Program Description
The Bachelor of Science Degree in Physical Education and Kinesiology (PEAK) at CSUB covers a broad knowledge base that represents several disciplines that include traditional physical education, exercise science, athletic training, coaching, and health science education. Students majoring in Physical Education and Kinesiology have two concentrations to choose from: Physical Education and Exercise Science.

Students who complete the Concentration in Physical Education will fulfill requirements for the State of California Single Subject Credential in Physical Education as established by the California Commission on Teacher Credentialing (CCTC). Students wishing to teach in the junior-high and senior-high school levels will be required to take additional courses to obtain the single subject teaching credential (in addition to the Physical Education concentration curriculum).

Students who desire to coach as well as teach have the opportunity to select various theory of coaching courses within the major to prepare for coaching careers.

The Concentration in Exercise Science prepares students for careers in the fitness/wellness industry (e.g., corporate fitness) and certain clinical rehabilitation settings (e.g., cardiac rehabilitation). This concentration also provides students with the opportunity to prepare for advanced studies in related disciplines (e.g., masters degree in exercise science) and professional academic programs (e.g., physical therapy). This concentration follows current guidelines for academic programs in exercise physiology/science established by the American Society of Exercise Physiologists (ASEP) and prepares students for nationally recognized professional certifications offered by ASEP, the American College of Sports Medicine (ACSM), and the National Strength and Conditioning Association (NSCA).

Other academic preparations offered by the department in addition to the major include a minor in Physical Education and Kinesiology, a series of Theory of Coaching courses, and a Health Science Education course series. Also, the department offers a variety of activity courses (100-level) for recreational/fitness purposes. These activity courses are offered on a credit/no-credit basis and are not applicable to the Physical Education and Kinesiology major requirements. Up to 8 units of 100-level activity courses may be applied toward the 180-unit CSUB graduation requirement.

Requirements for the Bachelor of Science Degree with a Major in Physical Education and Kinesiology
The Bachelor of Science Degree with a major in Physical Education and Kinesiology requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

Discipline Requirements for the Major
Students interested in majoring in Physical Education and Kinesiology should obtain general information about the program early in their lower division career. After declaring a major in Physical Education and Kinesiology, they should meet with an appointed advisor within the department to plan a course of study in a specific concentration. This is essential given that certain courses are offered only once a year and that many courses have prerequisites that require completion of sequenced non-major and major courses in order to fulfill these requirements. The cognate courses are some of these prerequisites and are best taken with the lower division general education courses prior to reaching Upper Division status. Majors must earn a grade of “C” or better in all PEAK courses as well as cognate and elective courses required for the major.
Required Core Courses (Both Concentrations; 37 units):
1. PEAK 200* (5)
2. PEAK 300 (4)
3. PEAK 305 (4)
4. PEAK 310 (4)
5. PEAK 325 (5)
6. PEAK 401 (5)
7. PEAK 404 (5)
8. PEAK 490 (5)

Additionally, students must have valid certification in First Aid and CPR from a recognized agency (e.g., American Red Cross; American Heart Association) at the time of graduation.

* PEAK 200 is a prerequisite to all other PEAK courses 300-level and above (it can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework.

Concentration in Physical Education (58 units):

Required Major Courses (33 units):
  a) PEAK 331 (3)
  b) PEAK 332 (2)
  c) PEAK 381 (2)
  d) PEAK 382 (2)
  e) PEAK 383 (2)
  f) PEAK 384 (2)
  g) PEAK 385 (2)
  h) PEAK 386 (2)
  i) PEAK 387 (2)
  j) PEAK 388 (2)
  k) PEAK 389 (2)
  l) PEAK 400 (5)
  m) PEAK 441 (3)
  n) PEAK 442 (2)

Major Electives (minimum of 6 units based upon emphasis within concentration):
  a) PEAK 290 (4)
  b) PEAK 351 (2)
  c) PEAK 352 (2)
  d) PEAK 353 (2)
  e) PEAK 354 (2)
  f) PEAK 355 (2)
  g) PEAK 356 (2)
  h) PEAK 357 (2)
  i) PEAK 362 (2)
  j) PEAK 370 (2-5)
  k) PEAK 373 (5)
  l) PEAK 402 (5)
  m) PEAK 430 (5)
  n) PEAK 481 (3)
  o) PEAK 482 (4)
  p) PEAK 483 (4)
  q) PEAK 484 (4)
  r) PEAK 496 (1-5)
  s) PEAK 499 (1-5)
**Required Cognate Courses** (18-19 units):

a) BIOL 250 (5)
b) BIOL 255 & 256 (5) and (1)
c) BIOL 270 (3)
d) CHEM 101 (4) or CHEM 150 (5) or CHEM 211 (5)

**Note:** G.E. Area B1 and B3 requirements (5 units) are satisfied by CHEM 150. G.E. Area B2 requirement (5 units) is satisfied by BIOL 250 (for declared PEAK Majors only)

**Concentration in Exercise Science** (60 units):

**Required Major Courses** (26 units):

a) PEAK 290 (4)
b) PEAK 406 (5)
c) PEAK 475 (4)
d) PEAK 485 (4)
e) PEAK 486 (4)
f) PEAK 498 (5)

electives (15) - A minimum of 15 units of appropriate electives based upon emphasis within the concentration (subject to approval of advisor). Electives may be chosen from the following areas:

a) Biology
b) Chemistry
c) Communications
d) Management
e) Mathematics
f) Physics
g) Physical Education and Kinesiology
h) Psychology

**Required Cognate Courses** (18-19 units):

a) BIOL 250 (5)
b) BIOL 255 & 256 (5) (1)
c) BIOL 270 (3)
d) CHEM 101 (4) or CHEM 150 (5) or CHEM 211 (5)
g) G.E. Area B4 (Math) requirement. (Students should contact an advisor for the concentration to determine which G.E. Math course is best suited for their academic and professional needs; not counted in cognate course units.)

**Note:** G.E. Area B1 and B3 requirements (5 units) are satisfied by CHEM 150. G.E. Area B2 requirement (5 units) is satisfied by BIOL 250 (for declared PEAK Majors only)

**Requirements for the Minor**

The minimum requirement for the minor in Physical Education and Kinesiology is 20 units, 10 of which must be in upper division courses. Only courses applicable to the major will be accepted for the minor. The minor curriculum plan is based upon the student’s educational and professional goals. Students must meet with an appointed department advisor to develop the minor curriculum plan prior to beginning coursework.

**COURSE DESCRIPTIONS**

**Lower Division**

**PEAK 101 Fit for Life (1)**
An introduction and orientation to health-related physical fitness. Designed to give the student basic knowledge on how to maintain a healthy lifestyle by incorporating a personal fitness program. Lecture/discussion.
PEAK 151-185 Activity Courses (1)
Instruction in a variety of sports and fitness activities. Offered on a credit, nocredit basis only.

PEAK 200 Perspectives in Physical Education and Kinesiology (5)
An introduction and orientation to the fields within physical education and kinesiology in terms of an historical perspective and professional/career opportunities. In addition, an orientation to the major, curriculum, and faculty will be presented. Lecture/discussion. Prerequisite: G.E. Area A2. This course is a prerequisite to all other PEAK courses 300-level and above (can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework.

PEAK 250-267 Intercollegiate Sports (2)
Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Subjects are: Baseball, Men’s and Women’s Basketball, Women’s Cross Country, Men’s and Women’s Golf, Men’s and Women’s Soccer, Softball, Men’s and Women’s Swimming, Women’s Tennis, Men’s and Women’s Track and Field, Women’s Volleyball, Women’s Water Polo, and Wrestling. Prerequisite: CSUB intercollegiate athlete status or permission of the instructor.

PEAK 290 Care and Prevention of Athletic Injuries (4)
An introductory course for prospective athletic trainers, coaches, physical educators, and exercise physiologists to provide basic knowledge and skill in the care and prevention of athletic and physical activity related injuries. Three units of lecture/discussion; one unit of lab.

PEAK 299 Individual Study (1-5)
Exploration of a specific topic, primarily through directed research or assignments with a professor. Prerequisites: consent of instructor and approval of both the department chair and dean of the School of Education.

Upper Division

PEAK 300 Motor Learning (4)
A study of selected factors that influence the acquisition and retention of gross and fine motor skills, with emphasis on theoretical models of motor control and learning and the role of motor and sensory systems. Three units of lecture/discussion; one unit of lab. Prerequisite: G.E. Area B4.

PEAK 305 Motor Development (4)
A study of the relationship between physical growth, motor development, and motor performance of individuals from infancy through old age, with emphasis on age, gender, and mental/physical limitations. Three units of lecture/discussion; one unit of lab.

PEAK 310 Measurement and Evaluation in Physical Education and Kinesiology (4)
A study of measurement and evaluation procedures used in physical education, exercise science, and other fields within kinesiology. Emphasis is placed on application of statistical procedures and various measurement instruments/techniques, as well as interpretation of measurement results. Three units of lecture/discussion; one unit of lab. Prerequisite: G.E. Area B4.

PEAK 325 Psychological and Sociological Aspects of Fitness and Sport (5)
A study of psychological and sociological factors as they relate to play, sport, physical activity, and fitness. Lecture/discussion.

PEAK 331 Elementary Physical Education (3)
Designed to provide future physical education teachers with an understanding of developmentally and instructionally appropriate physical education for children. Students receive instruction and practice in teaching competencies with emphasis placed on teaching strategies, lesson plan development, class management techniques, safety procedures, and critical evaluation of one’s own teaching. Students develop a functional understanding of the curricular concepts and teaching techniques through reading,
PEAK 332 Practicum in Elementary Physical Education (2)
Supervised practical experience in an elementary physical education setting. Emphasis is placed on applying knowledge gained through physical education courses as well as learning new related concepts and skills through movement experiences, peer-teaching, and field experience. The course requires assigned hours at elementary schools and scheduled seminar meetings. Taken concurrently with PEAK 331.

PEAK 345 Physical Education for the Elementary School Teacher (5)
Designed to provide future elementary classroom teachers with an understanding of developmentally and instructionally appropriate physical education for children. Students develop a functional understanding of the curricular concepts and teaching techniques through reading, lecture/discussion, movement experiences, peer-teaching, and field experience. Four units of lecture/discussion, one unit of lab. Not available to PEAK majors.

PEAK 351-357 Theory of Coaching (2)
Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation; individual and team fundamentals; offensive and defensive techniques and strategies; motivation, training, and conditioning; and program administration and evaluation. Lecture/discussion, and activity. Subjects include: basketball, competitive swimming, soccer, softball, tennis, track and field, volleyball, and wrestling.

PEAK 362 Sports Officiating (2)
Theory and practice of officiating sports for school extramural athletic programs. Lecture, demonstration, and practice leading to certification or local rating. Sports that are covered include football, basketball, soccer, volleyball, and softball/baseball.

PEAK 370 Advanced Coaching Series (2-5)
Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis is placed on practice and event preparation; individual and team fundamentals; offensive and defensive techniques and strategies; motivation, training, and conditioning; and program administration and evaluation. Lecture/discussion, and activity. Prerequisite: permission of the instructor. Subjects include: basketball, competitive swimming, field sports for women, football, softball, tennis, track and field, volleyball, and wrestling.

PEAK 381 Methods of Tumbling and Gymnastics (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through gymnastics and tumbling activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

PEAK 382 Methods of Combative Activities (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through self defense activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

PEAK 383 Methods of Rhythm and Dance (2)
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through social, cultural, and contemporary dance activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.
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**PEAK 384 Methods of Aquatics and Water Safety (2)**
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through swim, water polo, diving, and emergency prevention activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 385 Methods of Outdoor and Nontraditional Activities (2)**
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through hiking, orienteering, wilderness survival, cooperative and adventure based activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 386 Methods of Lifetime Fitness (2)**
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through (but not limited to) aerobics, inline skating, multi-sport, and functional exercise activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 387 Methods of Individual Sports and Games (2)**
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through (but not limited to) golf, archery, bowling and individual and manipulative activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 388 Methods of Dual Sports and Games (2)**
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through dual and manipulative activities such as (but not limited to) tennis, racquetball, Frisbee, and badminton. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. One unit of lecture/discussion; two units of lab. Lecture and lab format.

**PEAK 389 Methods of Invasion Sports and Games (2)**
General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through invasion type activities such as (but not limited to) soccer, basketball, team handball, and ultimate Frisbee. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. One unit of lecture/discussion; two units of lab. Lecture and lab format.

**PEAK 400 Adapted Physical Education (5)**
A study of individuals with physical and mental disabilities requiring specialized physical education and rehabilitation. Emphasis is placed on the development and implementation of appropriate physical
education programs for disabled individuals. Four units of Lecture/discussion; one unit of lab. Prerequisites: PEAK 300 and PEAK 305 or concurrent.

PEAK 401 Applied Kinesiology (5)
A study of musculoskeletal structure and function along with basic biomechanical principles as they relate to human movement. Emphasis is placed on application of acquired knowledge to the analysis of various human movements ranging from everyday activities to those that are sport specific. Four units of lecture/discussion; one unit of lab. Prerequisites: BIOL 250; G.E. Area B4.

PEAK 402 Practicum in Adapted Physical Education (5)
Supervised practical experience in adapted physical education. Emphasis placed on implementing techniques learned in PEAK 400. Students are responsible for the development and implementation of specific individualized instructional programs for disabled persons in public schools, private schools, and the community. Students are also responsible for program assessment. This course requires 50 hours of assigned practical experience, including scheduled seminar meetings. Prerequisites: PEAK 400 and consent of the instructor.

PEAK 404 Physiology of Exercise (5)
An introductory study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on relevant information, such as proper exercise to promote/develop fitness, and its practical application in physical education, fitness, and athletic training settings. Four units of lecture/discussion; one unit of lab. Lab fee required. Prerequisites: BIOL 255 and 256; G.E. Area B4.

PEAK 406 Advanced Physiology of Exercise (5)
An advanced study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on a more detailed study of topics covered in the introductory physiology of exercise course (PEAK 404) along with a study of new topics relevant to a broader understanding of exercise physiology. Laboratory experiences reinforce lecture content as well as introduce students to equipment and procedures utilized in various professional and research applications. Four units of lecture/discussion; one unit of lab. Lab fee required. Prerequisite: PEAK 404.

PEAK 430 Women in Sport (5)
A multidisciplinary study of the problems, patterns, and processes associated with women's sport involvement in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Satisfies the Gender, Race and Ethnicity course requirement and a Women's Studies Minor course requirement. Lecture/discussion. GRE

PEAK 431 Secondary School Physical Education (3)
Advanced instruction and practice in planning, developing, and implementing, 7-12 physical education curriculum in a sequential and developmentally appropriate manner. Designed to provide future secondary physical education teachers with an understanding of developmentally and instructionally appropriate physical education for middle and high school students. Additional emphasis placed on teaching strategies, lesson plan development, classroom management strategies, safety procedures, and critical evaluation of one’s own teaching. Students develop a functional understanding of the curricular concepts and teaching techniques through reading, lecture/discussion, movement experiences. Three units of lecture/discussion. Taken concurrently with PEAK 432.

PEAK 432 Practicum in Secondary School Physical Education (2)
Supervised practical experience in an secondary physical education setting. Emphasis is placed on applying knowledge gained through physical education courses as well as learning new related concepts and skills through movement experiences, peer-teaching, and field experience. The course requires assigned hours at middle and high schools and scheduled seminar meetings. Taken concurrently with PEAK 431.

PEAK 475 Applied Biomechanics (4)
A study of basic qualitative and quantitative biomechanical principles and concepts and their application in the analysis of various human movements ranging from everyday activities to those that are sport-specific. Three units of lecture; one unit of lab. Prerequisite: PEAK 401.

**PEAK 481 Promoting Wellness: An Introduction to Health Behavior Theories and Comprehensive Health Education (3)**
This is the introductory course in the Health Science Education series. This course examines health behavior theories and comprehensive health education for schools and other relevant educational programs. Students learn how health education has experienced a paradigm shift from a problem-focused perspective to that involving health promotion in terms of asset building and positive youth development.

**PEAK 482 Promoting Wellness: Intentional and Unintentional Injuries and Drug Abuse Education (4)**
This course offers an analysis of the factors influencing human use and abuse of drugs, alcohol and other substances and their effects on the health and well being of the individual, family, and society. Also addressed are intentional and unintentional injuries, as well as CPR.

**PEAK 483 Promoting Wellness: Family Living and Prevention of Unintended Pregnancy, HIV, and Other Sexually Transmitted Diseases (4)**
This course examines characteristics of caring families, changes in families, abuse within families, communication skills, relationships, dating, marriage, and parenthood. Also, current information about HIV/AIDS and other sexually transmitted diseases are presented along with issues surrounding testing, confidentiality of HIV status, and related laws.

**PEAK 484 Promoting Wellness: Nutrition and Fitness (4)**
This course familiarizes students with the social, cultural, and ethnic differences in the selection and preparation of food, weight-loss programs, dietary supplements, body image and self-concept, advertising, and food labeling. Also, content is presented on appropriate planning and implementation of fitness activities for the development and maintenance of lifelong health fitness.

**PEAK 485 Exercise Testing and Prescription (4)**
A study and application of: 1) basic principles and techniques for valid, reliable, and safe testing of health fitness, performance fitness, and functional capacity (clinical testing) for various populations; and 2) the development of appropriate individualized exercise prescriptions based upon test results. Three units of lecture/discussion; one unit of lab. Lab fee required. Prerequisite: PEAK 404.

**PEAK 486 Exercise Programming for Fitness and Performance (4)**
A study of the development and implementation of appropriate individual exercise programs for the improvement/maintenance of health fitness and performance fitness. Emphasis is placed on gaining practical experience in various exercise training techniques and developing comprehensive programs that address specific individual needs. Three units of lecture/discussion; one unit of lab. Prerequisite: PEAK 404.

**PEAK 489 Experiential Prior Learning (1-5)**
Credit for learning gained through prior off-campus experience related to the curriculum of the department. Requires documentation and department chair approval. Offered on a credit, no-credit basis only. This course is repeatable for a maximum of five units. [By Petition]

**PEAK 490 Senior Seminar in Physical Education and Kinesiology (5)**
A terminal, integrating course designed to provide majors with an opportunity to demonstrate a synthesis and application of their acquired knowledge and skills through a culminating paper/project. Lecture/discussion; development and presentation of an approved culminating project. Prerequisite: must be taken during the last quarter in which the course is offered prior to graduation, or permission of the instructor.
PEAK 496 Internship in Physical Education and Kinesiology (15)
Supervised intern experience within a school system, university program, agency, business, or industry for the purpose of acquiring additional knowledge and skills desirable for professional development. Specific requirements for academic credit will be developed and evaluated by a department faculty mentor and the field supervisor. Offered on a credit, no-credit basis only. This course is repeatable for a maximum of five units. [By Petition]

PEAK 497 Cooperative Education (15)
The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. The department will determine application of credit. [By Petition]

PEAK 498 Practicum in Exercise Science (5)
Supervised practical experience in a fitness and/or rehabilitation (e.g., cardiopulmonary; physical therapy) setting. Emphasis is placed on applying knowledge gained through exercise science courses as well as learning new related concepts and skills through the practicum experience. The course requires 50 hours of assigned practical experience, including scheduled seminar meetings. Prerequisites: Senior status and PEAK 485 or concurrently.

PEAK 499 Individual Study (15)
Exploration of a specific topic, primarily through directed research or assignments with a professor. Prerequisites: consent of instructor and approval of both the Department Chair and Dean of the School of Education. [By Petition]