Kinesiology Self-Study

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Although the main goal of the self-study was to examine ways in which the Kinesiology/Physical Education Department meets the six standards, we decided to include the athletic program as well. Since many of our faculty perform a dual role in coaching and teaching, it was a unique opportunity to examine ways in which athletics contribute to the overall mission of the college.

Please note that some objectives under student outcomes are italicized, while others are left in plain text. Those that are italicized are taken directly from course syllabi. Those in plain text reflect the intent of the course, but are not specifically listed as objectives on course syllabi.

Christian Orientation Standard

Current Level of Satisfaction:

This area reflects a unique strength of the Kinesiology/Physical Education and Athletic departments. The development of Christian character is a primary concern in each of these important areas. It is manifested in a building block design that permeates the curriculum in the classroom and on the athletic field. One area builds upon another, largely in concert, due to several factors.

The first and foremost influencing factor has been the hiring practices of the Kinesiology/PEA and Athletic departments. Seeking after people of character, knowledge and faithfulness to the Gospel has allowed us to develop and grow in unity and purpose. The students sense this unity, despite differences in personality and background, and are drawn to personal relationships and ultimately personal growth.

A second factor has been a commitment to teaching and coaching combination positions. The vital involvement of professors in the lives of students in the classroom, on the court and on the field brings vitality to their college experience. This vitality promotes personal interaction and challenges for personal growth. Seeing faculty earnestly committed to their broad roles encourages students to undertake a higher level of commitment in their personal endeavors.

A third factor is the open door policy among the faculty and coaches. This open access promotes an environment of sharing and concern between faculty and students. A vitality of conversation and relationship develops over time. A mentoring relationship with a mature Christian leader is often the stimulus to seeing the heart of Christ more clearly. Academic advising is a regular opportunity to promote student and faculty involvement.
A fourth factor is the intensive laboratory of athletics. Daily contact in a competitive environment allows student character to be revealed in a unique manner. The opportunity for Christian challenge and growth is multiplied. This dynamic responsibility to participate with students in an area of high public interest and social significance is a grand experiment in Christian community building.

A fifth factor is the classroom environment. The previous four factors weave in and out of the classroom setting. With improved student and faculty interaction occurring outside the classroom, a pleasant openness pervades presentations and discussion. Student led discussions on the application of Christian principles in the classroom occur regularly, reflecting the modeling that takes place from committed professors. There is the increased hope of expectant listening between students and faculty. Students are directed toward interactive and cooperative learning situations that allow them to practice Christian graces and to encourage growth in their Christian perspective.

In the classroom, KNS 62 and 64 provide the majors with their first exposure to an integration of faith with their discipline. By writing reflections on their readings in *Competition* by Gary Warner, they begin to flesh out a philosophy of competition. Their thoughts are exposed, examined and reviewed against secular thought and Christian perspective. This work continues throughout various classes, culminating in KNS 195. It is here, in their senior year, that they are called upon to produce a personal philosophy that reflects foundational truths. The ongoing work in the major will hopefully produce graduates well grounded in their faith and willing to go out into the world with confidence.

For the general student body, the Physical Education activity program is a broad molding place for issues of fairness, sportsmanship, grace and a healthy perspective on their bodies and competition. PEA demonstrates the enjoyment of movement in God’s creation both individually and in concert with others. The Fitness for Life program provides a major opportunity to influence the student body in areas of personal growth and responsibility. It is in Fitness for Life that the attempt is made to instill the wonder of life, the responsibility for God’s temple in all people and to promote honesty and integrity in their personal lives.

Throughout the wide spectrum of student involvement in the Kinesiology/Physical Education and athletic programs, it seems that students’ lives are being touched in a variety of helpful ways. Their spiritual growth seems to be a positive outcome of their involvement. An affirming result of the intensive student and faculty involvement is reflected in the post graduate contacts which continue regularly over the years.

**Student Learning Outcomes:**

A. Knowledge

*Students will be familiar with scripture, Biblical scholarship, Christian doctrine, church history, and world religions as they relate to the subject matter of each course. They will be familiar with the ways in which Christian faith and subject matter challenges and informs each other.*
• KNS 62, 64 (Professional Activities)
  **Objective:** Students will gain insight and reflect on the Christian perspective of competition.
  **Assessment:** Students will write a series of reflections based upon their personal experiences in competition and their readings of *Competition* by Gary Warner.

• KNS 185 (Applied Learning Theory)
  **Objective:** Students will demonstrate their understanding of principles of servant leadership.
  **Assessment:** Students will articulate concepts of love, justice and mercy both as they provide peer-review of oral presentations and in essay form.

*Students will be familiar with a variety of devotional resources growing out of the concerns of a discipline in particular or the concerns of thoughtfully educated Christians in general.*

• KNS 156 (Health Education)
  **Objective:** Students will explore the thinking of Christian writers in a devotional setting.
  **Assessment:** Each student will present a devotional combining statements from a published Christian writer (Martin Luther King, C.S. Lewis, Billy Graham, Oswald Chambers and others) and a correlating biblical passage.

B. Practices
  **Students will cultivate habits of integrity, self-reflection, church involvement, justice, peacemaking, service, and stewardship.**

• KNS 131 (Administration and Organization)
  **Objective:** Students will learn and apply the principles of conflict resolution from a Christian perspective based on materials from the Straus Institute For Dispute Resolution.
  **Assessment:** Students will practice principles of conflict resolution through role-play situations in class and on an essay exam.

• KNS 152 (Care and Conditioning II)
  **Objective:** Students will examine how scripture instructs and influences issues in sport/psychology rehabilitation.
  **Assessment:** Students will choose verses that reflect their understanding of biblical principles and integrate those verses into a written reflection on sport/psychology rehabilitation.

C. Affections
  **Students will recognize ways in which the subject matter increases their sensitivity to and enriches their enjoyment of God and other people.**

• KNS 181 (Adapted Physical Activity)
  **Objective:** Students will gain practical experience through a laboratory experience with individuals in the community who have disabilities, therefore increasing sensitivity of differences through planned, regular exposure.
  **Assessment:** Students will participate in 20 hours of practicum with required journal
writing emphasizing the affective benefits of exposure to disabilities.

Students will consider how the subject matter of their courses invites them to modify their “habitual objects of attention” according to Philippians 4:8

- PEA 32 (Fitness for Life)

**Objective:** Students will reflect on their bodies as God’s temple in contrast to cultural norms.

**Assessment:** Students will write a pre and post assessment on body self image based on Philippians 4:8.

- KNS 156 (Health Education)

**Objective:** Students will become actively involved in the process of changing or modifying personal health behaviors and attitudes.

**Assessment:** Students will complete a contract on one health behavior change that can enhance the quality of the student’s life.

D. Virtues

As opportunities present themselves both inside and outside the classroom, students will practice courage, self-control, prudence, faith, hope, and love.

- KNS 166 (Movement: Pedagogy and Leadership)

**Objective:** The student will demonstrate courage, self-control, prudence, hope and love when doing peer evaluations in the facilitating role.

**Assessment:** By teacher observation in group evaluative feedback sessions.

- Athletic program

**Objective:** In the athletic arena, the student will strive to demonstrate self-control that reflects a Christian view of competition.

**Assessment:** Evaluation will take place during pre and post season individual meetings with the coach. Both individual and team conduct will be evaluated via dialogue during these times.

**Future Strategies and Required Resources:**

The Kinesiology/Physical Education and Athletic departments make a significant contribution to the mission of the college in regard to the Christian Orientation standard. Our discussion regarding this standard was enlightening and encouraging. We spent a significant amount of time discussing how the PEA program in particular could benefit from an intentional strategy of faith integration. As a result, we realize the need to develop a mission statement for the PEA program, reflecting our desire to integrate a deeper understanding of our bodies as a gift from God. The responsibility for caring for this gift should be evident in our decisions about health, exercise, leisure, and performance.
Critical-Interdisciplinary Thinking Standard

Current Level of Satisfaction:

Kinesiology is strategically situated in the liberal arts curriculum, combining the knowledge bases and thinking methodologies of many disciplines. Through the courses that serve as prerequisites for the study of kinesiology, the student brings the scholarly scrutiny and disciplinary perspectives of anatomy, psychology, physiology, chemistry, physics, statistics, history, and philosophy to the study of human movement. The student is encouraged to inform their thinking from what they have learned from these perspectives and couple it with the critical thinking development provided by the curriculum of our department.

Paramount to the study of human movement is the development of critical thinking skills. Through the curriculum, as demonstrated below, the student must use: deductive and inductive reasoning; pedagogical techniques through effective verbal and written communication; individual and group behavior; historical knowledge; cultural variations; the arts; and philosophical systems to analyze and evaluate man in motion, thereby developing the reasoning, problem solving, and thinking skills critical to the liberally educated person.

Kinesiology not only draws from its interdisciplinary roots but also uniquely contributes to the liberal education of the whole person through studying man through movement, using a variety of critical thinking methodologies.

Student Learning Outcomes:

*Students are capable of exercising general critical thinking skills*

- KNS 101 (Applied Kinesiology)

**Objective:** Students will learn basic skeletal, neuromuscular organization relative to human movement (including origins, insertions, and actions of specific skeletal muscles). The student will further use this basic information to analyze and evaluate the effectiveness of specific human movements.

**Assessment:** Students will through a group structure select a human movement and using the Peak Performance motion analysis system analyze and evaluate this motion via an oral presentation and written paper.

- KNS 166 (Movement: Pedagogy and Leadership)

**Objective:** The student will have the opportunity to be the on-site teacher during several teaching segments and will demonstrate adequate leadership necessary in guiding student participants.

**Assessment:** Evaluation will be based on elements of high Academic Learning Time criteria through teacher and student observation of these element and effectiveness in task analysis and facilitating method, choice, and design.
Students are capable of critical thinking in a wide range of disciplines.

- KNS 72 (Foundations)
Objective: Students will be exposed to an overview of the world historical developments in physical activity with an emphasis on their influence on the American educational system and the discipline of kinesiology.
Assessment: On an essay examination, students are evaluated based on their ability to synthesize and analyze this historical perspective.
- Department wide
Objective: The prerequisites in the natural and physical sciences, as well as psychology, facilitates kinesiology majors with a working knowledge in a variety of disciplinary methodologies. The kinesiology faculty encourages majors to incorporate and reflect these methodologies as they learn about the discipline.
Assessment: Pre-requisites are a requirement for graduation.

Students are capable of complex problem solving involving more than one form of critical thinking.

- KNS 72 (Foundations)
Objective: Students will use the critical thinking skills of synthesis and analysis to correlate common themes throughout the history of human movement with European cultural and historical events.
Assessment: A one question essay exam requiring use of critical thinking skills beyond simply knowledge of material.
- KNS 105 (Physiology of Exercise)
Objective: Students will examine the correlation between muscular strength and muscular endurance.
Assessment: Using laboratory equipment and techniques, the student will propose a hypothesis, test the hypothesis, record the results, and state the conclusion(s) regarding the question.

Students are capable of collaborating with people in other fields in order to solve problems and make decisions.

- KNS 152 (Care and Conditioning of Athletic Injuries, II)
Objective: Students will dialogue with and observe professionals in sports medicine regarding the care and treatment of athletic injuries.
Assessment: Students will record these observations on note cards and critically reflect on these experiences through journal writing.

Students recognize the limits of critical thinking in the search for truth and wise behavior.

- KNS 105 (Physiology of Exercise)
Objective: Students will understand the ongoing discrepancy between current theories and ultimate truth.
Assessment: Students will examine how principles and theories of exercise physiology have evolved relative to current research (e.g. muscle fiber hyperplasia, strength training adaptations among geriatric and female populations.)
Students are able to think critically with appropriate attitudes (e.g., humility, charity, etc.)
- KNS 195 (Senior Seminar)
**Objective:** The students will critically analyze their own personal development as an undergraduate. They are also encouraged to evaluate areas where personal growth is still needed.
**Assessment:** The inclusion of these elements will be integrated into a personal philosophy statement.
- KNS 166 (Movement: Pedagogy and Leadership)
**Objective:** The student will demonstrate courage, self control, prudence, hope, and love when doing self and peer evaluations in the facilitating role.
**Assessment:** The teacher will evaluate by observation in response to feedback sessions.

**Future Strategies and Required Resources**

1. Connecting resources from other disciplines.
   - Although the Kinesiology department already draws upon various facets and knowledge from other disciplines in the college, there is much more we could do to enhance the interdisciplinary learning within kinesiology.
     - Sociology – Several professors have expressed an interest in sport and topics in kinesiology and could be involved in the Sociology of Sport course as guest lecturers.
     - English-Paul Willis' personal interest and experience with outdoor education and his writing about the wilderness could be a vital resource for kinesiology students.
     - Laboratory Technology – The recent addition of laboratory courses and equipment in the Human Performance Lab could allow interdepartmental research utilizing the resources from the departments of physics, biology, psychology, and mathematics.

2. European May Term
   - May term, 2001, offers a European program featuring studies in the international issues in sports science will enable students to examine historical and cultural interchange with students and colleagues from Europe.

3. The Kinesiology Department faces a special challenge because its physical location on campus does not facilitate a natural connection with other departments. An effort will be made to involve faculty and staff of other disciplines through a Health Enhancement Program directed by the Kinesiology Department.
Diversity Standard

Current Level of Satisfaction:

The curriculum in the Kinesiology Department provides numerous opportunities for teaching respect for differences, whether those differences are found in gender, social class, disabilities, ethnicity, culture or historical moment. The medium of movement provides a rich backdrop for diverse experiences. In KNS 166, an emphasis on diversity in the folk dancing unit occurs by introducing each dance with information on dance origins, ethnic, racial, gender and age differences. Their significance to the nature and character of dance is discussed and noted. In KNS 153, students explore the rich cultural heritage and diversity found in the variety of dances presented. In this class as well, an intentional effort is made to expose students to multicultural ideas through the medium of dance. An effort is made to avoid over-exposure to the traditional American dances in favor of dances based on African and Latin cultures. In KNS 72, students explore the history of physical activity and the impact of movement activities on various cultures from ancient civilizations to modern times, representing many diverse backgrounds, values, and norms. The history of sport is also examined, including the struggle for equal rights on the part of women and underrepresented populations in the sporting arena. The course content in KNS 181 is centered around the main theme of understanding, respect, and appreciation for differences. Realizing that language is a powerful tool for change, students are taught to use “person first” terminology, emphasizing the value of the person and de-emphasizing those differences that separate us from each other. Students are also reminded to use “gender neutral” language both in written form and oral expression, thus avoiding the reinforcement of stereotypes that are destructive. In several courses, students have ample opportunities to experience diverse groups through practicum assignments. Experiences in the past have included such sites as a Native American Reservation, a community health clinic frequented by individuals without adequate health care insurance, fitness centers in very high income area, schools where the majority of the children use English as a second language, and a number of agencies providing services for individuals with disabilities. All of these experiences reinforce the need for quality physical activity opportunities, regardless of gender, cultural, ethnic, or individual variations.

Student Learning Outcomes:
Students demonstrate increased self-reflection on how their beliefs, values, ideas, and practices are influenced by social class, gender, ethnicity, culture, and historical moment.

- KNS 72 (Foundations of Kinesiology)

Objective: Students will discover, through this introduction to physical activity, the rich diversity represented in the history of physical movement, with an emphasis on cultural, gender, and social class differences.
Assessment: Short answer questions on the midterm and final exam will reflect this emphasis in class.
• KNS 181 (Adapted Physical Activity)

**Objective:** Students will demonstrate careful self-reflection on individual differences found in community and educational settings and on their own personal philosophy related to disabilities.

**Assessment:** Students will be asked to self-reflect in journal writings based on observational experiences.

Students demonstrate the ability to bring the dimensions of social class, gender, ethnicity, and culture to the discussion and analysis of issues within their disciplines as well as broader societal issues.

• KNS 156 (Health Education for the Classroom Teacher)

**Students will understand the unique health issues related to the ethnic and culturally diverse population of California.**

**Assessment:** Midterm short answer questions address the issue of unique health issues in California.

• KNS 158 (Sociology of Sport)

**Students will examine ways in which sport and society interact to help define and establish social norms, values, and institutions that guide and determine acceptable and unacceptable behaviors.**

**Assessment:** Short answer and essay questions on midterm and/or final exam.

Students are able to recognize that any formulation of knowledge may be affected in important ways by gender, social class, ethnicity, and culture.

• KNS 181 (Adapted Physical Activity)

**Objective:** Students will become acquainted with the current legislation regarding physical activity for persons with disabilities and understand the historical bias such legislation attempts to correct.

**Assessment:** Exam questions on IDEA legislation, as well as PL 93-112.

Students have gained increased cross-cultural communication and adaptation skills: empathy, self-awareness, flexibility, understanding of the influence of context, social roles, and culture on behavior, and the ability to locate and evaluate information about other cultures.

• KNS 150 (International Issues in the Sport Sciences)

**Objective:** Students will have the opportunity to dialogue with professionals from other cultures on relevant issues in the discipline of kinesiology.

**Assessment:** Seminars and lectures scheduled to facilitate such dialogue.

• PEA 024 (Creative Modern Dance)

**Objective:** To understand dance in a Christian and world setting, through an investigation of the contributions of Hebrew, Western, African and Latin cultures.

**Assessment:** Exam, creative project.
Students understand the process of making ethical, Christian choices within multiple cultural contexts, avoiding premature judgements.

- KNS 181 (Adapted Physical Activity)

**Objective:** Students are exposed to Deaf culture, with an emphasis on this culture's desire to be viewed as a cultural minority, not a disability.

**Assessment:** Students give a presentation on Deaf culture, emphasizing an understanding of the uniqueness of this particular cultural minority.

*Students have an understanding of the Christian church cross-culturally, distinguishing between what is essential to Christianity and what is peculiar to a particular culture.*

- PEA 021 (Basic Ballet)

**Students will gain an understanding of the place of dance in a Christian setting.**

**Assessment:** In-class discussion on the role of dance in the church, including traditional cultural influences and restrictions.

- KNS 153 (Dance Theory and Technique)

**Objective:** Students will recognize the place of dance as a discipline in education, in the church, and in the 21st century.

**Assessment:** Written responses on exams.

*Students will have an appreciation of the advantages and insights to be gained from the study of foreign languages and literature.*

- KNS 150 (International Issues in the Sport Sciences)

**Objective:** Students will discover first-hand the advantages of foreign language study as they participate on the Kinesiology Europe Mayterm program, 2001.

**Assessment:** The inevitable frustration that students will experience as they try to communicate with those from other cultures will hopefully serve as a motivating factor for language study.

**Future Strategies and Required Resources:**

The Kinesiology Europe Mayterm program will play a key role in exposing students to the wonderful diversity represented in God's kingdom worldwide. It is our hope that our major will attract a sufficient number of students to ensure the success of this program. If initially we cannot attract a sufficient number of students to be self-supporting, perhaps supplemental funding could be provided to insure the success of our first attempt.
Written and Oral Communication Standard

Current Level of Satisfaction:

The Department of Kinesiology believes in the process of “questioning, arguing and reconstituting ideas of reality” (Charles:125) in written and verbal form. Students should be “taught not only to speak clearly and communicate effectively but also to understand the level of meaning in the communication of others.” (125). The faculty believes that students learn from the act of writing and processing their own ideas and perceived understandings. The curriculum, developed through our Curriculum Review of 1989 and our Credential Certification process, systematically and progressively enhances communication skills. Beginning with the first course in the major (KNS 62), the students write reflections on the topic of “competition”. In KNS 72, there are opportunities to “quick write” on chapter themes; journal observations of field placements; critical reviews on reference sources; a research paper and discussion of oral presentation formats, culminating in an oral presentation. In KNS 166, students are given several paradigms for effective oral presentations and a spectrum of learning style options which are implemented during seven oral presentations in which they work in cooperative learning teams to facilitate movement skill acquisition. Students assist one another through directed peer evaluation. In KNS 101, 152, 156, 181 and 195, term papers, oral presentations and written essay exams facilitate progress toward mastery of communication forms. In writing assignments, students are given timelines to outline, develop and formulate bibliographical sources, rough draft review and final copy with rewrite options.

Student Learning Outcomes:
In both speech and writing, students demonstrate a full range of abilities from lower to higher order thinking skills.

- KNS 101 (Applied Kinesiology)

Objective: To familiarize each student with the terminology used in the description of human movement. To enable each student to recognize and understand the structural component involved in human motion. This includes a working knowledge of joint structure, skeletal muscle, and the bones and/or bony landmarks to which they attach.
Assessment: Each student will incorporate objectives in an oral presentation and written term paper.

- KNS 101 (Applied Kinesiology)

Objective: To familiarize each student with the terminology used in the description of human movement. To enable each student to recognize and understand the structural component involved in human motion. This includes a working knowledge of joint structure, skeletal muscle, and the bones and/or bony landmarks to which they attach.
Assessment: Each student will incorporate objectives in an oral presentation and written term paper.
Students are able to speak and write with rhetorical effectiveness, using various forms and modes appropriate to a range of settings and purposes.

- KNS 72 (Foundations of Kinesiology)

**Objective:** Students should expect that writing competencies would be an evaluative component of all aspects of the course.

**Assessment:** Students take essay exams, do “quick writes”, reflective papers and journals.

- KNS 166 (Movement: Pedagogy and Leadership)

**Objective:** Students will demonstrate competence in effective lesson planning by clearly writing an effectively planned learning sequence for a given segment to be presented in class.

**Assessment:** The effectiveness will be determined by elements presented on a model lesson plan sheet and the student will receive at least a “C” average on all plans presented. These will be rewritten until this level of performance is accomplished.

**Objective:** The student will have the opportunity to be the on-site teacher/facilitator during several teaching segments and will demonstrate adequate leadership necessary in guiding student participants through the planned sequences which will evidence learning gains for these participants.

**Assessment:** Evaluation will be based on the use of the diversity of learning style choices to fit the learner and content. The student will also incorporate elements of high Academic Learning Time criteria (see “Evaluation Sheet”) through teacher and student observation of these elements and effectiveness in task analysis and facilitating method choice and design.

*Students' speaking and writing display creativity and the intellectual virtues of fair-mindedness, openness to ideas, openness to criticism, and judicious and patient use of reasoning.*

- KNS 156 (Health Education for the Classroom Teacher)

**Objective:** Students will practice critical and evaluative writing regarding a current social issue.

**Assessment:** Students will be given a choice of books to read and review regarding pertinent issues involving human interactions and relationships. Reviews will be evaluated based on content and writing style.

- KNS 195 (Senior Seminar)

**Objective:** Students will develop a systematic approach to issue resolution within the discipline. Students will decide on three issues (with two opposing sides) and demonstrate a research analysis of the foundational truths, which would lead one to hold a preferred position in regard to each issue.

**Assessment:** The students will choose one issue to be shared with the class in ways that demonstrate fair mindedness based upon the discovered and identified foundational truths. Students will develop interactive styles that promote openness of ideas, constructive criticism and the patient use of reasoning.
In both writing and speaking, students display historical and cultural awareness.

- KNS 158 (Sociology of Sport)
  **Objective:** Students will examine ways in which the historical development of sport has impacted current culture and society in general.
  **Assessment:** Students will produce a term project focusing on the historical development of sport and the way it impacts a specific segment of society. This term project will be presented in both written and oral form.
- KNS 72 (Foundations of Kinesiology)
  **Objective:** Students are exposed to the valuable contributions made by key leaders, past and present, to the discipline of Kinesiology.
  **Assessment:** Students will take essay exams and will do “quick writes”.

Students are able to speak and write about matters of the Christian faith in relation to learning without reliance on popular clichés.

- KNS 195 (Senior Seminar)
  **Objective:** The student will be able to write a personal philosophy paper which is validated with research writings from current journals; integrates significant and personally valued readings done as an undergraduate; and significant role models and experiences pertinent to individual growth as a professional in this discipline.
  **Assessment:** The paper will demonstrate scholarly format as defined in class and integrate a Christian worldview (based on the present development of the student) in processing issue resolution chosen by the student. The paper should evidence thesis style format and grammatical construction should be direct without the excessive use of sport cliché and common colloquial expressions not appropriate in formal writing.
- KNS 62 (Professional Activities)
  **Objective:** The student will develop a personal philosophy of competition from a Christian worldview.
  **Assessment:** In written form and oral discussion the student will present their Christian philosophical approach to competition. It will be evaluated based on how effectively Christian principles are integrated.

Students are capable of mature, critically insightful self-assessment and peer assessment of both writing and speaking.

- KNS 166 (Movement: Pedagogy and Leadership)
  **Objective:** The student will demonstrate courage, self control, prudence, hope, and love when doing peer assessment while functioning in a student facilitator role. These demonstrations will be video taped for review by student and professors.
  **Assessment:** The professor will guide the self and peer evaluations, to be done in written and verbal form. These will result in written and verbal feedback from the professor based upon the meeting of criteria of paradigms and guidelines established during introductory course lesson and experiences.
Future Strategies and Required Resources:

Because it is evident that some students enter the college with significant deficiencies in their written communication skills, we have targeted strategies to insure that writing does indeed occur across the Kinesiology curriculum in a consistent manner:

1) Increase the number of “re-writes” when evidence exists that students have not proofed writing adequately or needs exist which indicate that students should consult with the “Writer’s Corner”.

2. Collective consistency concerning the over-use of sport clichés and inappropriate use of colloquial expression in formal writing; word repetition, and other common grammatical errors.

3. Greater department consistency in the required format for the appropriate citing of reference sources.
Technology Standard

Current Level of Satisfaction:

Students in the Kinesiology Department are expected to demonstrate competencies in basic computer skills. Upper division projects, such as the Learning Sequence Design and a “mini thesis” require a sufficient understanding of formatting required to produce a professional document. In KNS 72, students do Internet searches on career possibilities within the discipline. In KNS 190, students give presentations on Internet research related to graduate school possibilities and career options. In KNS 101, students are required to make a complete muscular and mechanical analysis of a specific movement, using a state of the art Peak Performance Movement Analysis system, developed for use in the Olympics. This technology combines videotaping capability with sophisticated software movement analysis capability. An understanding of the muscular system of the body is reinforced through the use of an additional software program. Students in KNS 105 gain expertise in the use a pulmonary evaluation system to study maximum oxygen consumption. Competency in the use of a nutrition program and lactate analysis is a requirement for this course as well. In addition, students learn to use an electrical impedance device and hydrostatic weighing system for analyzing body composition. These skills and competencies are reinforced and honed in a lab requirement for KNS 101 and 105. In KNS 152, students learn current therapeutic modalities for allied health environments, including ultrasound, electrical stimulation, and biofeedback capabilities. In KNS 119, students use treadmills, bike ergometers, and heart rate monitors to measure cardiorespiratory fitness.

Student Learning Outcomes:

Students are familiar with the types of technology and software that they will likely encounter within higher education generally, within their discipline specifically, and initially within their professional lives upon graduation.

- KNS 152 (Care and Conditioning II)

Objective: Students will understand the theory, application, and physiological effects of therapeutic modalities.

Assessment: Demonstrate competency in laboratory skills involving injury evaluation, modality choice and usage, treatment and rehabilitation techniques by meeting standardized safety protocol.

- KNS 105 (Physiology of Exercise)

Objective: Students will gain the expertise and ability to work with the following technologies: Orca Cardio-Pulmonary testing system, Nutritionist 5 software, Natant hydrostatic weighing system, Yellow Springs Lactate Analyzer and Tanita electrical impedance system.

Assessment: Demonstrated competencies with each system are required for successful completion of the course.
- KNS 101 (Applied Kinesiology/Biomechanics)

**Objective:** Students will gain the expertise and ability to work with the following technologies: Peak Performance Motion Analysis System Adam Human Anatomy software.

**Assessment:** Demonstrated competencies with each system are required for successful completion of the course.

*Students are able to use electronic resources as a normal part of performing research.*

- KNS 190 (Practicum Lab)

**Objective:** Students will utilize the Internet for relevant information regarding career opportunities that relate to their practicum placement.

**Assessment:** Students will report their findings in a group setting.

- KNS 72 (Foundations of Kinesiology)

**Objective:** Students will become acquainted with the spectrum of current research literature available through early interaction with relevant journals and the use of the Internet for information on career possibilities.

**Assessment:** Students are required to include one reference from an Internet resource in their final term paper.

*Students will be able to critically evaluate information and data acquired by electronic sources.*

- KNS 156 (Health Education for the Classroom Teacher)

**Objective:** Students will become acquainted with the vast potential of the Internet for disseminating information, with appropriate cautions regarding the validity of sources.

**Assessment:** Students are required to research one example of inaccurate information regarding health issues available on the internet and report those findings to a small group in class.

*Students will develop ethical approaches to and perspectives on electronic technologies.*

- KNS 151 (Care and Conditioning)

**Objective:** Students will gain knowledge and experience analyzing the potential benefits and hazards of nutritional information and tools that are available to the public via media internet and published literature.

**Assessment:** A written review will be required detailing the benefits and hazards of current tools, information and approaches.

- KNS 119 (Measurement and Evaluation)

**Objective:** Students will explore the psychological issues and confidentiality rights of individuals when undergoing assessment testing often used in physical activity settings, such as body composition evaluations.

**Assessment:** A class discussion will focus on these issues, raising awareness on the part of students to the sensitivity required when performing specific evaluations.
Future Strategies and Required Resources:

While we have made great strides in the area of technology over the past several years, we still have much to accomplish. We have identified the following needs:

1) Power point capability. We need to have one classroom in the Murchison Gym complex set up to display power point presentations. Two courses, PEA 32 and KNS 72 are uniquely suited for this purpose. In KNS 72, a new text has been adopted that provides this service to educational institutions. At this point, we cannot take advantage of this teaching tool. Six professors in our department on a rotating basis teach PEA 32, which is a required G.E. course for all students. A power point format is available by the publishers of the new text adopted for this course last year. Utilization of this technology would provide consistency in the Fitness for Life curriculum. We can best assess the ability of our instructors to provide consistency in daily presentations if we follow a similar format. Many of the issues discussed in Fitness for Life have lifelong health implications. We need to make sure that all of these important issues are being covered in every class.

2) Bone density scan. Osteoporosis is a major health issue in American life, particularly among women. Research has found that inactive young women in their early twenty’s can begin to show the signs of osteoporosis. We would like to include screening for the potentially debilitating disease in the Fitness for Life program. This should serve as a tremendous motivator for the need and benefits of regular physical exercise. We would also like to teach our Kinesiology students how to assess this potential health problem through instruction on the use of bone density scan equipment in KNS 105. This is technology that they will encounter in their future professional lives should they pursue a career in the fitness/health areas. Bone density evaluation could also be used to assess potential problems of our faculty and staff.
Active Societal and Intellectual Engagement Standard

Current Level of Satisfaction:

The students/graduates are being prepared for situations requiring group cooperation in the following areas and courses: Intercollegiate athletics, KNS courses 72, 101, 156, 166, 181, 195, and the PEA activity class program. In particular, our Fitness for Life program targets every member of the student body, and encourages a lifelong pursuit of wellness for soul, mind, and body. The students/graduates have developed interpersonal competencies in our department that will encourage and enhance societal engagement. The specific emphasis on leadership development has produced students/graduates who seek opportunities in teaching, coaching, administration and camp environments. In today’s health care world, our students/graduates have acquired skills enabling them to contribute to the fields of adapted physical activity, physical therapy, athletic training, occupational therapy and other allied health fields.

Student Learning Outcome:

Student/graduates possess the interpersonal competence and abilities needed to navigate a quickly changing and demanding workplace including effective communication and group cooperation.
- KNS 166 (Movement: Pedagogy and Leadership)

Objective: Student will participate in cooperative learning laboratories which develop empathetic and conciliatory skills through facilitating groups which require the sharing of workload and roles.

Assessment: Professorial observation and group reporting assess this objective. This assessment will occur six times during the course.
- KNS 181 (Adapted Physical Activity)

Objective: Each student will be expected to contribute to a group activity project on the disability of his or her choice.

Assessment: Each student will present an well-organized activity session of approximately fifty minutes in length.
- KNS 172 (Theory and Technique of Team Sports)

Objective: To examine the psychological preparations involved in the training and coaching of the athletes.

Assessment: Students will complete a typed biography review on a Track and Field Olympian reflecting their struggles, mental and physical preparations, personal achievements, greatest disappointment, and greatest victory.

Students/graduates have broad and expansive sympathies for all those in conditions of confusion, suffering, and vulnerability as well as for the natural world.
- KNS 181: (Adapted Physical Activity)

Objective: Student will develop a sound philosophy and approach needed for working with those who have disabilities based on “person-first” terminology and Christian principles.
**Assessment:** Personal philosophy self-assessment at the beginning and end of the course.
- PEA 58 (Outdoor Education)

**Objective:** The student will gain an appreciation for the protection of God’s created environment.

**Assessment:** A practical experience of environmental preservation and a written reflection, which evidences enhanced appreciation of God’s creation.

*Students demonstrate responsibility for their learning.*
- Advising:
  **Objective:** Students will be encouraged to take personal responsibility for their individual programs as it relates to the pursuit of undergraduate degrees. Professors will provide advice, guidance, and the opportunity for dialogue that will provide support for this process.
  **Assessment:** Graduation!
- PEA 32: (Fitness For Life)
  **Objective:** Students are responsible to develop their own personal exercise program that incorporates previous learning related to aerobic and anaerobic energy systems.
  **Assessment:** The professor will assess the progress of the program every two weeks through the submission of a personal log.

*Students are equipped with the tools to continue learning throughout their lives, both because learning can become a source of lifelong satisfaction and because of the ever-changing nature of our world.*
- KNS 185 (Applied Learning Theory)
  **Objective:** The student will examine the nature of the seven intelligence’s and evaluate their present level of competence in each area. They will create a strategy for targeting development in areas of inadequate growth.
  **Assessment:** This is assessed by self-reporting in written form.
- PEA Program:
  **Objective:** The PEA program seeks to instill an attitude toward physical activity that targets it as a lifelong pursuit. In addition, the PEA program recognizes that, in our ever-changing world, new information concerning the stewardship of our bodies will become readily available. As a result, our students/graduates will take the posture of lifelong learners, able to digest and apply new bodies of knowledge as they emerge.
  **Assessment:** Professors will assess knowledge base through written examination, skill competency via on site testing, and general etiquette in class discussion. In addition, the department will poll graduates during reunion opportunities to attain feedback relating to the program’s effectiveness as it relates to the continuing pursuit of physical activity.

*Students/graduates develop a sense of Christian vocation that will inform career goals, marital choices, and other central lifestyle decisions.*
- KNS 156 (Health Education)
  **Objective:** To become actively involved in the process of changing or modifying personal health behaviors and attitudes.
Assessment: Each student will write and complete a contract on the health behavior changes that can enhance the quality of the student’s life.
- KNS 195 (Senior Seminar)

Objective: The student will be able to write a personal resume with a statement of career goals and which exhibits their acquired competencies to date.
Assessment: This will be assessed by the approval of the Career and Life Department of the College.
- KNS 195 Senior Seminar)

Objective: The student will be able to conduct a professional networking interview that fully examines the work world of the professional selected.
Assessment: This will be evaluated by a written presentation, which covers the spectrum of professional responses and student reflections.

Graduates have the skills, knowledge, and motivation to be effective participants in the civic, charitable, and cultural lives of their communities.
- KNS 156 (Movement: Pedagogy and Leadership)

Objective: Students will continue to develop transferable skills as described in Figler’s 1988 book *The Complete Job Search Handbook* (supervising, public relations, coping with deadline pressure, negotiating/arbitrating, speaking, writing, organizing/managing, interviewing, teaching/instructing) that will help them to be effective participants in the lives of their communities.
Assessment: Oral presentations, written units, assignments.

Future Strategies and Required Resources:
A survey at 10-20 years to evaluate participation in physical activity.
Track Fitness for Life students and compare their fitness levels to the current trend. This comparison can be made via a “lifestyle assessment questionnaire”.