student's perceptions about content, quality, organization, relevance, and how prepared they feel for the future.
4. Results of the alumni surveys.
  - a. The alumni survey is a comprehensive survey of graduate's perceptions about content, quality, organization, relevance, and how prepared they feel for whatever they are currently doing.



**V. Student Learning Outcomes X Assessment Methods Matrix**

Upon Completion of the undergraduate program in Kinesiology, the successful student will have acquired the following knowledge, skills and abilities, and accomplished the following goals:

	Direct Assessment Activities						Indirect Assessment Activities				
	Percentage of students who pass the physical performance test in KINES 20	Percentage of majors who score 85% or above on the cardiovascular risk assessment assignment in KINES 32	Percentage of students who accumulate an average score of 85% or bettering the lab section of KINES 116	Percentage of students who accumulate an average score of 85% or bettering the lab section of KINES 118	Percentage of students in KINES 126 who meet the assessment criteria to receive American Red Cross Water Safety Instructor Certification	Percentage of students in KINES 126 who meet the assessment criteria to receive American Red Cross Basic Water Rescue Certification	Results of assessment of effectiveness of Team-Teaching paradigm	Percentage of Athletic Training students who pass the certification exam on their first attempt	Percentage of PECOP students that are successful during the summative assessment of subject matter competence interview	Results of the Senior Exit Survey	Results of the Alumni Survey
<b>CORE PROGRAM</b>											
A. Knowledge of the physiological, mechanical, psychological and developmental principles underlying human movement, physical activity, exercise, and training		X		X							

B. Knowledge of the relationships among participation in physical activity, development of fitness, promotion of health, resistance to disease, and self-actualization.		X		X							
C. Knowledge of principles of interactions with others toward development and acquisition (in others) of skill, fitness, vitality and positive experiences through movement.					X					X	
D. Skill in performance of a variety of physical activities and exercises.	X				X					X	
E. Skill in assessing fitness, performance capability, wellness and risk for chronic disease at various stages of life.	X	X		X						X	
F. Skill in finding information, thinking critically, and systematic problem solving.		X	X	X	X				X	X	
G. Skill in planning, organizing, managing, and implementing, evaluating, revising and optimizing strategies, actions and programs of instruction and intervention.					X				X	X	
H. Ability to design and develop movement patterns, exercises, exercise programs, and lifestyle interventions that promote fitness, wellness, physical performance, and self-actualization.	X	X								X	
I. Ability to communicate with others, in spoken or written form, using appropriate and precise professional terminology, and correct grammar, syntax, spelling and punctuation.		X	X	X	X	X		X	X	X	X

EXERCISE SCIENCE OPTION											
A. Knowledge of metabolic and physiological principles of physical activity, exercise, training, and response and adaptation to exercise and training across the lifespan.				X							
B. Knowledge of structural and biomechanical properties and characteristics of animals, the relationships between those properties/characteristics and movement/performance characteristics and potential/mechanism for injury, and how the properties/characteristics change with growth, development, and aging.			X								
C. Knowledge of the relationship between physical activity/exercise patterns, nutrition and other lifestyle characteristics and health, fitness, wellness, risk for and resistance to chronic disease and disability, and longevity.		X									
D. Knowledge of factors which influence frequency and probability of practice of health- and fitness-related behaviors.		X									
E. Skill in performance of measurements with which fitness, risk for disease, lifestyle quality, and physical performance can be assessed.											

F. Skill in use of technology to measure, assesses, summarize, analyze and present data regarding fitness, wellness, performance, risk for and resistance to disease.										X	
G. Skill in design and development of movement patterns, physical activities, exercises, exercise programs, and training programs to promote health and wellness, and enhance all components of fitness.											
H. Skill in planning, organizing, managing, and implementing, evaluating, revising and optimizing strategies, actions and programs of instruction and intervention.										X	
I. Ability to design, lead and conduct instructional/ interventional programs for individuals or groups.											
J. Ability to interpret measurements and assessments, and apply interpretations to development, modification, or refinement of strategies and programs for enhancement of wellness and fitness.										X	
K. Ability to instruct, educate, and otherwise influence others regarding the value and benefits of physical activity, exercise, and other health-, wellness-, and fitness-related lifestyle characteristics.											
L. Ability to find, critically evaluate, integrate, incorporate and apply new information to professional practices and procedures.										X	

<b>PHYSICAL EDUCATION CREDENTIAL OPTION</b>											
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A.	Knowledge of the history, evolution, purpose, and philosophies of physical education programs in public schools.									X		
B.	Knowledge of basic safety issues related to physical education									X		
C.	Knowledge of the local, regional, state, and national standards and practices upon which public school physical education programs are based.									X		
D.	Knowledge of principles of fitness development and promotion of health and wellness that are appropriate for public school physical education.									X		
E.	Knowledge of human growth and development.									X		
F.	Knowledge of principles of rhythm and dance.									X		
G.	Knowledge of basic principles of movement.									X		
H.	Knowledge of individual and dual physical activities, exercises, and sports.									X		
I.	Knowledge of team sports.									X		
J.	Knowledge of gymnastics, tumbling and apparatus.									X		
K.	Knowledge of aquatics, swimming and diving.									X		
L.	Knowledge of non-traditional games and outdoor education.									X		
M.	Knowledge of principles of test construction and evaluation of learning in physical education.									X		
N.	Skill in identifying, preventing or resolving hazards or other conditions or practices which could compromise safety in physical									X		

	education facilities or classes.										
O.	Skill in developing and delivering standards-based lessons, activities and programs.								X		
P.	Skill in designing, developing and delivering units, blocks, and lessons in fitness, rhythms and dance, individual and dual sports and activities, team sports and activities, gymnastics, tumbling and apparatus, aquatics, and non-traditional games and outdoor education.								X		
Q.	Skill in designing, developing, administering, and evaluating tests and other assessments of student development and learning.								X		
R.	Skill in planning, organizing, managing, and implementing, evaluating, revising and optimizing strategies, actions and programs of instruction and intervention.								X		
S.	Ability to design, develop, conduct and deliver standards-based physical education programs in compliance with acceptable safety standards.								X		
T.	Ability to apply and incorporate CCTC standards into physical education programs.								X		

U. Ability to design, develop, conduct, deliver, evaluate and assess developmentally-appropriate standards-based activities, sports, lessons, blocks and units in fitness, rhythms and dance, individual and dual sports and activities, team sports, gymnastics, tumbling and apparatus, aquatics, and non-traditional games and activities.									X		
V. Ability to design, develop, administer, evaluate, and revise developmentally-appropriate written and physical tests to assess student learning.									X		
W. Ability to design, lead and conduct instructional/ interventional programs for individuals or groups.									X		

GENERAL OPTION											
A. Knowledge of comprehensive concepts and principles related to kinesiology.			X	X							
B. Skill in applying concepts and principles of kinesiology to a variety of non-traditional careers related to kinesiology.											
C. Ability to effectively prepare for alternative careers related to kinesiology.											



ATHLETIC TRAINING DEGREE											
<p>A. Communication: Defined as a complex, ongoing, interactive process of exchanging information and forms the basis for building relationships. Communication includes listening, verbal and non-verbal behaviors, written skills, and the use of emerging technologies.</p>							X				
<p>B. Critical Thinking: Critical thinking is defined as a discriminating process that underlies decision-making. Critical thinking includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity.</p>							X				
<p>C. Clinical Judgment: Clinical judgment is the interaction of knowledge, skills and attitudes and underlies the athletic trainer's ability to adapt care for diverse populations in varied health care environments. Clinical judgment involves critical reasoning, integration of evidence-based practice, and the implementation of holistic, value-based, patient-centered care.</p>							X				

<p>D. Collaboration: Collaboration is defined as the active engagement in local, regional, and global health care and forms the basis for interdisciplinary practice. Collaboration supports a climate of diverse opinions and incorporates delegation, negotiation, coordination, and service-learning.</p>								<p>X</p>			
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## VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

### Year 2011 to 2012

1. Percentage of majors who score 85% or above on the cardiovascular risk assessment assignment in KINES 32
2. Percentage of students who accumulate an average score of 85% or better in the lab section of KINES 118
3. Percentage of PETE students that are successful during the summative assessment of subject matter competence interview
4. Results of the Senior Exit Survey

### Year 2012 to 2013

1. Percentage of students who pass the physical performance test in KINES 20
2. Percentage of students who accumulate an average score of 85% or better in the lab section of KINES 116
3. Percentage of Athletic Training students who pass the certification exam on their first attempt
4. Percentage of PETE students that are successful during the summative assessment of subject matter competence interview
5. Results of the Alumni Survey

### Year 2013 to 2014

1. Percentage of majors who score 85% or above on the cardiovascular risk assessment assignment in KINES 32
2. Percentage of students who accumulate an average score of 85% or better in the lab section of KINES 118
3. Results of the Senior Exit Survey

## **VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting**

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 Assessment Results" Reports will clearly identify actions that have been taken and are available upon request.