

**California State Polytechnic University, Pomona  
Department of Kinesiology and Health Promotion  
Student Learning Outcomes and Assessment Plan 2009 - 2010**

**Overview**

The mission and vision statements of the Department of Kinesiology and Health Promotion are based on a Polytechnic approach that includes three domains of learning (psychomotor, cognitive, and affective). The department mission and vision statements were developed to reflect and compliment the Cal Poly Pomona and the College of Letters, Arts, and Social Sciences (CLASS) respective mission and vision statements.

The Kinesiology and Health Promotion undergraduate program at Cal Poly Pomona is divided into three subplans (Exercise Science, Pedagogy, and Health Promotion). Based on the mission and vision of the college and university, five student learning outcomes have been identified that reflect general preparation in the overall Kinesiology and Health Promotion undergraduate program. Learning outcomes specific to each subplan also have been identified to delineate how the program meets specific student needs. Embedded within each of the specific subplans, learning outcomes include objectives, an implementation strategy, and an assessment mechanism.

**KHP Mission Statement**

Kinesiology is a multidisciplinary field dedicated to the study of complex interactions among molecular, physiological, biomechanical, psychological, sociological, and developmental aspects of human movement in health and disease. The mission of the Kinesiology and Health Promotion Department is to advance, apply, and disseminate knowledge through teaching, research, hands-on experience, and service programs that promote a lifelong healthy lifestyle for a culturally diverse university and surrounding community.

**KHP Vision Statement**

The Department of Kinesiology and Health Promotion seeks to become a nationally recognized, highly regarded undergraduate and graduate program through its innovative practices in teaching, research, and service to the community. The Department of Kinesiology and Health Promotion will realize this vision through:

- its practice of identifying and utilizing the latest developments in teaching and research as they pertain to the field of kinesiology;
- its learn by doing approach to education, which emphasizes both theory and practice by utilizing the latest resources for teaching and research, and collaborative research opportunities among faculty and students;
- its quality research laboratories and state of the art equipment that will lead to the procurement of external peer-reviewed publications and presentations;
- its diverse graduates, equipped with the skills and knowledge to successfully pursue the next stage in their development as lifelong learners, and who will ultimately impact the kinesiology community with their contributions as leaders, scientists, educators, and professionals; and,
- its engaged partnerships that provide service in response to identified local, regional, state, and national need.

**KHP Undergraduate Student Learning Outcomes**

**Student Learning Outcome # 1**

*Students will gain knowledge of the history and broad content within the disciplines of kinesiology and health promotion and develop skills to enable the synthesis of concepts within and across disciplines.*

**Specific subplan learning outcomes that satisfy KHP Student Learning Outcome #1:**

Exercise Science Student Learning Outcome: #1  
Pedagogy Student Learning Outcome: #'s 1, 2  
Health Promotion Student Learning Outcome: #2

**Student Learning Outcome # 2**

*Students will develop communication skills (oral and written), interpersonal skills, critical thinking skills, technological skills, and reflective skills necessary to enhance scholarly pursuits and become lifelong learners within the disciplines of kinesiology and health promotion.*

**Specific subplan learning outcomes that satisfy KHP Student Learning Outcome #2:**

Exercise Science Student Learning Outcome: #4  
Pedagogy Student Learning Outcome: #1  
Health Promotion Student Learning Outcome: #1

**Student Learning Outcome # 3**

*Students will perform basic motor skills and patterns and apply a variety of concepts, theories, and methods common to kinesiology and health promotion and become equipped with the skills necessary to bridge the gap between theory and practice.*

**Specific subplan learning outcomes that satisfy KHP Student Learning Outcome #3:**

Exercise Science Student Learning Outcome: #'s 1, 2, 3  
Pedagogy Student Learning Outcome: #2  
Health Promotion Student Learning Outcome: #1, 2

**Student Learning Outcome # 4**

*Students will utilize statistical and measurement concepts (qualitative and quantitative) to assess student/client performance and program effectiveness.*

**Specific subplan learning outcomes that satisfy KHP Student Learning Outcome #4:**

Exercise Science Student Learning Outcome: #2  
Pedagogy Student Learning Outcome: # 3  
Health Promotion Student Learning Outcome: #1

**Student Learning Outcome #5**

*Students will demonstrate professional and ethical decision making skills and civic responsibility when applying knowledge of kinesiology and health promotion.*

**Specific subplan learning outcomes that satisfy KHP Student Learning Outcome #5:**

Exercise Science Student Learning Outcome: # 2  
Pedagogy Student Learning Outcome: #2  
Health Promotion Student Learning Outcome: #3

## **Specific Student Learning Outcomes for Exercise Science**

### **Exercise Science Learning Outcome # 1**

*Students will develop broad content knowledge within the disciplines of kinesiology to demonstrate an understanding about the importance of regular physical activity associated with good health management and disease prevention and the design of comprehensive exercise programs for the promotion of functional and health benefits (KHP SLO: 1 & 3).*

### **Objectives of Learning Outcome #1**

- 1.1 – Critical thinking skills
- 1.2 – Oral and written communication
- 1.3 – Competence in a variety of movement skills and patterns
- 1.4 – Historical, psychological, and sociological concepts

### **Implementation of Learning Outcome #1**

- 1.1 – Critical thinking skills  
*Students learn to develop critical thinking skills in required undergraduate core courses. These skills are further developed in subsequent required option courses (see attached curriculum sheet).*
- 1.2 – Oral and written communication  
*Students develop oral skills during in-class presentations and written term papers. To demonstrate an understanding about the importance of regular physical activity associated with good health management and disease prevention.*
- 1.3 – Competence in a variety of movement skills and patterns  
*Students demonstrate competence in the knowledge, skills and ability to prescribe regular physical activity programs associated with good health management and disease prevention. Furthermore, students design comprehensive exercise programs for the promotion of functional and health benefits in KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 and 470.*
- 1.4 – Historical, psychological, and sociological concepts  
*Students develop knowledge of historical, psychological, and sociological concepts related to regular physical activity associated with good health management and disease promotion of functional and health benefits in KIN 201, 209, and 363.*

### **Assessment of Learning Outcome # 1**

- 1.1 – Critical thinking skills  
*In each of the undergraduate core and core courses, students are assessed on their ability to think critically about course content and engage in dialogue/discussion during class lectures. Additionally, students are assessed on their cognitive understanding of course content through written exams.*
- 1.2 – Oral and written communication  
*Students are assessed on their ability to research specific topics related to the discipline of exercise science, (i.e., exercise physiology, biomechanics analysis, exercise prescription, exercise leadership, and sports medicine). Additionally, they are expected to utilize these research skills to develop a research project either using an internship or a research paper coupled with classroom oral presentations*
- 1.3 – Competence in a variety of movement skills and patterns  
*Students are assessed on their ability to prescribe regular physical activity associated with good health management and disease prevention and design comprehensive exercise programs for the promotion of functional and health benefits in KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470.*

## 1.4 – Historical, psychological, and sociological concepts

*Students are assessed on their knowledge of historical, psychological, and sociological concepts related to regular physical activity associated with good health management and disease prevention and design comprehensive exercise programs for the promotion of functional and health benefits in KIN 201, 209, 363, 365, and 370*

**Summary of Learning Outcome #1**

Objectives	Course Implementation	Mechanism for Assessment
1.1 - Critical thinking skills	<i>Undergraduate Core Courses Exercise Science option and support courses. (See Exercise Science Option Curriculum Sheet)</i>	<i>Written exams Class discussion</i>
1.2 - Oral and written communication	<i>Undergraduate Core Courses Exercise Science option and support courses. (See Exercise Science Option Curriculum Sheet)</i>	<i>Research/Term Papers Oral Presentations Senior Project Reflective Paper</i>
1.3 – Competence in a variety of movement skills and patterns	<i>KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459, 461, 462, and 470.</i>	<i>Written exams Oral presentations Laboratory activity</i>
1.4 Historical, psychological, and sociological concepts	<i>KIN 201, 209, 363, 365, and 370</i>	<i>Written examinations Quizzes Research papers Literature reviews Oral presentations</i>

**Exercise Science Learning Outcome # 2**

*Students will demonstrate competency in performing exercise testing and exercise prescription and programming for primary and secondary prevention and rehabilitation of chronic disease or sport injury (KHP SLO: 3, 4, and 5).*

**Objectives of Learning Outcome #2**

2.1 – Critical thinking skills

2.2 – Competency in a variety of knowledge, skills and ability patterns

**Implementation of Learning Outcome #2**

2.1 - Critical thinking skills

*Students learn to develop critical thinking skills in required undergraduate core courses. These skills are further developed in subsequent required option courses (KIN 363 and KIN 365).*

2.2 - Competency in a variety of knowledge, skills and ability patterns

*Students demonstrate competency in the knowledge, skills, and ability to perform regular exercise testing and exercise prescription and the design of comprehensive exercise programs for primary and secondary prevention and rehabilitation of chronic disease or sport injury in KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470.*

**Assessment of Learning Outcome # 2**

2.1 – Critical thinking skills

*In each of the undergraduate core courses as well as exercise science option and support courses, students are assessed on their ability to think critically about course content and*

*engage in dialogue/discussion during class lectures. Additionally, students are assessed on their cognitive understanding of course content through written exams.*

2.2 - Competency in a variety of knowledge, skills and ability patterns

*Students are assessed based on their competency in the knowledge, skills, and ability to perform regular exercise testing and exercise prescription and the design of comprehensive exercise programs for primary and secondary prevention and rehabilitation of chronic disease or sport injury in KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470.*

**Summary of Learning Outcome #2**

Objectives	Course Implementation	Mechanism for Assessment
2.1 – Critical thinking skills	<i>Undergraduate Core Courses Exercise Science option and support courses. (See Exercise Science Option Curriculum Sheet)</i>	<i>Written exams Class discussion</i>
2.2 – Competency in a variety of knowledge, skills and ability patterns	<i>KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470.</i>	<i>Written exams Laboratory activity Senior project</i>

**Exercise Science Learning Outcome # 3**

*Students will demonstrate competency in the knowledge and skills related to exercise physiology and biomechanics for the understanding of human movement and function in sport performance, physical activity, health promotion, and disease prevention (KHP SLO #3).*

**Objectives of Learning Outcome #3**

- 3.1 - Competence in performing human movement analysis and sport performance assessment.
- 3.2 - Competence in performing human function and physical activity levels assessment for health promotion and disease prevention.

**Implementation of Learning Outcome #3**

- 3.2 - Competence in performing human movement analysis and sport performance assessment.  
*Students will demonstrate competency in the knowledge and skills related to exercise physiology and biomechanics for the understanding of human movement and function in sport performance, physical activity, health promotion, and disease prevention in KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470.*
- 3.3 - Competence in performing human function and physical activity levels assessment for health promotion and disease prevention.  
*Students will demonstrate competency in the knowledge and skills related to exercise physiology and biomechanics for the understanding of human movement and function in sport performance, physical activity, health promotion, and disease prevention in KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470.*

**Assessment of Learning Outcome # 3**

- 3.1 - Competence in performing human movement analysis and sport performance assessment.  
*Students will be assessed based on their competency in the knowledge and skills related to exercise physiology and biomechanics for the understanding of human movement and function in sport performance, physical activity, health promotion, and disease prevention in KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470.*

3.3 - Competence in performing human function and physical activity levels assessment for health promotion and disease prevention.

*Students will be assessed based on their competency in the knowledge and skills related to exercise physiology and biomechanics for the understanding of human movement and function in sport performance, physical activity, health promotion, and disease prevention in KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470.*

**Summary of Learning Outcome #3**

Objectives	Course Implementation	Mechanism for Assessment
3.1 - Competence in performing human movement analysis and sport performance assessment.	<i>KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470</i>	<i>Written exams / quizzes Internship National certification</i>
3.3 - Competence in performing human function and physical activity levels assessment for health promotion and disease prevention.	<i>KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470</i>	<i>Written exams / quizzes Internship</i>

**Exercise Science Learning Outcome # 4**

*Students will demonstrate critical thinking and communication skills related to developing and performing exercise testing methods and exercise prescription and programs (KHP SLO: 2).*

**Objectives of Learning Outcome #4**

- 4.1 – Critical thinking skills
- 4.2 – Oral and written communication
- 4.3 – Competence in performing exercise testing, assessing physical fitness, and gait assessment
- 4.4 – Competence in prescribing a variety of exercise therapies for promoting health and preventing injury.

**Implementation of Learning Outcome #4**

- 4.1 – Critical thinking skills  
*Students learn to develop critical thinking skills in required undergraduate core courses. These skills are further developed in subsequent required option courses (see attached curriculum sheet).*
- 4.2 – Oral and written communication  
*Students develop oral skills during in-class individual and group projects / presentations. Students develop written skills through the completion of a variety of research / term papers covering a broad spectrum of content within exercise science and across kinesiology sub-disciplines.*
- 4.3 – Competence in performing exercise testing, assessing physical fitness, and gait assessment  
*Students demonstrate competence in performing exercise testing and assessing physical fitness related to developing and performing exercise prescription and programs in each of the required core and electives courses (see attached curriculum sheet)*
- 4.4 – Competence in prescribing a variety of exercise therapies for promoting health and preventing injury.  
*Students demonstrate competence in prescribing a variety of exercise therapies for promoting health and preventing disease or injury related to developing and performing exercise testing method, exercise prescription, and programs in each of the required core, support, and elective courses.*

**Assessment of Learning Outcome # 4**

4.1 – Critical thinking skills

*In each of the undergraduate core courses as well as exercise science option and support courses, students are assessed on their ability to think critically about course content and engage in dialogue/discussion during class lectures. Additionally, students are assessed on their cognitive understanding of course content through written exams.*

4.2 – Oral and written communication

*Students are assessed on their ability to review specific research topics related to exercise science and biomechanics. Additionally, they are required to utilize these literature review skills to develop research papers and oral presentations.*

4.3 – Competence in performing exercise testing, assessing physical fitness, and gait assessment

*Students are assessed on their ability to perform a variety of skills in exercise testing and assess physical fitness, which is required of personal trainers or exercise specialists.*

4.4 – Competence in prescribing a variety of exercise therapies for promoting health and preventing injury.

*Students are assessed on their knowledge, skills, and ability to perform a variety of skills in prescribing exercise intervention for promoting health and preventing disease or injury required as a personal trainer or exercise specialist in their profession. Students are strongly advised to take the following certifications: Strength and Conditioning Coach by the National Strength and Conditioning Association, Health and Fitness Instructor or Clinical Exercise Specialist by the American College of Sports Medicine.*

**Summary of Learning Outcome #4**

Objectives	Course Implementation	Mechanism for Assessment
4.1 – Critical thinking skills	<i>Undergraduate Core Courses Exercise Science option and support courses. (See Exercise Science Option Curriculum Sheet)</i>	<i>Written examinations / Quizzes Class discussion</i>
4.2 – Oral and written communication	<i>Undergraduate Core Courses Exercise Science option and support courses. (See Exercise Science Option Curriculum Sheet)</i>	<i>Research / Term papers Oral Presentations</i>
4.3 – Competence in performing exercise testing, assessing physical fitness, and gait assessment	<i>KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470</i>	<i>Written examinations / Quizzes Oral Presentations Internships National certifications</i>
4.4 – Competence in prescribing a variety of exercise therapies for promoting health and preventing injury.	<i>KIN 303L, 304L, 403L, 412A, 453, 455, 456, 458S/SA, 459 461, 462, and 470</i>	<i>Written examinations / Quizzes Oral Presentations Internships National certifications</i>

## **Specific Student Learning Outcomes for Pedagogy**

### **Pedagogy Learning Outcome #1**

*Students will demonstrate critical thinking and communication skills through historical, sociological, psychological, and philosophical concepts related to performing and teaching a variety of physical activities (KHP SLO: 1 & 2).*

#### **Objectives of Learning Outcome #1**

- 1.1 – Critical thinking skills
- 1.2 – Oral and written communication
- 1.3 – Competence in a variety of movement skills and patterns
- 1.4 – Historical, psychological, and sociological concepts

#### **Implementation of Learning Outcome #1**

- 1.1 – Critical thinking skills  
*Students learn to develop critical thinking skills in required undergraduate core courses. These skills are further developed in subsequent required option courses (see Pedagogy Option curriculum sheet).*
- 1.2 – Oral and written communication  
*Students develop oral skills during in-class oral presentations and peer teaching opportunities. Students develop written skills through the completion of a variety of term/research papers covering a broad spectrum of content within pedagogy and across kinesiology sub disciplines.*
- 1.3 – Competence in a variety of movement skills and patterns  
*Students demonstrate competence in movement skills in each of the required teaching option and support courses: KIN 208A; 250A; 251A; 252A; 253A; 255A; 256A; 257A; 262A; 264A; 328A; and 405S/SA*
- 1.4 – Historical, psychological, and sociological concepts  
*Students develop knowledge of historical, psychological, and sociological concepts related to the field of kinesiology and physical education in KIN 209, 210, 310, and 450.*

#### **Assessment of Learning Outcome # 1**

- 1.1 – Critical thinking skills  
*In each of the undergraduate core courses as well as single subject and adapted physical education option and support courses, students are assessed on their ability to think critically about course content and engage in dialogue/discussion during class lectures. Additionally, students are assessed on their cognitive understanding of course content through written exams.*
- 1.2 – Oral and written communication  
*Students are assessed on their ability to research specific topics related to the discipline of teaching single subject and adapted physical education. Additionally, they are expected to utilize these research skills to develop research papers and oral presentations.*
- 1.3 – Competence in a variety of movement skills and patterns  
*Students are assessed on their ability to perform a variety of physical skills required for effective teaching. Students who are not able to demonstrate competence are strongly advised to enroll in specific activity courses to improve physical abilities.*
- 1.4 – Historical, psychological, and sociological concepts  
*Students are assessed on their knowledge of historical, psychological, and sociological concepts related to the field of kinesiology and physical education in KIN 206, 208/A, 209, 210, 310, and 450.*

**Summary of Learning Outcome #1**

Objectives	Course Implementation	Mechanism for Assessment
1.1 - Critical thinking skills	<i>Undergraduate Core Courses SS and APE Option and Support Courses (See Pedagogy Option Curriculum Sheet)</i>	<i>Written exams Class discussion</i>
1.2 - Oral and written communication	<i>Undergraduate Core Courses SS and APE Option Courses (See Pedagogy Option Curriculum Sheet)</i>	<i>Research/Term Papers Oral Presentations Peer Teaching Portfolio development</i>
1.3 – Competence in a variety of movement skills and patterns	<i>KIN 206, 208A, 250A, 251A, 252A, 253A, 255A, 256A, 257A; 262A, 264A, 328A, and 405S/SA</i>	<i>Skill Testing Course Activities KIN Activity Courses (if necessary)</i>
1.4 Historical, psychological, and sociological concepts	<i>KIN 206, 208/A, 209, 210, 310, and 450</i>	<i>Written examinations Quizzes Research papers Literature reviews Oral presentations</i>

**Pedagogy Learning Outcome # 2**

*Students will demonstrate broad content knowledge, synthesize theoretical concepts, and develop strategies for applying appropriate teaching methods in variety teaching and learning environments within the disciplines of kinesiology (KHP SLO: 1, 3 & 5).*

**Objectives of Learning Outcome #2**

- 2.1 - Unit and lesson plan development
- 2.2 - Peer teaching
- 2.3 - Critical reflection of teaching
- 2.4 - Service learning

**Implementation of Learning Outcome #2**

- 2.1 - Unit and lesson plan development  
*Students are required to develop unit and lesson plans. Lesson plans are implemented in the following option and support courses: KIN 208A; 250A; 251A; 252A; 253A; 255A 256A; 257A; 262A; 264A; and 328A*
- 2.2 - Peer teaching  
*Students engage in peer teaching activities in the following option and support courses: KIN 208A; 250A; 251A; 252A; 253A; 255A 256A; 257A; 262A; 264A; and 328A*
- 2.3 - Critical reflection of teaching  
*Upon the conclusion of peer teaching activities in KIN 208A, 250A, 251A, 252A, 253A, 255A, 256A, 257A, 262A, 264A, 328A, 405S/SA students are required to complete a critical reflection about their teaching. Additionally, students are required to develop a portfolio in KIN 463 that highlights their learning experience within the pedagogy option.*
- 2.4 - Service learning  
*Students engage in service learning activities in several courses. Each of the following courses carries the “S” designation: KIN 206S; 401S/SA; 405S/SA; 406S/SA, and, 410S/SA.*

**Assessment of Learning Outcome # 2**

2.1 - Unit and lesson plan development

*Students are evaluated on their ability to plan efficient and comprehensive unit and lesson plans covering all three learning domains (psychomotor, cognitive, affective). Additionally, as partial fulfillment of course requirements, students are evaluated on their ability to implement these plans in each of the methods/theory courses.*

2.2 - Peer teaching

*Students are evaluated on their ability to plan, implement, and teach fellow students actual physical education lessons, which they have developed.*

2.3 - Critical reflection of teaching

*Students are evaluated on their ability to critically reflect upon their peer teaching experiences. They are expected to complete self-analyses covering, planning, communication of content, clarity of instructional presentation, timely and effective feedback, organization, efficiency, and overall effectiveness of corresponding lessons. The student will also be evaluated in KIN 463 during an exit interview with pedagogy faculty. The content on the interview will include an oral presentation of the student portfolio.*

2.4 - Service learning

*Students are evaluated on their ability to design, plan, and implement a service-learning program, which include developmentally appropriate activities for students with disabilities from the local community. Each of the following courses carries the “S” service-learning designation, which has been approved by the Cal Poly Pomona Center for Community Service Learning: KIN 206S; 401S/SA; 405S/SA; 406S/SA, and 410S/SA.*

**Summary of Learning Outcome #2**

Objectives	Course Implementation	Mechanism for Assessment
2.1 - Unit and lesson plan development	KIN 208A, 250A, 251A, 252A, 253A, 255A, 256A, 257A, 262A, 264A, 328A, and 404A	Unit Plans Lesson plans Coverage of Psychomotor, Cognitive, and Affective Domains
2.2 – Peer teaching	KIN 208A, 250A, 251A, 252A, 253A, 255A, 256A, 257A, 262A, 264A, 328A, and 405S/SA	Implementation of lesson plans, knowledge of content, communication, clarity, ability to give feedback, professionalism
2.3 – Critical reflection of teaching	KIN 208A, 250A, 251A, 252A, 253A, 255A, 256A, 257A, 262A, 264A, 328A, 405S/SA, and 463.	Written analysis of planning, communication of content, clarity of instructional presentation, Timely and effective feedback, Organization, efficiency, and overall effectiveness of corresponding lessons. Exit interview with pedagogy faculty.
2.4 – Service learning	KIN 206S, 401S/SA, 405S/SA, 406S/SA, and 410S/SA	Design, plan, and implement developmentally appropriate activity programs for students with a disability.

**Pedagogy Learning Outcome # 3**

*Students will use current forms of technology and statistical analyses to support and assess appropriate pedagogical practices for both students and instructor (KHP SLO: 4).*

**Objectives of Learning Outcome #3**

- 3.1 - Pedagogical technology
- 3.2 - Computer literacy
- 3.3 - Student learning time analyses
- 3.4 - Program analysis

**Implementation of Learning Outcome #3**

- 3.1 - Pedagogical technology  
*In KIN 204/A and KIN 208/A students are introduced to the use of technology in educational settings. This information is reinforced in KIN 250A, 251A, 252A, 253A, 255A, 256A, 257A, 262A, 264A, 328A and 425A. The information is further covered in great length in GED 400/L.*
- 3.2 - Computer literacy  
*Students are required to take GED 400/L. This course is required by the College of education to satisfy computer literacy for the California State Teaching Credential.*
- 3.3 - Student learning time analyses  
*Students are required to complete 20 student learning time analyses in KIN 204/A. Analyses are completed off campus in local public secondary school settings. Students learn to assess motor skills in KIN 401S/SA. Additionally, students perform computerized learning time analyses in KIN 463.*
- 3.4 - Program analysis  
*Students are required to complete 20 academic learning time analyses in KIN 204A to measure overall teacher effectiveness. Analyses are completed off campus in local public secondary school settings. In KIN 405S/SA students are required to complete an applied project for students with special needs in a clinical setting. In KIN 425/A students are required to develop and evaluate several laboratory projects for use in instructional settings.*

**Assessment of Learning Outcome # 3**

- 3.1 - Pedagogical technology  
*In KIN 204/A, 208/A, 250A, 251A, 252A, 253A, 255A, 256A, 257A, 262A, 264A, 328A, and 425A, students are evaluated on their ability to utilize a variety of forms of educational technology including learning time analysis software, Dartfish, pedometers, and heart rate monitors.*
- 3.2 - Computer literacy  
*As fulfillment of the computer literacy requirement, pedagogy students are required to analyze and evaluate a variety of instructional software programs designed for instructional purposes. Additionally, students are required to create graphic visuals for learning purposes, troubleshoot technical problems and develop a computer care maintenance plan*
- 3.3 - Student learning time analyses  
*As partial fulfillment of KIN 204A and KIN 463 course requirements, students are evaluated on their ability to assess student academic learning time in a variety of areas including off task behavior, instruction time, activity time, management, waiting time, and transitions.*
- 3.4 - Program analysis  
*In KIN 204/A, once data are compiled, students complete an overall program analysis of local public school PE programs. Students are evaluated on their ability to identify strengths and weaknesses in real physical education settings. In KIN 405S/SA students are evaluated on their ability to plan and apply a program for students with special needs in a clinical setting. In KIN 425/A students are evaluated on their ability to develop and evaluate variety of laboratory projects for use in instructional settings.*

**Summary of Learning Outcome #3**

Objectives	Course Implementation	Mechanism for Assessment
3.1 - Pedagogical technology	<i>KIN 204A, 208/A, KIN 250A, 251A, 252A, 253A, 255A, 256A, 257A, 262A, 264A, 328A, and 425A</i>	<i>Correct use and implementation of a variety of technological instructional aids.</i>
3.2 - Computer literacy and statistical analysis	<i>GED 400/L</i>	<i>Evaluate instructional software Creation of graphic visuals Troubleshoot computer problems Create a care maintenance plan</i>
3.3 - Student learning time analyses	<i>KIN 204/A, KIN 463</i>	<i>Student Learning Time Analyses (manual and computer-based)</i>
3.4 - Program analysis	<i>KIN 204/A, 405S/SA; 425/A</i>	<i>Academic Learning Time Analyses Applied projects in a clinical setting</i>

**Specific Student Learning Outcomes for Health Promotion**

**Health Promotion Learning Outcome # 1**

*Students will demonstrate critical thinking skills, communication skills, and technological skills related to assessing individual community needs for health education and serving as a resource specialist for a variety of health education and related needs (KHP SLO: 2 and 3).*

**Objectives of Learning Outcome #1**

- 1-1: Critical Thinking Skills
- 1-2: Oral and Written Skills
- 1-3: Technological Skills

**Implementation of Learning Outcome #1**

- 1-1: Critical Thinking Skills  
*Students develop critical thinking skills in the KHP core curriculum and KIN 207, 380, 408, 453, AND 459. Additional coursework to satisfy this learning outcome is required outside of the KHP Department (see attached curriculum).*
- 1-2: Oral and Written Skills  
*Oral presentations are required in KIN 479/A and KIN 480/A, which helps develop students' oral skills. A variety of written assignments are required throughout their coursework including KIN 207, 380, 408, 453, and 459, which develops helps develop their written skills. Additional coursework to satisfy this learning outcome is required outside of the KHP Department (see attached curriculum).*
- 1-3: Technological Skills  
*Students are required to assess internet-based assessments in KIN 479A and many enroll in at least two online courses (KIN 370 and KIN 441), which are part of the health promotion curriculum. Additionally, students are required to prepare a Power Point presentation in KIN 479/A and KIN 480/A.*

**Assessment of Learning Outcome # 1**

- 1-1: Critical Thinking Skills  
*Students are assessed on their ability to think critically via class discussions and written exams.*
- 1-2: Oral and Written Skills  
*Students are assessed on their ability to articulate their findings in oral presentations and written papers and assignments.*
- 1-3: Technological Skills  
*Students are assessed on their ability to effectively use a variety of technological tools, including the Internet.*

**Summary of Learning Outcome # 1**

Objectives	Course Implementation	Mechanism for Assessment
1-1: Critical Thinking Skills	<i>KHP core, options, and track courses (see attached curriculum sheet)</i>	<i>Written exams Class discussions Papers &amp; other assignments</i>
1-2: Oral & Written Skills	<i>KIN 207, 380, 408, 453, 459, 479/A and 480/A, additional track and option courses outside of the KHP Department (see attached curriculum sheet)</i>	<i>Oral presentations Papers &amp; other assignments</i>
1-3: Technological Skills	<i>KIN 479/A and KIN 480/A</i>	<i>Online-based assessments</i>

**Health Promotion Learning Outcome # 2**

*Students will develop broad content knowledge within the disciplines of kinesiology and health promotion in order to learn and synthesize theoretical concepts and develop strategies for planning, applying, and evaluating effective health education programs (KHP SLO #1, 3).*

**Objectives of Learning Outcome #2**

- 2-1: Content Knowledge
- 2-2: Synthesize theoretical concepts
- 2-3: Program planning

**Implementation of Learning Outcome #2**

- 2-1: Content Knowledge  
*Students are required to exhibit a variety of content-based knowledge within the KHP core and KIN 207, 380, 408, 453, AND 459. Additional coursework to satisfy this learning outcome is required outside of the KHP Department (see attached curriculum).*
- 2-2: Synthesize theoretical concepts  
*Students are required to apply and synthesize theoretical concepts in the upper level health promotion courses KIN 380, 408, 453, AND 459*
- 2-3: Program planning  
*Students are required to plan, implement, and evaluate a health promotion program as part of the requirements for KIN 479/A and KIN 480/A.*

**Assessment of Learning Outcome # 2**

- 2-1: Content Knowledge  
*Students are predominately assessed on their content knowledge through assignments and exams.*
- 2-2: Synthesize theoretical concepts  
*Students are largely assessed on their ability to synthesize theoretical concepts through their performance on their health promotion program.*
- 2-3: Program planning  
*Students are assessed on their ability to plan a comprehensive health promotion program through their performance on their needs assessment project for KIN 479/A and their health promotion project for KIN 480A.*

**Summary of Learning Outcome #2**

Objectives	Course Implementation	Mechanism for Assessment
2-1: Content Knowledge	<i>KHP core and KIN 207, 380, 408, 453, AND 459</i>	<i>Assignments Exams</i>
2-2: Synthesize theoretical concepts	<i>KIN 207, 380, 408, 453, 459, 479/A and 480/A</i>	<i>Needs assessment project Health Promotion Program</i>
2-3: Program planning	<i>KIN 207, 380, 408, 453, 459, 479/A and 480/A</i>	<i>Needs assessment project Health Promotion Program</i>

**Health Promotion Learning Outcome # 3**

*Students will identify implications of behavioral and physiological components regarding health promotion program planning as well as the potential impact these implications may have when implemented (KHP SLO: 5).*

**Objectives of Learning Outcome #3**

3-1: Behavioral & Physiological Components

**Implementation of Learning Outcome #3**

3-1: Behavioral & Physiological Components

*Students will identify a variety of behavioral theories pertaining to health promotion program planning in KIN 480/A. Students will identify physiological components in their KHP core classes, specifically exercise science classes.*

**Assessment of Learning Outcome # 3**

3-1: Behavioral & Physiological Components

*Students will be assessed through written assignments and exams.*

**Summary of Learning Outcome #3**

Objectives	Course Implementation	Mechanism for Assessment
Behavioral & Physiological Components	<i>KHP core and KIN 480/A</i>	<i>Written assignments Exams</i>