CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA
Thursday, November 21, 2019
Health Center Conference Room
10:00 a.m. – 11:30 a.m.

1. Call to Order
2. Approval of Minutes
3. Announcements and Information
   - Comprehensive Capital Campaign, and Runner Alumni Mentor Program (RAMP) – V. Martin (Time Certain 10:05-10:15)
   - CSU Board of Trustees Special Committee to Consider the Selection of the Chancellor – Open Forum
   - Handbook Error Log
   - Elections and Appointments
4. Approval of Agenda
5. ASCSU Report
6. Provost Report
7. Committee and Report Requests
   (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Webpage)
   a. Executive Committee (A. Hegde)
   b. Academic Affairs Committee (M. Danforth)
   c. Academic Support & Student Services Committee (J. Millar)
   d. Faculty Affairs Committee (M. Rees)
   e. Budget & Planning Committee (B. Street)
   f. Staff Report (L. Lara)
   g. ASI Report (A. Wan)
8. Resolutions – (Time Certain 10:45 a.m.)
   a. Consent Agenda
   b. New Business
      i. RES 192006 Master of Science in Kinesiology – First Reading
      ii. RES 192007 Online and Hybrid Courses Handbook Changes – First Reading
      iii. RES 192008 Academic Calendars Fall 2020 Spring 2021 Summer Session 2021– First Reading
9. Open Forum Items (Time Certain 11:15)
10. Adjournment
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
Minutes
Thursday, November 7, 2019
Health Center Conference Room
10:00 a.m. – 11:30 a.m.


Absent: M. Martinez

1. Call to Order
D. Boschini called the meeting to order. It’s good to be back.

2. Approval of Minutes
R. Gearhart moved to approve the Minutes of October 24, 2019. J. Stark seconded. Approved.

3. Announcements and Information
   • The Call for Recommendations for the Honorary Doctorate is due to President’s Office November 15. The members of the Faculty Honors and Awards Committee (FHAC) are included in the Faculty Honorary Doctorate Committee. The nominees are approved by the Board of Trustees (BOT).
   • CSU Board of Trustees Special Committee to Consider the Selection of the Chancellor – Open Forum – There are three faculty members on the committee. The two faculty members on the separate Advisory Committee will be visiting campuses in Spring and then submitting their feedback to the Special Committee. The new Chancellor is expected to be selected in Spring 2020.
   • Canvas Pilot Report– A. Lauer noted that the committees allocated a lot of time reviewing the report. Her recommendation for future reports is to state the limit(s) of the study, as one would do in peer reviewed journals. It facilitates focused discussion. It informs the audience that the authors have considered ideas and are honestly aware that no study is perfect. D. Boschini commented that it shows that the pros and the cons have been considered in the reporting of the issue(s).
4. **Approval of Agenda**
   S. Gamboa moved to approve the Agenda. B. Street seconded. Approved.

5. **ASCSU Report**
   D. Boschiini noted that our campus submitted feedback on AS 3397 *Towards Implementation of an Ethnic Studies System Requirement* to the ASCSU as requested.

   J. Tarjan – The ASCSU Chair and the Vice Chair will be serving on the Advisory Committee to the Search Committee for Chancellor. The Faculty Trustee is a member of the Search Committee for Chancellor as are two members of the ASCSU. The next meeting of the ASCSU will include the feedback submitted by campuses in response to *AB 1460 CSU Graduation Requirement Ethnic Studies*. There is pessimism that anything we’ve done to demonstrate what CSU is currently doing is going to sway Assemblyperson Weber from pushing his bill next year. J. Tarjan, as a member of the Academic Preparation and Education Programs (AEP) committee, reported a lively discussion on the fourth year Quantitative Reasoning (QR) requirement. There will be a second reading in support of the new QR policy at next week’s ASCSU meeting. The GE Advisory Committee is meeting, as well. He has been asked to speak at the Educational Policy Committee (*Articulation System Stimulating Interinstitutional Student Transfer; ASSIST*) in favor of Qualitative Reasoning.

   J. Millar is the chair of the ASCSU’s Academic Affairs committee and excited to see what campuses are already doing about Ethnic Studies and their student learning outcomes. She appreciates all that CSUB did to provide a quick response.

   No report.

7. **Committee and Report Requests**
   (Minutes from [AAC, AS&SS, BPC and FAC](#) are posted on the Academic Senate Webpage)
   a. Executive Committee (A. Hegde)
      i) The committee spent most of its time discussing the Response to Ethnic Studies Task Force Report, and *CSUB Recommendation RES AS-3397-19_AA* (handout) An Open Forum for faculty was held, and an invitation to email feedback to the AS Office. To recap, the Ethnic Studies Task Force sent its report in 2017, specifying the role of Ethnic Studies in the institution and in the curriculum. California Senators and Assembly people on the legislature had a different interpretation. Senator Pan asked the ASCSU for feedback. The Chair of the ASCSU sent a request to all
b. Academic Affairs Committee (M. Danforth)

Referral 04  Proposal for a Masters in Kinesiology – some improvements were addressed and the joint committee anticipates a resolution to be ready for November 21 Senate meeting. The program goes through Extended Education and Global Outreach. Thus, it does not affect faculty workload.
Referral 10—Ethnic Studies as a GE Requirement – Response to the Task Force Report – Most of the time was spent going over feedback from a dozen people and then drafting a report. See handout **Summary of Feedback from CSUB.** There was divided opinion whether to do it as a stand-alone GE course or incorporate Ethnic Studies in another GE area. The two prevailing models: 1) make it a required module in Junior Year Diversity (JDYR) covering four components of diversity. It would be a zero cost option for high unit major but wouldn’t give the topic of Ethnic Studies sufficient depth 2) treat it the same as SELF requirement whereby a class double-counts. For example, C-1, SELF or the student can opt to take a stand-alone class. It’s a tricky method 40 count as zero units in GE – because they have an option to get through with zero units even though they may choose to take a three unit class. The AAC discussed the need for more discussion since the feedback came from merely a dozen people. More discussion is needed on student outcome requirements. The clear consensus was that Ethnic Studies should have campus flexibility, so each campus can respond to the needs of their own students, and that CSUB doesn’t want to lose JDYR in the process.

Referral 13 Response to Student Misconduct Task Force Report – It’s tabled until the committee can meet with AS&SS to learn from their recent discussion with visitors.

Referral 14 New Course Forms and Process – L. Zuzarte has been asked to go through the forms and to identify what is absolutely essential to build a class or a program in PeopleSoft, and what would improve the process, and to decipher between the needs and the wants.

Referral 16 Program Review Process Improvement - deferred

Referral 17 Learning Management System – Canvas - deferred

Referral 18 Interdisciplinary BS Degree in Public Health Proposal - deferred

Referral 19 Winter Term Courses and Units Policy - deferred

Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering – this most recent referral has not been discussed.

c. Academic Support & Student Services Committee (J. Millar) The Chancellor’s Office is encouraging Counselors to refer students to online stress management. CSUB is currently not doing that.
Referral 05 Canvas Pilot – no update

Referral 12– Graduate Student Grievance and Appeals Policy – Reporting Chain deferred

Referral 13 Response to Student Misconduct Task Force Report – next meeting.

Referral 17 Learning Management System – Canvas – There was a joint meeting with BPC and guest F. Gorham. The committees are better informed to make a decision.

d. Faculty Affairs Committee (M. Rees)

Referral 02 Faculty Workload – One WTU Defined – The committee reviewed three years of assigned time to look for patterns. One school had significant reassigned time for scholarly research, but reassigned time was not given to the other schools.

D. Schecter provided FAC reports from years back that didn’t go anywhere. The committee continues its investigation and forming useful analysis. The resolution won’t solve everything, yet it will make the situation better and more transparent.

Referral 08 Honorary Doctorate-Handbook Change – deferred

Referral 09 Faculty Membership on Search Committee for the Provost & VP of AA – Handbook Change – The committee began listing some pros and cons of having tenured faculty and non-tenured faculty on the search committee.

Referral 11– New Regulations on Consensual Relationship - Handbook Change – deferred

e. Budget & Planning Committee (B. Street)

Referral 04 Proposal for a Masters in Kinesiology – To add to AAC’s reporting, the expected enrollment is 25 students.

Referral 07 Academic Calendar – Spring and Fall Semester Breaks – B. Street has received drafts of Fall Spring 2020-21 and for Summer 2021, and for Fall Spring 2021-22. The Calendar Committee will be attending the next meeting to walk through the key dates. The plan is to have a resolution at Senate, November 21.

Referral 17 Learning Management System – Canvas – The report from IT was somewhat subjective. The data was insufficient at the committee level. There was
good discussion with F. Gorham and the AS&SS. The committees arrived at items they need to see: 1) Make the conversion from Blackboard (BB) to Canvas that already occurred available to faculty so we can see the mechanism of what has been done. 2) Provide a report of one-to-one differences in features and characteristics and the direct cost associated per feature. BB can be made just as good as Canvas, but there would be development costs. Canvas in the generic setting would be a 20-50% increase cost. 3) What are the anticipated migration issues and how will they be addresses and facilitated, including associated costs. Canvas does have 24/7 support, but would that type of support be sufficient during the migration. The referral is waiting for F. Gorham’s response. Since there isn’t a time line, it’s important to do our due diligence. There is time to regroup to right some of the wrongs initiated in the approach to shared governance. J. Millar said that BB doesn’t have a very good mobile application and the cost to upgrade would be approximately $100,000. L. Lara added that BB doesn’t have plans to improve it. J. Choi asked if there was information from surveys that address the mobile application. L. Lara replied that anecdotally she wasn’t able to do a quiz on phone or ask a professor a question using BB’s mobile app. Canvas is more user-friendly for students who just carry their phone rather than laptop or desktop.

Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering –M. Danforth said that there is already an Energy and Power emphasis in Engineering Sciences. This proposal is for an Energy and Power emphasis in Electrical Engineering.

f. Staff Report (L. Lara)
   i. The 50th Anniversary Committee has two new subcommittees: The Event Committee - lead by E. Fergon, and the Public Affairs Committee - lead by J. Self. There is a running list of key programs and events. Send additions to L. Lara or E. Fergon. The 2019-2020 Alumni Hall of Fame Award will be announced on November 18. The 2020-2021 Alumni Hall of Fame Award will be a key event at the 50th Anniversary commemoration. The Alumni Foundation requests that faculty and staff to begin nominating alumni for the next year.
   ii. The University Budget Office is down to one person with others filling in temporarily.

g. ASI Report (A. Wan) R. Esparza provided the report on behalf of A. Wan.
   i. ASI’s Chief Justice and Justices have begun looking at scholarship applications. This year there will be 21 scholarships of $500 each.
   ii. 900 students participated in the Zombie Search.
iii. Transfer Studies Tuesdays is open to all students.
iv. ASI released their first Student Spotlight on Instagram.
v. ASI is recruiting for Budget Management and Diversity and Inclusion.
vi. ASI will be volunteering at the Bakersfield Homeless Shelter at the end of the month.

8. **Resolutions** – *(Time Certain 10:45 a.m.)*
a. Old Business
   i. RES 192005 Academic Master Plan 2020-21 through 2030-31 – *Second Reading*  
      A. Hegde announced that the feedback and changes requested at the last meeting were forwarded to the Interim Provost V. Harper. M. Danforth requested an edit, BM Music Education, for consistency. D. Boschini noted that it is unusual to have BPA programs show a range of academic years (AY) for expected implementation whereas other schools have specific AY.  
      A. Hegde responded that the Interim Provost applied a more realistic, albeit non-binding AY. D. Jackson noted an edit to the naming of the MS in Brain, Behavior and Cognitive Sciences. D. Boschini said that the brief conversation about range of years and minor edits will be forwarded to V. Harper. She opened the floor for further comments. J. Stark moved to approve changes. D. Boschini asked for favor of approving the resolution with two minor edits. The resolution passed unanimously.

b. New Business
   i. RES 192004 Addition of ASI Executive Director to Academic Support and Student Services Committee – *First Reading* J. Millar introduced the resolution. It’s a change in the By-laws to add the ASI Executive Director to AS&SS as an ex-officio member, for continuity of communication between the student organization and faculty. There are students on faculty standing committees, but the students can’t always attend. The ASI Executive Director, I. Pesco, is aware of campus policy, services, and administration which has an impact on what the committee is working to accomplish. D. Boschini asked for feedback. None given. J. Stark noted that the resolution is non-conversational. He moved to waive the First Reading. J. Tarjan seconded. D. Boschini called for favor to waive the First Reading. All in favor. No changes or corrections. D. Boschini called for approval of resolution, as is. All in favor. Resolution approved.

9. **Open Forum Items** *(Time Certain 11:15)*

   Academic Integrity - A. Hegde broached the topic of academic integrity, for discussion around the Student Misconduct Task Force referral. One of his colleagues received an
email from Pakistan regarding his student. The student used *Whats App* to cheat in class. The student in the professor’s computer lab was told to put all devices away. The student took pictures during the test, and negotiated a price for the answers during the test. The student wouldn’t pay for the answers until his test results were available. Since there was a delay in grading and the Pakistani didn’t get paid, he shared the transcript and the student’s name with the professor. The same student was caught cheating in another class, but there wasn’t any physical proof. If we can’t expel a student for this, there isn’t any academic integrity here. The jilted person selling the answers sent pictures of all the work he did to supply the student. The student doesn’t come to class and still gets high grades. The student is getting credit for a class, and intentionally avoiding certain other classes. The computer lab was required, offered here and there wasn’t any way around it. This is a person who paid for his degree while we have honest students struggling to be successful, on their own merit. J. Tarjan said the campus has experienced many years of serial cheating, records are destroyed, no follow-up, etc. Our lecturers are vulnerable. If PT lecturers and Adjuncts take action on cheaters, they then get poor student evaluations. If we don’t enforce our policies and support lecturers, how much good will could be lost when their performance is contingent on students liking them? If the university doesn’t support faculty, imagine the result we’ll get long-term. R. Gearhart suggested that the majority of lecturer evaluation be measured by peer-observations instead of by SOCs. Another Senator noted that some schools on campus give SOCs more than 50% weight. Faculty is concerned about that, especially at the Dean level. D. Boschini said that in order for it to be a referral, there needs to be evidence on more than one student, and that the university is failing to address cheating and/or failing to support faculty. For example, there is adjunct faculty who are being excoriated in SOCs due to drama related to student non-performance and/or retaliation from cracking down on academic dishonesty and then it results in the RTP committee giving the faculty a bad review. Is that happening enough to spend time following-up on the issue? If it’s a concern and we are already addressing it effectively, then there isn’t a Senate action item, here. What part of the situation would require new Senate action item? J. Millar asked for permission to use the information (transcript) to demonstrate the severity and audacity of students to the in AS&SS committee and the Director of OSRR. Also, more thought needs to be applied toward faculty preventing plagiarism. D. Boschini recommended that the committee discuss whether the faculty had in his syllabus that egregious failure to academic integrity would result in failure. Was there advice from the Office of Student Rights and Responsibilities (OSRR), is the pressure from administration, etc. Address the layers and the units related to the process. J. Millar said that the OSSR Director offered a degree of confidence that the Student Code of Conduct gave
parameters equating to student expulsion and suspension. J. Stark said the campus addressed academic integrity fifteen years ago, and nothing really came of it. There are three potential levels of activity that happens on every incident of cheating: 1) The class level result, whereby the professor can do whatever they need to do; it’s their decision, their responsibility. 2) The program level – for example, we wouldn’t want someone cheating in accounting to go for their CPA exam. The Accounting department should be able to say, you’re no longer going to be an accountant. It would be similar with Nursing. 3) The university level decision - that’s what R. Alvarez/OSRR is trying to decide. Those levels need to be codified and made clear that these three things exist and there are the Rights and Responsibilities of students, faculty, programs and the university. It would be useful to have follow-up reporting to the professor who registered the academic dishonesty. The instructor has a right to know if anything has been done about it. It needs to be taken seriously, and something has to be done. As for Adjuncts, it a dual level issue: 1) SOCI’s reflect what goes on and could affect their tenure, 2) BPA has experienced intimidation of faculty, especially female faculty who typically teach at night. A group of students followed female faculty to her car, such that she get a public safety officer escort her to her vehicle. It’s more than unfair SOCI’s. We have lost adjunct faculty in the quantitative area because of threats to their safety in the work environment. D. Boschini –The Student Misconduct Report is not enough. AS&SS is listening to the feedback. If, at the end of the process, there is a penalty and no one knows it, people start questioning the integrity of the process. R. Alvarez is getting the information. There are concerns about student confidentiality. However, if there are program rules – two offenses and you’re out – if faculty or department chairs don’t know what students have done before, how can one implement the rules on the program level if you don’t know whether the university has your back. M. Danforth said that a student has repeatedly doctored the proctor cover letters. Now, when the instructor turns the exam to the proctor, they ask to see the cover letter. If the cover letter has been changed, they let the proctor know. The student is still in the department even though he’s done this with multiple faculty members. The consequences are not realized. There is also the everyday cheating using GitHub and sharing the whole solution. If there are policies that come out of the Student Misconduct Task Force Report, faculty need to pay attention to them. There is a lot of faculty frustration about flagrant violations to academic integrity occurring without evidence of consequences as a result. A. Hegde read from the transcript. The negotiation started at $40 for the test answers, but the student would only pay $25. The person with the test answers said, I’m going to email your professor with your name. The student replied, I don’t care, nothing will happen. Some offenses are so bad, they call for expulsion. For any international student, the consequences are even
greater. They have to leave the country within two weeks. Some of the same students have presented fake doctor excuses to get medical withdrawals from class in week twelve of the semester. Since the Associate Deans got together to enforce a policy that says all classes need to be dropped, the doctors’ notes have decreased. It takes one serious action to end these kinds of academic dishonesty. E. Correa responded to the university level. She is working with Library staff to produce a video by students for students which addresses the three reasons students cheat, based on the research: 1) They would not be able to claim they didn’t know they shouldn’t cheat. 2) A number of instructors use same exam every year so it’s easy to get the answers in advance. 3) The night before something is due, a student doesn’t know what to do, they cut and paste something from the internet and send it in as their own. Since it worked the first time without consequence, the student is inclined to repeatedly plagiarize. When professors don’t grade by looking at the entire essay, the students will only apply effort at the first part. Further, a lot of students don’t know they can’t pass the same paper from class to class. The plan is to distribute the video on what constitutes cheating to freshman classes. J. Woods said that since we are in an interconnected information world – a broader discussion is needed about what academic integrity means in 2019. Is one contributing positive value to the world, society, and the people around them? For example, he studied how to manage teams for software development competitions by viewing YouTube videos for a month and asked questions of people who code. Faculty may want to think about what does it mean to access information and cooperative ability enabled by technology? How are we encouraging integrity in that environment? D. Boschini feels strongly that whenever she hears “these/those people” it’s uncomfortable. It’s easy to interpret one person to mean all of a segment doing a behavior. Make sure we are talking about student(s) who engage in academic dishonesty. First of all they are students. Take “these/those people” out of the conversation. As a department chair, the question is how to help new faculty, and the wise and experienced and talented faculty deal with academic dishonesty. It’s time consuming and there are pieces of it that send faculty to the brink. M. Suleiman reminded the group to be soft on people and aggressive on the problem. Language is important. The system has many loopholes and mistakes. We have to be sensitive to the vagaries. M. Danforth said that male faculty have also been intimidated, threatened, and harassed. D. Boschini ended the discussion with a request for reflection on making a positive contribution.

Insurance for Equipment and Building - M. Rees informed the group that the school(s) don’t have insurance to cover building or equipment damage. A leak caused the Music and Theatre building’s roof to collapse. The Theatre department lost tens of thousands
of dollars’ worth of equipment. If one has programs with a lot of equipment or expensive equipment, consider getting it insured. D. Boschini learned that the university carries insurance on structures, but the deductible is so high that the whole structure would have to go down to recoup the cost. There is no state budget for equipment. Unless there is a grant or outside funding for those pieces, there isn’t any money. J. Stark said that self-insurance in public entities means no insurance. The system only pays for catastrophic insurance.

Dropping Class for Serious and Compelling Reasons - D. Boschini is hearing an increase in students’ request to drop courses for serious and compelling reasons. Students who aren’t doing well academically seriously want to drop a course(s). The campus is shifting in the meaning of “serious and compelling reasons” in a way that is creating more conflict with students. This week, she saw more students who are more desperate, with more expectation for her to sign forms with less information about what the process is supposed to look like. She passed that concern to D. Schecter for the Department Chairs’ consideration.

Student Success Network - D. Boschini said that the professional advisors have provided fantastic information that they share with the students they advise. However, that information doesn’t get to the faculty advisors and the information gap has become more evident. Because she’s the Academic Chair, she’s on the distribution list. As Department Chair, she has an advising load and that information is not getting to her from any other direction. She repeated an earlier request to include all faculty advisors in the distribution list on advising information. L. Zuzarte responded that she can take this request to the Advisory Leadership Team so the Department Chairs can be included. D. Boschini stressed the importance of listing the advisor for each department.

D. Boschini thanked the Senate for the great conversation.

10. **Adjournment**

D. Boschini adjourned the meeting at 11:30
### Academic Affairs Committee: Melissa Danforth/Chair, meets 10:00am in SCI III Room 100

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27/19</td>
<td>2018-2019 Referral 20 Continuous Enrollment Course</td>
<td>Withdrawn 8/27/19</td>
<td>AAC There won’t be anything for the Senate to act on until the subcommittee issues their report.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 01_Distributed Learning Note: two resolutions resulted</td>
<td>2nd RES First Reading 11/21/19</td>
<td>AAC RES 192002 Distributed Learning Committee Handbook Change RES 192007 Online and Hybrid Courses Handbook Changes</td>
<td>10/24/19</td>
<td>11/01/19</td>
<td>11/04/19</td>
</tr>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 04 Proposal for a Master in Kinesiology</td>
<td>First Reading 11/21/19</td>
<td>AAC, BPC Address the Program rationale, Existing support resources for the proposed program, and additional support resources required. RES 192006 Master in Kinesiology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 13 Response to Student Misconduct Task Force Report</td>
<td></td>
<td>AAC, AS&amp;SS Proposed changes to policy and procedures, and implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 14 New Course Forms and Process</td>
<td></td>
<td>AAC New forms’ integration with curriculum review, catalog, PeopleSoft, degree audit, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 15 Interdisciplinary Studies New Course Proposal</td>
<td>Complete Sent to GECCo</td>
<td>AAC Intro to Ethnic Studies, Intro to Latina/o Studies, and Latina/o – Chicanas/os and Popular Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/1/19</td>
<td>2019-2020 Referral 16 Program Review Process Improvement</td>
<td></td>
<td>AAC Streamline the process upon looking at minimum federal requirements and the current Academic Program Review template.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 17 Learning Management System – Canvas</td>
<td></td>
<td>AAC, AS&amp;SS, BPC Identify the problem that needs to be solved and the decision-making process to result in best solution for users. Cost/benefit analysis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 18 Interdisciplinary BS Degree in Public Health Proposal</td>
<td></td>
<td>AAC The demand, structure, and resources required to deliver effectively and efficiently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 19 Winter Term Courses and Units Policy</td>
<td></td>
<td>AAC Purpose of Winter Term, potential overload jeopardizing student success, establish a policy for max courses &amp; units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/29/19</td>
<td>2019-2020 20 Referral Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering</td>
<td></td>
<td>AAC BPC The demand, structure, and resources required to deliver effectively and efficiently</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Academic Affairs Committee: Melissa Danforth/Chair, meets 10:00am in SCI III Room 100

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/12/19</td>
<td>2018-2019 Referral 21 Minimum IELTS and TOEFL Scores for International Graduate Students</td>
<td>AAC</td>
<td>Address no IELTS score, and CSUB’s TOEFL iBT score of 79</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
### Academic Support and Student Services: Janet Millar/Chair, meets 10:00am in BPA 134

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27/19</td>
<td>2018-2019 Referral 05 Canvas Pilot</td>
<td>Carried over</td>
<td>AS&amp;SS Chair to request that Canvas Pilot Committee provide a report by Oct 1 referencing viability of adoption based on the result of compiling positive and negative factors and description their decision process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 03 ASI Executive Director as Ex-Officio Non-Voting Member of Academic Support and Student Services Committee (AS&amp;SS) - Bylaws Change</td>
<td>AS&amp;SS RES 192004 Addition of ASI Executive Director to Academic Support and Student Services Committee</td>
<td>11/7/19 11/15/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/10/19</td>
<td>2019-2020 Referral 12–Graduate Student Grievance and Appeals Policy – Reporting Chain</td>
<td>AS&amp;SS Policy alignment: University Handbook, and Catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 13 Response to Student Misconduct Task Force Report</td>
<td>AAC, AS&amp;SS Proposed changes to policy and procedures, and implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 17 – Learning Management System – Canvas</td>
<td>AAC, AS&amp;SS, BPC Identify the problem that needs to be solved and the decision-making process to result in best solution for users. Cost/benefit analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am in SCI III Rm 235 Math Library

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 02 Faculty Workload – One WTU Defined</td>
<td>FAC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 05 SOCs for Summer Courses</td>
<td>FAC</td>
<td>RES 192003 SOCs for Summer and Winter Courses</td>
<td>10/24/19</td>
<td>11/01/19</td>
<td>11/04/19</td>
</tr>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 06 Faculty Award for Scholarship – Handbook Change</td>
<td>FAC</td>
<td>Resolve discrepancy in award process – RCU and FHAC RES 192001 Faculty Award for Scholarship-Handbook Change</td>
<td>9/26/19</td>
<td>10/04/19</td>
<td>10/22/19</td>
</tr>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 08 Honorary Doctorate-Handbook Change</td>
<td>FAC</td>
<td>Refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/10/19</td>
<td>2019-2020 Referral 09 Faculty Membership on Search Committee for the Provost &amp; VP of AA – Handbook Change</td>
<td>FAC</td>
<td>The qualification requirements of faculty members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/10/19</td>
<td>2019-2020 Referral 11– New Regulations on Consensual Relationship - Handbook Change</td>
<td>FAC</td>
<td>Changes to University Handbook 303.13 to address new regulation from Chancellor’s Office (CO)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Budget and Planning Committee: Brian Street/Chair, meets 10:00am in Student Health Center, Conference Room (HCCR)

**Dates:** Sept 5, Sept 19, Oct 3, Oct 17, Oct 31, Nov 14, Dec 12, Jan 30, Feb 13, Feb 27, Mar 12, Mar 26, Apr 9, April 30

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27/19</td>
<td>2019-2020 Referral 04 Proposal for a Master in Kinesiology</td>
<td>First Reading 11/21/19</td>
<td>AAC, BPC Address the Program rationale, Existing support resources for the proposed program, and additional support resources required. RES 192006 Master in Kinesiology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/27/19</td>
<td>2019-2020 Referral 07 Academic Calendar – Spring and Fall Semester Breaks</td>
<td>First Reading 11/21/19</td>
<td>BPC RES 192008 Academic Calendars Fall 2020 Spring 2021 Summer 2021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 17 – Learning Management System – Canvas</td>
<td>AAC, AS&amp;SS, BPC Identify the problem that needs to be solved and the decision-making process to result in best solution for users. Cost/benefit analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/29/19</td>
<td>2019-2020 Referral Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering</td>
<td>AAC BPC The demand, structure, and resources required to deliver effectively and efficiently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESOLVED: that the Academic Senate recommends the approval of the Master of Science in Kinesiology degree program, offered by the Department of Kinesiology through Extended Education & Global Outreach as a self-support program.

RATIONALE: The Academic Affairs Committee and the Budget and Planning Committee have both reviewed the proposal. They have found the proposal to be fiscally responsible and have found that all curricular matters have been appropriately addressed.

Distribution List:
President
Interim Provost
Vice Provost
Dean SS&E
Dean EEGO
Chair of Kinesiology
General Faculty
NEW DEGREE PROPOSAL

Proposals to add a new degree must receive appropriate campus and Chancellor Office approval prior to implementation. All attachments are to be added to this cover sheet and remain with the proposal through the required steps of evaluation. Please consult with the Associate Vice President of Academic Programs for questions or assistance.

This proposal is to add a new degree in (title) **M.S. in Kinesiology** degree code: **31.0505** effective (term) **Fall 2020**. (degree codes may be found on the CO website www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls)

This new degree proposal is (check one):

- [ ] On the Academic Master Plan
- [ ] Fast track proposal
- [ ] Pilot degree program

**Originating Department or Individual:** Kinesiology - Kris Grappendorf

If a department formally approved the attached proposal, attach the appropriate memorandum and approval date.

Signature: 

**Curriculum Committee(s):** Interschool programs should attach comments or approval from relevant school or department curriculum committees before being submitted to the Academic Affairs Committee, acting as the University Curriculum Committee. A memorandum and approval date from the curriculum committee must be attached. If any revisions were required or agreed to, a revised copy of the proposal must be attached.

Chair Signature: 

**School Dean(s):** I have reviewed this proposal and send it forward for university-wide review with my comments attached. These comments include my analysis of the resource commitments that must be made to support the program and the origin(s) of those resources.

Dean Signature: 

**AVP of Academic Programs:** I have reviewed this proposal and send it forward to the Provost.

AVP Signature: 

Date of Senate Approval: 

Date of President Approval: 

Please attach the final Academic Senate Resolution, as signed by the President and return to the Office of Academic Programs, which will notify the Chancellor's Office and the appropriate campus departments. A copy of this form must be sent to the Director of Academic Operations and Support.
MEMORANDUM

Date: April 18, 2019

To: SSE Curriculum Committee

From Kris Grappendorf
Department Chair

RE: Review of Master of Science New Degree Proposal

Attached you will find the following documents needed for your review of the Master of Science in Kinesiology new degree proposal:

1. MSK Program Proposal
2. Course syllabi for KINE 6010, 6020, 6030, 6040, 6050, 6060, 6170, 6180, 6700 (4 sample special topics courses), 6800, and 6810
3. New Degree Proposal Routing Form
4. Request for Approval New Course/Course Change Form (2 documents)

The Department faculty approved the proposal 8-0 at our meeting on Friday, April 12th.

Please let me know if you have questions or need further information prior to the April 26th committee meeting.
MEMORANDUM

DATE: April 29, 2019

TO: Kris Grappendorf, Department Chair, Kinesiology

FROM: Social Sciences & Education (SSE) Curriculum Committee
       Jiwong Hwang, Advanced Educational Studies
       Alexander Reid, Child, Adolescent, and Family Studies
       Zachary Hays, Criminal Justice
       Josh Miller, Physical Education & Kinesiology
       Gitika Commuri, Political Science
       Amy Gancarz-Kauch, Psychology
       Jaewon Lee, Social Work
       Rhonda Dugan, Sociology
       Corey Mathis, Teacher Education

Subject: Re: Request for Approval of Masters of Science New Degree Proposal

The Curriculum Committee of the School of Social Sciences and Education (SSE) unanimously approved your request for the Masters in Science in Kinesiology (MSK). As illustrated in your submission, the MSK degree has been carefully planned with much thought and careful consideration regarding program implementation and the range of course offerings. Moreover, the MSK program will provide educational and occupational opportunities for individuals who, in turn, will contribute to improved quality of life for our community members. We wish you the best as you move forward with approval of the MSK program.
NEW DEGREE PROPOSAL

Proposals to add a new degree must receive appropriate campus and Chancellor Office approval prior to implementation. All attachments are to be added to this cover sheet and remain with the proposal through the required steps of evaluation. Please consult with the Associate Vice President of Academic Programs for questions or assistance.

This proposal is to add a new degree in (title) M.S. in Kinesiology degree code: 31.0505 effective (term) Fall 2021. (degree codes may be found on the CO website www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls)

This new degree proposal is (check one):

☐ On the Academic Master Plan ☐ Fast track proposal ☐ Pilot degree program

Originating Department or Individual: Kinesiology - Kris Grappendorf

If a department formally approved the attached proposal, attach the appropriate memorandum and approval date.

Signature: [Signature] date: 4/18/17

Curriculum Committee(s): Interschool programs should attach comments or approval from relevant school or department curriculum committees before being submitted to the Academic Affairs Committee, acting as the University Curriculum Committee. A memorandum and approval date from the curriculum committee must be attached. If any revisions were required or agreed to, a revised copy of the proposal must be attached.

Chair Signature: [Signature] date: 4/29/2019

School Dean(s): I have reviewed this proposal and send it forward for university-wide review with my comments attached. These comments include my analysis of the resource commitments that must be made to support the program and the origin(s) of those resources.

Dean Signature: [Signature] date:

AVP of Academic Programs: I have reviewed this proposal and send it forward to the Provost.

AVP Signature: [Signature] date:

Date of Senate Approval: __________ Date of President Approval: __________

Please attach the final Academic Senate Resolution, as signed by the President and return to the Office of Academic Programs, which will notify the Chancellor’s Office and the appropriate campus departments. A copy of this form must be sent to the Director of Academic Operations and Support.
## Request for Approval New Course/Course Change

**Submitted by:** Kris Grappendorf 654-2378  
Department Contact and Phone extension

**Effective Term** Fall 2020

**Quarter & Year**  
Approved by: Rhonda E. Dwyer 4/29/19

**Curriculum Committee Chair/Date**  
Approved by: [Signature] 4/18/19

**Department Chair/Date**  
Approved by: [Signature] 4/18/19

<table>
<thead>
<tr>
<th>Crse ID# (1)</th>
<th>Crse Subj</th>
<th>Crse #</th>
<th>Total Units</th>
<th>Split Units</th>
<th>Course APDB Mapping Value/CS# (2)</th>
<th>Hegis (3)</th>
<th>Course Title (this field in PeopleSoft only allows for 30 spaces)</th>
<th>CLEV (4)</th>
<th>Grading Basis (5)</th>
<th>Test Codes, Student Groups and/or Pre-requisites</th>
<th>Corequisites</th>
<th>Requirement Designation and Attributes</th>
<th>GE/GRE attributes remove or continue(6)</th>
<th>Check if new or revised course description (7)</th>
<th>Action: title change, unit change, add a requisite, change grade basis, add new course etc. (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010</td>
<td>3</td>
<td>C02</td>
<td>08351</td>
<td>Research Methods in Kine</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 6020</td>
<td>3</td>
<td>C02</td>
<td>08351</td>
<td>Advanced Exercise Physiology</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 6030</td>
<td>3</td>
<td>C02</td>
<td>08351</td>
<td>Advanced Movement Science</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 6040</td>
<td>3</td>
<td>C02</td>
<td>08351</td>
<td>Advanced Behavior Change</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 6050</td>
<td>3</td>
<td>C02</td>
<td>08351</td>
<td>Adv Program Design in Kine</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KINE 6060</td>
<td>3</td>
<td>C02</td>
<td>08351</td>
<td>Evidence-Based Prac. in Kine</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Every course in PeopleSoft has a unique course ID: for all new courses a course ID number will be generated.

(2) Provide Class APDB Mapping Value or CS#. Refer to PeopleSoft Components spreadsheet.

(3) Hegis (previously known as CIP code) can be found in Course Catalog. Look at an existing course in your dept for Hegis (CIP code). Check offerings tab at Hegis link.

(4) Course Level = CLEV: 01=Lower; 02=Upper, 03=Graduate

(5) Grading Basis: N=Graded; B=credithno credit; R=remedial; S=Graded w/RP; T=CR/NC w/RP (S & T grade basis must be approved by Director of Academic Operations and Support).

(6) Changes to Gen Ed (Area/Theme) and GRE approved courses require signature by appropriate Committee Chair.

(7) Attach and send an electronic copy to Academic Scheduling of all new or revised course descriptions.

(8) What action needs to be taken with the course.

**4/9/2019**
# Request for Approval New Course/Course Change

<table>
<thead>
<tr>
<th>Crse ID# (1)</th>
<th>Crse #</th>
<th>Crse Subj</th>
<th>Total Units</th>
<th>Split Units</th>
<th>Class APDB Mapping Value/CS# (2)</th>
<th>Hegis (3)</th>
<th>Course Title (this field in PeopleSoft only allows for 30 spaces)</th>
<th>CLEV (4)</th>
<th>Grading Basis (5)</th>
<th>Test Codes, Student Groups and/or Pre-requisites</th>
<th>Corequisites</th>
<th>Requirement Designation and Attributes</th>
<th>GE/GRE attributes remove or continue(6)</th>
<th>Action: title change, unit change, add a requisite, change grade basis, add new course etc. (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6170</td>
<td>3</td>
<td>C02</td>
<td>0835</td>
<td>1</td>
<td>Kine Practicum/Field Exp.</td>
<td></td>
<td>Kine Practicum/Field Exp.</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
</tr>
<tr>
<td>KINE 6180</td>
<td>3</td>
<td>C02</td>
<td>0835</td>
<td>1</td>
<td>Kinesiology Research</td>
<td></td>
<td>Kinesiology Research</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>3</td>
<td>C02</td>
<td>0835</td>
<td>1</td>
<td>Current Topics in Kinesiology</td>
<td></td>
<td>Current Topics in Kinesiology</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
</tr>
<tr>
<td>KINE 6800</td>
<td>3</td>
<td>S25</td>
<td>0835</td>
<td>1</td>
<td>Culminating Experience</td>
<td></td>
<td>Culminating Experience</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
</tr>
<tr>
<td>KINE 6810</td>
<td>3</td>
<td>S25</td>
<td>0835</td>
<td>1</td>
<td>Thesis</td>
<td></td>
<td>Thesis</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>New</td>
<td>Add new course/see attached</td>
</tr>
</tbody>
</table>

(1) Every course in PeopleSoft has a unique course ID: for all new courses a course ID number will be generated.

(2) Provide Class APDB Mapping Value or CS#. Refer to PeopleSoft Components spreadsheet.

(3) Hegis (previously known as CIP code) can be found in Course Catalog. Look at an existing course in your dept for Hegis (CIP code). Check offerings tab at Hegis link.

(4) Course Level: CLEV: 01=Lower; 02=Upper, 03=Graduate

(5) Grading Basis: N=Graded; B=credit/no credit; R=remedial; S=Graded w/RP; T=CR/NC w/ RP (S & T grade basis must be approved by Director of Academic Operations and Support).

(6) Changes to Gen Ed (Area/Theme) and GRE approved courses require signature by appropriate Committee Chair.

(7) Attach and send an electronic copy to Academic Scheduling of all new or revised course descriptions.

(8) What action needs to be taken with the course.

4/9/2019
### Request for Approval New Course/Course Change

<table>
<thead>
<tr>
<th>Crse ID# (1)</th>
<th>Crse Subj</th>
<th>Crse #</th>
<th>Total Units</th>
<th>Split Units</th>
<th>Class APDB Mapping Value/CS# (2)</th>
<th>Hegis (3)</th>
<th>Course Title (this field in PeopleSoft only allows for 30 spaces)</th>
<th>CLEV (4)</th>
<th>Grading Basis (5)</th>
<th>Test Codes, Student Groups and/or Prerequisites</th>
<th>Requirement Designation and Attributes</th>
<th>GE/GRE attributes remove or continue (6)</th>
<th>Check if new or revised course description (7)</th>
<th>Action: title change, unit change, add a prerequisite, change grade basis, add new course etc. (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE</td>
<td>7000</td>
<td>0</td>
<td>S25</td>
<td>Continuous Enrollment</td>
<td>03</td>
<td>T</td>
<td>Approval of the Program Coordinator</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>x</td>
<td>Add new course</td>
<td></td>
</tr>
</tbody>
</table>

(1) Every course in PeopleSoft has a unique course ID: for all new courses a course ID number will be generated.

(2) Provide Class APDB Mapping Value or CS#. Refer to PeopleSoft Components spreadsheet.

(3) Hegis (previously known as CIP code) can be found in Course Catalog. Look at an existing course in your dept for Hegis (CIP code). Check offerings tab at Hegis link.

(4) Course Level = CLEV: 01=Lower; 02=Upper, 03=Graduate

(5) Grading Basis: N=Graded; B=credit/no credit; P=remedial; S=Graded w/RP; T=CR/NC w/RP (S & T grade basis must be approved by Director of Academic Operations and Support).

(6) Changes to Gen Ed (Area/Theme) and GRE approved courses require signature by appropriate Committee Chair.

(7) Attach and send an electronic copy to Academic Scheduling of all new or revised course descriptions.

(8) What action needs to be taken with the course.

10/18/2019
KINE 7000 Continuous Enrollment (0)

Graduate students who have completed the majority of their coursework but have not completed their culminating experience (thesis or culminating project) may enroll in this special low-cost, 7000-level, 0-unit course for the purpose of maintaining continuous enrollment at CSUB. Prerequisite: approval of the Program Coordinator
Feedback from AAC about proposed M.S. in Kinesiology

Suggestions

- Update faculty list in proposal for 2019/20 faculty
- An advising roadmap (e.g. what students are expected to take in each term) should be provided on page 9, rather than a statement about advising.
- Catalog copy suggestions:
  - In admissions criteria section, CSUB course numbers should be given for prerequisite coursework so prospective students can look up CSUB’s course descriptions and see if it matches their prior coursework (particularly important for students whose bachelor’s degrees are from another institution)
  - Nothing is said about the admissions committee, while most other CSUB masters’ programs have a description of the committee membership
  - No prerequisites currently for any courses. Suggest at a minimum having something about needing graduate student status so undergraduate students don’t accidentally sign up for the courses on myCSUB.

Corrections Needed

- Proposal routing form has wrong initial term (Fall 2021 instead of Fall 2020)
- KINE 7000 missing from New Course Approval form
- Catalog copy is missing several sections:
  - There should be a description of “Conditionally Classified”, “Classified”, and “Candidate” status, as well as any time limits that apply to students progressing through each status [Chancellor’s Office template says to describe the academic criteria that must be met for students to stay in the program]
  - Capstone options should be clearly defined as one or more of “Thesis”, “Project”, and/or “Comprehensive Exam” and should describe those options. [CO Template: “Be sure to indicate which type of culminating experience will be required. If a thesis or project, sufficient narrative should address the research skills required to meet the culminating experience requirements.”]
  - CO checklist says to include the course title in the catalog copy. Even though CSUB does not print course titles in catalog copy, since this has to go to the CO for review, course titles should be included now for ease of review at the CO. CSUB can remove the course titles later when preparing the final catalog copy.
  - First page of catalog copy (page 25 of proposal) uses EUD instead of EEGO in program description
  - Second page of catalog copy (page 26 of proposal) missing clause “(3 units)” at bottom after “2. Clinical Practicum (3 units) OR Research” in the requirements section

Questions

1. How much of the cohort will be local vs. distance learners?
2. Why is KINE 6700 used instead of creating course numbers for each of the representative elective topics listed on page 5?
3. Related to previous question, proposal also states the prerequisites for KINE 6700 will vary by topic. How will this be verified/enforced?
4. How is the program substantially different than other CSUs, other than the concentrations at some other CSUs? (page 10)
5. Community (page 12) and students (page 19) preferred hybrid as the primary mode. Why did the program instead opt for purely online?
6. Are there workload/burn-out concerns from purely teaching the program for overload pay?
7. Nothing in the budget for field placement. How will Experience/Project track students be placed? Are they expected to find their own placements?

Questions from the Budget & Planning Committee (9/19/2019)

1. Question about Rationale:
   i. The needs surveys call for specialties, but the program is a general program.
   ii. Additionally, the data from former and current students and industry indicate an interest in face-to-face or maybe hybrid formatted programs, but this proposal is for an online program. The proposal does not match the market data.
   iii. Further, twelve competitive CSUs and one UC offer what the market data is requesting. None of the CSU programs are completely online. What justifies this program bucking market trends?

2. Specific Budget Questions:
   i. There are benefits reported in the budget (although very low), but EEGO doesn’t charge benefits. What does this refer to?
   ii. What does overhead include? Why does it jump from 30% to 40%?
   iii. Why is promotion outside of overhead?

3. Faculty: the department faculty are already committed, yet this program requires the equivalent of 2 to 3 lines. How will this need be met without burning out faculty or disrupting research programs?

4. Delivery mode: Movement and rehabilitation, are these things that can be taught effectively online?
Department of Kinesiology

Response to Feedback from AAC about proposed M.S. in Kinesiology

Please refer to specific responses to suggestions, corrections and questions following each item.

**Suggestions**

- **Update faculty list in proposal for 2019/20 faculty**
  - Will be updated
- **An advising roadmap (e.g. what students are expected to take in each term) should be provided on page 9, rather than a statement about advising.**
  - Language on p. 9 will be revised to include information related to the Program Coordinator creating a program plan of study that meets the students need. Department will consider including a plan that shows a full-time student path for completion.
- **Catalog copy suggestions:**
  - In admissions criteria section, CSUB course numbers should be given for prerequisite coursework so prospective students can look up CSUB’s course descriptions and see if it matches their prior coursework (particularly important for students whose bachelor’s degrees are from another institution)
    - Course numbers for CSUB equivalents will be included
  - Nothing is said about the admissions committee, while most other CSUB masters’ programs have a description of the committee membership
    - A statement will be included indicated a 3-member committee consisting of the Program Director and 2 program faculty that will review applications for admissions.
  - No prerequisites currently for any courses. Suggest at a minimum having something about needing graduate student status so undergraduate students don’t accidentally sign up for the courses on myCSUB.
    - Prerequisites are included for KINE 6160, KINE 6180, KINE 6800 and KINE 6810
    - For all other courses the following prerequisite will be added: graduate standing or permission of the instructor

**Corrections Needed**

- **Proposal routing form has wrong initial term (Fall 2021 instead of Fall 2020)**
  - Will be updated
- **KINE 7000 missing from New Course Approval form**
  - Will be created
- **Catalog copy is missing several sections:**
  - There should be a description of “Conditionally Classified”, “Classified”, and “Candidate” status, as well as any time limits that apply to students progressing through each status
[Chancellor’s Office template says to describe the academic criteria that must be met for students to stay in the program]

- Will be added
  - Capstone options should be clearly defined as one or more of “Thesis”, “Project”, and/or “Comprehensive Exam” and should describe those options. [CO Template: “Be sure to indicate which type of culminating experience will be required. If a thesis or project, sufficient narrative should address the research skills required to meet the culminating experience requirements.”]
    - Will be updated

- CO checklist says to include the course title in the catalog copy. Even though CSUB does not print course titles in catalog copy, since this has to go to the CO for review, course titles should be included now for ease of review at the CO. CSUB can remove the course titles later when preparing the final catalog copy.
  - Course titles will be added

- First page of catalog copy (page 25 of proposal) uses EUD instead of EEGO in program description
  - Will be corrected

- Second page of catalog copy (page 26 of proposal) missing clause “(3 units)” at bottom after “2. Clinical Practicum (3 units) OR Research” in the requirements section
  - Will be corrected

**Questions**

1. *How much of the cohort will be local vs. distance learners?*

   This program does not follow a cohort model and will allow students to enter during any term. Initially, because of indicated interest by our alumni, the cohort will contain a higher percentage of local students. We believe this will shift as the attractiveness of an online program will reach national markets.

2. *Why is KINE 6700 used instead of creating course numbers for each of the representative elective topics listed on page 5?*

   The Department selected use of the KINE 6700 to allow for flexibility and creativity in course development to meet the needs of the students and strengths of the faculty. This is important because, while we want the curriculum core to be the same, we want the opportunity to offer special topics as they become relevant in the profession. KINE 6700 will assist in scheduling to distribute the special topics courses among the faculty to minimize academic year workload. Finally, we can seek input on interests of the students to develop courses more relevant to their career goals.
3. **Related to previous question, proposal also states the prerequisites for KINE 6700 will vary by topic. How will this be verified/enforced?**

To control for this, the special topic courses will require instructor permission to enroll when needed. That way, the students will be aware of course content and they can be advised on their preparation status for the content.

4. **How is the program substantially different than other CSUs, other than the concentrations at some other CSUs? (page 10)**

This program is online and that in itself makes it substantially different. Our program is designed to meet the needs of our region and students. Many of our students stay in the region due to work and/or family commitments. The flexibility of online options is essential to meet the needs and challenges faced by our current and future students. Further, the online format allows for us to support the University effort to support the attainment of graduate degrees among Hispanic students (highest percentage of our undergraduate population).

5. **Community (page 12) and students (page 19) preferred hybrid as the primary mode. Why did the program instead opt for purely online?**

The community members preferred the hybrid format and the students preferred face-to-face. Our ability to offer this program depends largely on an online format due to issues like space and faculty availability. The program does have hybrid options for KINE 6170 Practicum, KINE 6180 Research, KINE 6800 Culminating Experience, and KINE 6810 Thesis if students want to complete these projects on campus.

6. **Are there workload/burn-out concerns from purely teaching the program for overload pay?**

The program has been designed so that courses are scheduled so that faculty are teaching only 1 course, and potentially supervising student research or practicums, during the academic year. The faculty are committed and excited to teach in this program. They view the program as an opportunity to enhance their research programs and engage in additional, meaningful mentorship.

7. **Nothing in the budget for field placement. How will Experience/Project track students be placed? Are they expected to find their own placements?**

The KINE 6170 course and placement will be coordinated with a faculty member and will be compensated with course WTU. This model is successfully used in the undergraduate capstone courses which place about 125 students in the community/campus each year. There is a directory of sites maintained by the department and the placement is coordinated and approved by the faculty member in charge of the course. This also applies to out of area placements where there is ongoing coordination and collaboration between the agency supervisor and the supervising faculty member.
Questions from the Budget & Planning Committee (9/19/2019)

1. Question about Rationale:
   
i. The needs surveys call for specialties, but the program is a general program.

   The majority of kinesiology programs are general programs. Specialties are obtained through advanced certificates or additional training. That is why you see no category of Kinesiology in the job data but still, many students in Kinesiology work in a variety of health, fitness, and allied health industries. KINE 6700 allows the Department to customize the offerings to meet the student demand and interest areas.

   ii. Additionally, the data from former and current students and industry indicate an interest in face-to-face or maybe hybrid formatted programs, but this proposal is for an online program. The proposal does not match the market data.

   The market data on our local employers favored a hybrid program. The students preferred a face-to-face program. We wanted to reach students who were place bound, out of the area, and currently employed. We felt the most successful way to reach that population was with an online program. We did provide the option of coming to campus for research, thesis, practicum, and culminating experience portions of the degree.

   iii. Further, twelve competitive CSUs and one UC offer what the market data is requesting. None of the CSU programs are completely online. What justifies this program bucking market trends?

   Many of the Kinesiology graduate programs in the CSU and the UC are small. We felt the online component of this degree would be attractive to a wider pool of students by reducing barriers. The market trends for online programs at the national level continues to grow and this program can lead the way in the CSU.

2. Specific Budget Questions:
   
i. There are benefits reported in the budget (although very low), but EEGO doesn’t charge benefits. What does this refer to?
      
i. This is the required percentage EEGO must pay toward Medicare.

   ii. What does overhead include? Why does it jump from 30% to 40%?
      
i. Our Overhead charge is 40%; however, we do not generally have enough revenue in a program’s early stages to charge the full 40%. Because of this, we charge 30% during the first year or two, depending on student enrollment.

   iii. Why is promotion outside of overhead?
      
i. Overhead includes the Marketing Director salary, website maintenance, Inside Track charges, etc. Any promotion directly related to a specific program is charged to that program: ex: digital marketing, tabling events, print materials, etc.
3. Faculty: the department faculty are already committed, yet this program requires the equivalent of 2 to 3 lines. How will this need be met without burning out faculty or disrupting research programs?
   i. As mentioned previously, the program has been designed so that courses are scheduled so that faculty are teaching only 1 course, and potentially supervising student research or practicums, during the academic year. The faculty are committed and excited to teach in this program. They view the program as an opportunity to enhance their research programs rather then disrupt. Implementation of the program provides the opportunity for the Department to receive funds that could support graduate assistants. The Department is currently search for 2 tenure-track faculty (one replacement and one new). The Department has included online teaching in those job descriptions and views this program as positive recruiting tool.

4. Delivery mode: Movement and rehabilitation, are these things that can be taught effectively online?

   In the process of program development, a representative sample of online programs was investigated. The Department reviewed 14 online programs nation-wide so there is precedent that is can be done. Although programs varied they did include some courses similar to our proposed courses. The technology resources available to faculty allow for highly interactive, video-based modules that will allow for demonstration of movement and rehabilitation techniques if necessary.
2015-09, California State University, Bakersfield: MS in Kinesiology (MSK)

1. Program Type

Type: Self-Support

Delivery Format: Fully online

Pilot or New Program: New Program

2. Program Identification

a. Campus: California State University, Bakersfield
b. Degree designation and title: Master of Science in Kinesiology
c. Date the Board of Trustees approved adding this program projection to the campus Academic Master Plan: March 19-20, 2019
   i. Approved by the Academic Senate November 30, 2017
   ii. Sent to the President December 7, 2017
   iii. Signed by the President December 18, 2017
d. Term and academic year of intended implementation: Fall 2020
e. Total number of units required for graduation: 30 units
f. Name of department, division, or other unit of the campus that would offer the proposed degree major program: Department of Kinesiology
g. Name, title, and rank of individuals primarily responsible for drafting the proposed degree major program.
   Kris Grappendorf, Department Chair, Lecturer
   Kathleen Knutzen, PhD, Professor
   Jeff Moffit, EdD, Associate Professor
   Brittany Sanchez, PhD, Assistant Professor
   Brian Street, PhD, Assistant Professor
   Eugene Wang, PhD, Professor
   Zachary Zenko, PhD, PAPHS, Assistant Professor
h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.
   See Appendix A. Letter of Support – Steve Bacon, Dean Social Sciences and Education
i. Other campus approval documents that may apply.
   New Degree Proposal Routing Sheet (attached)
j. Please specify where this proposed program is subject to WASC Substantive Change review. Because of the online nature of the program, the anticipated date for submission to WASC for Substantive Change Review is November 2019.
k. Proposed Classification of Instructional Programs and CSU Degree Program Code:

CIP Code = 31.0505
CSU Code = 08351

3. Program Overview and Rationale

a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC “Appropriateness to Institutional and Segmental Mission”)

Residing within the 23-campus CSU system, California State University, Bakersfield is a growing comprehensive regional university, with nearly 75% of the faculty holding terminal degrees in their respective fields. The University opened in 1970 and is currently serving the central valley with over 50 quality undergraduate and graduate degree and credential programs. The university serves more than 10,000 students and counts over 50,000 alumni from its four schools: Arts & Humanities, Business & Public Administration, Natural Sciences, Mathematics & Engineering, and Social Sciences & Education. The University offers undergraduate, graduate, post-graduate and credential programs, and a doctoral program in Educational Leadership (Ed.D.). CSUB’s Extended University serves the community by offering additional professional development, certificate, and degree programs. With over 70% of alumni remaining and working within the central valley, CSU Bakersfield supports ongoing social, cultural, and economic development in the region.

The University Mission statement includes “an emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region’s overall educational attainment, enhance its quality of life, and support its economic development.” The MSK program promotes this mission by advancing California’s economic and workforce development needs by preparing highly-qualified kinesiology experts and increasing access to educational opportunities by serving broader constituencies through an innovative online delivery. Additionally, the program will create a positive long-term societal impact on health and wellness, thereby furthering the mission of enhancing the quality of life in the region. The students within this program will be adult learners who live miles from campus and who require the flexibility of the online format to complete a master’s program. The unique structure of an online program allows students from various regions to contribute to the University’s commitment to diversity and life-long learning.

One of the core values of CSU Bakersfield is “developing the intellectual and personal potential of every student.” Offering an online Master of Science degree in Kinesiology directly relates to the intellectual and personal development for the students by providing
a way in which students can obtain a graduate degree, regardless of their proximity to the Bakersfield home campus.

The Mission of California State University, Bakersfield can be found at http://www.csub.edu/about_csub/mission/index.html

b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

See Appendix B. Catalog Description

4. Curriculum

a. Goals for the (1) program and (2) student learning outcomes. Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

Department Graduate Program Goals and Student Learning Outcomes

1. Scientific Foundations of Kinesiology
   a. Demonstrate broad and advanced knowledge of biological, psychological, and physical processes.
2. Integration of Knowledge in Kinesiology
   a. Integrate and apply specialized knowledge in various areas of kinesiology.
3. Practice and Application of Kinesiology
   a. Organize and implement wellness programs for the development of healthy behaviors and improved quality of life.
4. Analysis and Critical Thinking in Kinesiology
5. Current Trends in Programming and Planning in Kinesiology
   a. Synthesize and critically appraise existing research for the evaluation and development of effective programming.

b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (CPEC “Maintenance and Improvement of Quality”)

Page 3 of 52  Final proposal
See Appendix C. Program Assessment Plan: MS in Kinesiology
See Appendix D. MS in Kinesiology Assessment Map (SLO’s and Courses)

c. Total number of units required for graduation.
   **30 Semester units**

d. Include a justification for any baccalaureate program that requires more than 120 semester or 180 quarter units.
   N/A

e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: [http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls](http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls), you can search CIP 2000 at [http://nces.ed.gov/pubs2002/cip2000/](http://nces.ed.gov/pubs2002/cip2000/) to help identify the code that best matches the proposed curriculum.
   N/A

f. A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.

Table 1. Required Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010</td>
<td>Research Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6020</td>
<td>Advanced Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6030</td>
<td>Advanced Movement Science</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6040</td>
<td>Advanced Behavior Change</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6050</td>
<td>Advanced Program Design in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6060</td>
<td>Evidence-Based Practice in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6170</td>
<td>Kinesiology Practicum/Field Experience OR</td>
<td>(3)</td>
</tr>
<tr>
<td>KINE 6180</td>
<td>Kinesiology Research</td>
<td>(3)</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Current Topics in Kinesiology</td>
<td>6</td>
</tr>
<tr>
<td>KINE 6800</td>
<td>Culminating Experience OR</td>
<td>(3)</td>
</tr>
<tr>
<td>KINE 6810</td>
<td>Thesis</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

g. List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.
Table 2. Sample elective courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Examples</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6700</td>
<td>Advanced Physical Activity and Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Health Promotion and Disease Prevention</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Nutrition and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Physical Activity and Aging</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Physical Activity and Hypokinetic Diseases</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Exercise for Mental Health and Mental Illness</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Youth Physical Activity and Sedentary Behavior</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Exercise Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Genetics for Exercise Science and Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Physical Activity and Obesity</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Curriculum Theory and Design in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Contemporary Issues in Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering.

Table 3. List of new courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010</td>
<td>Research Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6020</td>
<td>Advanced Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6030</td>
<td>Advanced Movement Science</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6040</td>
<td>Advanced Behavior Change</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6050</td>
<td>Advanced Program Design in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6060</td>
<td>Evidence-Based Practice in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6170</td>
<td>Kinesiology Practicum/Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6180</td>
<td>Kinesiology Research</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Current Topics in Kinesiology</td>
<td>6</td>
</tr>
<tr>
<td>KINE 6800</td>
<td>Culminating Experience OR</td>
<td>(3)</td>
</tr>
<tr>
<td>KINE 6810</td>
<td>Thesis</td>
<td>(3)</td>
</tr>
</tbody>
</table>
i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall 2020 – 9 units</th>
<th>Spring 2021– 9 units</th>
<th>Summer 2021 3-9 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KINE 6010 Research Methods in Kinesiology (3)</td>
<td>KINE 6020 Advanced Exercise Physiology (3)</td>
<td>KINE 6030 Advanced Movement Science (3)</td>
</tr>
<tr>
<td></td>
<td>KINE 6040 Advanced Behavior Change (3)</td>
<td>KINE 6700 Current Topics (3)</td>
<td>KINE 6700 Current Topics in Kinesiology (3)</td>
</tr>
<tr>
<td></td>
<td>KINE 6700 Current Topics (3)</td>
<td>KINE 6050 Advanced Program Design in Kinesiology (3)</td>
<td>KINE 6060 Evidence-Based Practice in Kinesiology (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Fall 2021 – 9 units</th>
<th>Spring 2022 – 9 units</th>
<th>Summer 2022 3-9 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KINE 6010 Research Methods in Kinesiology (3)</td>
<td>KINE 6020 Advanced Exercise Physiology (3)</td>
<td>KINE 6030 Advanced Movement Science (3)</td>
</tr>
<tr>
<td></td>
<td>KINE 6040 Advanced Behavior Change (3)</td>
<td>KINE 6700 Current Topics (3)</td>
<td>KINE 6700 Current Topics in Kinesiology (3)</td>
</tr>
<tr>
<td></td>
<td>KINE 6700 Current Topics (3)</td>
<td>KINE 6050 Advanced Program Design in Kinesiology (3)</td>
<td>KINE 6060 Evidence-Based Practice in Kinesiology (3)</td>
</tr>
<tr>
<td></td>
<td>KINE 6170 Kinesiology Practicum/Field Exp.; KINE 6180 Kinesiology Research; KINE 6800 Culminating Experience; KINE 6810 Thesis, offered each semester</td>
<td>KINE 6170 Kinesiology Practicum/Field Exp.; KINE 6180 Kinesiology Research; KINE 6800 Culminating Experience; KINE 6810 Thesis, offered each semester</td>
<td>KINE 6170 Kinesiology Practicum/Field Exp.; KINE 6180 Kinesiology Research; KINE 6800 Culminating Experience; KINE 6810 Thesis, offered each semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Fall 2022 – 9 units</th>
<th>Spring 2023– 9 units</th>
<th>Summer 2023 3-9 units</th>
</tr>
</thead>
</table>
Table 5. Likely Faculty Teaching Assignments

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Faculty Teaching Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010</td>
<td>Research Methods in Kinesiology (3)</td>
<td>Sanchez, Street, Wang, or Zenko</td>
</tr>
<tr>
<td>KINE 6020</td>
<td>Advanced Exercise Physiology (3)</td>
<td>Moffit, or Sanchez</td>
</tr>
<tr>
<td>KINE 6030</td>
<td>Advanced Movement Science (3)</td>
<td>Moffit or Street</td>
</tr>
<tr>
<td>KINE 6040</td>
<td>Advanced Behavior Change (3)</td>
<td>Zenko</td>
</tr>
<tr>
<td>KINE 6050</td>
<td>Advanced Program Design in Kinesiology (3)</td>
<td>Moffit</td>
</tr>
<tr>
<td>KINE 6060</td>
<td>Evidence-Based Practice in Kinesiology (3)</td>
<td>Sanchez or Zenko</td>
</tr>
<tr>
<td>KINE 6170</td>
<td>Kinesiology Practicum/Field Experience; KINE 6800</td>
<td>Moffit, Wang, or Zenko</td>
</tr>
<tr>
<td>KINE 6180</td>
<td>Kinesiology Research (3)</td>
<td>Moffit, Sanchez, Wang, or Zenko</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Current Topics in Kinesiology (3)</td>
<td>Moffit, Sanchez, Wang, or Zenko</td>
</tr>
<tr>
<td>KINE 6800</td>
<td>Culminating Experience OR</td>
<td>Moffit, or Zenko</td>
</tr>
<tr>
<td>KINE 6810</td>
<td>Thesis (3)</td>
<td>Moffit, Sanchez, Street, Wang, or Zenko</td>
</tr>
</tbody>
</table>

j. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

- Students will complete a specified program of study outlined in sections f, g, h, and i.
- All students must complete the program requirements for the MSK within a seven-year time period.
• All of the units will be completed at CSUB in residence. It would be a rare case if an appropriated campus authority would authorize the substitution of credit earned by an alternate means.
• All of the units required for the degree are in courses designed specifically for graduate students.
• The required thesis or culminating project is 3 semester units
• Students are required to complete a thesis or culminating project.
• A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.

k. For master’s degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited.

The BS in Kinesiology is the corresponding bachelor’s program and it is not subject to accreditation except under the general university WASC accreditation. A student may enter the program without a BS in Kinesiology if they have equivalent course work in the Kinesiology area.

l. Admission criteria, including prerequisite coursework. (CFRs 1.1, 1.6, 2.1, 2.2, 2.10, 2.12, 2.14)

Admission Requirements:
• Kinesiology major/minor or equivalent courses from Kinesiology are required prerequisites for the graduate program.
  o An applicant who does not have a major or minor in Kinesiology must take three undergraduate courses from the areas of biomechanics, exercise physiology, motor control/learning, applied kinesiology, or functional anatomy and one course from the areas of sport psychology or exercise psychology.
• Completion of prerequisite coursework
  o Applicants must have completed a college/university level course with a grade of C or better in the following 3 content areas:
    ▪ Human Anatomy (BIOL 2210: Human Anatomy)
    ▪ Human Physiology (BIOL 2220: Human Physiology)
    ▪ Introductory Statistics (MATH 2220, PSYC 2018 or SOC 2208)
• Bachelor’s Degree from an accredited four-year college or university
• Cumulative GPA of 3.0 in the last 90 units of all coursework
• Three Reference Forms
• Personal Statement
• Completed CSUB Extended University Application
• One official transcript from each college attended
m. Criteria for student continuation in the program.

Each course is 3 units, with a 3-unit Culminating Experience or Thesis. Students will be required to follow the attendance/participation and late assignment policy as designated by the Department (refer to syllabi section “Course requirements/Student Responsibilities”). Each class other than the Culminating Experience or Thesis is offered on an 18-month cycle. The Culminating Experience and Thesis course will be offered every fall, spring and summer semester. Students who are unable to take all courses in a given semester will be able to complete the missed course the following year. Students who wish to take no classes during a semester can do so with no difficulty; however, students are not allowed to miss more than one semester of courses without losing catalog rights. Students can request a Planned Educational Leave of Absence for up to two years with approval from the MSK Program Coordinator. Should the student receive approval, a reentry plan will be developed.

Students will not be allowed to accelerate the program to less than 18 months.

To maintain satisfactory Academic Standing, students must maintain a 3.0 grade point average in all coursework, with no course lower than a “B” (3.0) on the outline. Should a student receive a grade lower than a “B,” he will be required to retake the course the next time it is offered.

n. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.

N/A

o. If there is a Lower-Division Transfer Pattern (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: http://www.calstate.edu/AcadAff/ldtp.shtml

N/A

p. Advising “roadmaps” that have been developed for the major.

Upon entry each student will meet with the Graduate Program Coordinator to develop a program plan of study that meets the students need. In addition, each student will be assigned a faculty advisor at entry to the program. The faculty advisor can be changed later once the student identifies an area of interest for the culminating project or thesis.
Sample roadmap (18 month/4 semesters):

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010 (3)</td>
<td>KINE 6020 (3)</td>
<td>KINE 6030 (3)</td>
<td>KINE 6800 (3) or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>KINE 6810 (3)</td>
</tr>
<tr>
<td>KINE 6040 (3)</td>
<td>KINE 6700-2 (3)</td>
<td>KINE 6060 (3)</td>
<td></td>
</tr>
<tr>
<td>KINE 6700-1 (3)</td>
<td>KINE 6050 (3)</td>
<td>KINE 6170 (3) or</td>
<td>KINE 6180 (3)</td>
</tr>
</tbody>
</table>

q. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Anticipated date for WASC Substantive Change review is November 2019.

Accreditation Note:

*Master’s degree program proposals*

If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

N/A

5. Need for the Proposed Degree Major Program

(CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)

a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.

The California State Universities currently offering a Master of Science or Master of Arts in Kinesiology include San José, Fresno, Chico, San Diego, Humboldt, Long Beach, Pomona, Northridge, San Marcos, Sacramento, Sonoma, and San Francisco. San Bernardino and Monterey Bay have intentions to develop programs in the future. California Baptist University, in Riverside, CA also offers a Master of Science in Kinesiology.

b. Differences between the proposed program and programs listed in Section 5a above.

The existing programs are heterogeneous. Several programs indicate concentrations within the master’s degree program, including exercise science, sport psychology, sport administration, athletic training, adapted physical education, exercise
physiology, movement physiology, physical activity: social science perspectives, and curriculum and instruction. In contrast, the proposed program will include a general Master of Science in Kinesiology.

c. List of other curricula currently offered by the campus that are closely related to the proposed program.

CSU, Bakersfield offers a Bachelor of Science degree in Kinesiology. There are no graduate programs that are closely related to the proposed Master of Science in Kinesiology.

d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

As part of the development of the proposed MS program in Kinesiology a community survey was developed and then administered to community stakeholders that were seen as future employers of our graduates from the proposed MS program or had knowledge of the academic needs for Kinesiology-based employment. There were 19 community member respondents to the survey, 16 (84.2%) agreed to complete the survey, 3 (15.8%) declined, with 12 (63.2%) completing all survey questions. Of the respondents, there was good diversity across kinesiology and allied health fields, as reported employment in Wellness, coaching, or physical education made up 41.7%, Sports Performance 16.7% and physical/occupational therapy, athletic trainer, physician assistant 41.7% of respondents. Also, 25% of respondents are currently attending or a graduate from CSUB and 41.7% reported they had an affiliation with the CSUB campus; which could include being part of a campus organization or committee.

Half of the respondents reported hiring responsibilities and that they have hired/employed a current CSUB student or graduate. Importantly, for our proposed MS program, 80% hold internship positions, with 33.3% having hired a CSUB student or graduate as an intern and 25% currently employ a CSUB graduate that was previously an intern.

When asked what level of training/education required in the respondent’s field the majority reported higher education and specialization training; 8.3% reported specific post-secondary certification, 33.3% a bachelor’s degree, 33.3% a master’s degree and 25% were not certain. The majority of respondents reported support for the proposed MS program and that the program would help their business and the local economy. Of respondents, 83.3% reported that the increase in specialization training or skills in Kinesiology from a MS program would help them and their business; no respondents reported the program would not help their business and 16.7% of respondents were not certain or reported this didn’t apply. Further, 41.7% of respondents reported a MS program would help them and their business hire more local employees; no respondents reported it wouldn’t help, 58.3% were not certain.
When the respondents were asked questions regarding the content and structure of the proposed MS program there were reported directions. Respondents were asked to report which training and/or coursework they felt would be useful (Figure 1), the areas which were reported to be the most important included Exercise Physiology (83.3%), Movement/Rehabilitation Sciences (58.3%), Strength and Conditioning (75%) and Exercise and Sport Psychology (75%). Although a few important areas of study arose from respondents, there was reported interest across the kinesiology spectrum.

![Figure 1. Respondent’s reported training and/or coursework which would be useful for future employers from a MS in Kinesiology program.](image)

The respondents were also asked which mode of student learning would be appropriate for the proposed MS program. Fully face-to-face (in class) received 16.7%, fully online received 16.7%, Hybrid format 50/50 (face-to-face/online) received 66.7%, and no respondents reported classes mostly or all evenings or weekends as a preference (Figure 2). Lastly, when respondents were asked what type of culminating experience(s) they felt would be most appropriate; no respondents reported the Comprehensive exam, 8.3% reported a Thesis and 91.6% reported the Community project as appropriate.
Figure 2. Respondent’s reported mode of learning from a MS in Kinesiology program.

e. Applicable workforce demand projections and other relevant data.

The MSK addresses the priorities outlined in the CSU Commission on the Extended University Access to Excellence specifically by developing a self-support model, which incorporates distance-learning technologies. The proposed MSK degree will be a fully online 30-semester unit graduate program with integrated industry created video modules and culminating community-based project or thesis. The MSK degree will advance California’s economic and workforce development needs by preparing highly-qualified experts in the field of kinesiology; increase access to educational opportunities by serving broader constituencies by offering an innovative online delivery; and creatively develop new programs by offering a completely new fully online Master of Science in Kinesiology.

The California State University system does not offer a fully online Master of Science in Kinesiology. The program will attract a wide range of students from a variety of disciplines including but not limited to Kinesiology, Human Biology, Chemistry, Education, and Pre-Nursing. Having a fully online graduate degree will allow individuals already working or outside of the area the ability to gain mastery of content, as well as communicate with peers (locally, statewide, and nationally).

A degree in Kinesiology (MS and BS) is a common gateway degree to a number of allied health professions such as physical therapy, occupational therapy, and physician assistant. A Master of Science in Kinesiology is also a pathway to a wide range of other occupations. Kinesiology does not have an occupational code because graduates work in a variety of fields. The following five occupational areas were
utilized to determine workplace demand. Kinesiology graduates can be found working in each of these areas.

**Recreation and Fitness Teachers, Postsecondary:** Teach courses pertaining to recreation, leisure, and fitness studies, including exercise physiology and facilities management. Include both teachers primarily engaged in teaching and those who do a combination of both teaching and research.

**Community Health Workers** Assist individuals and communities to adopt healthy behaviors. Conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. May provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. May collect data to help identify community health needs.

**Exercise Physiologists:** “Assess, plan, or implement fitness programs that include exercise or physical activities such as those designed to improve cardiorespiratory function, body composition, muscular strength, muscular endurance, or flexibility.”

**Fitness Trainers & Aerobics Instructors:** “Educate and motivate individuals or groups in exercise. They demonstrate techniques and methods in cardiovascular exercise, weight and strength training, and stretching. They observe clients and show them ways to improve their skills.”

**Secondary School Teachers:** “Instruct students in secondary public or private schools in one or more subjects at the secondary level, such as English, mathematics, or social studies. May be designated according to subject matter specialty.”

Source: https://www.labormarketinfo.edd.ca
Table 6. Estimated Employment & Projected Growth

*Source: EDD/LMID Projections of Employment by Occupation at [www.labormarketinfo.edd.ca.gov/?PageID=1011](http://www.labormarketinfo.edd.ca.gov/?PageID=1011)*

<table>
<thead>
<tr>
<th>Area</th>
<th>Estimated Employment</th>
<th>Projected Employment</th>
<th>Numeric Change</th>
<th>Percent Change</th>
<th>Additional Openings Due to Net Replacements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation &amp; Fitness Teachers, Postsecondary</td>
<td>2,500</td>
<td>2,700</td>
<td>200</td>
<td>8.0</td>
<td>220</td>
</tr>
<tr>
<td>Community Health Workers</td>
<td>6,700</td>
<td>7,600</td>
<td>900</td>
<td>13.4</td>
<td>950</td>
</tr>
<tr>
<td>Exercise Physiologists</td>
<td>NO data available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness Trainers &amp; Aerobics Instructors</td>
<td>35,500</td>
<td>39,200</td>
<td>3,700</td>
<td>10.4</td>
<td>6,550</td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>106,600</td>
<td>114,200</td>
<td>7,600</td>
<td>7.1</td>
<td>8,260</td>
</tr>
</tbody>
</table>

The national employment of occupations where individuals with a master's degree in kinesiology are projected to grow 7 to 13.4% from 2016 to 2026. According to the Department of Labor, “The role of physical activity and diet in preventing and treating illnesses, such as diabetes, is now well known. More occupations with a kinesiology background will be needed to advise people who want to improve their overall health.”

Table 7. Industries employing the five occupations

<table>
<thead>
<tr>
<th>Area</th>
<th>Industries employing this occupation</th>
<th>Number of employers in the State of California</th>
<th>Percent of Total Employment for Occupation in State of California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation &amp; Fitness Teachers, Postsecondary</td>
<td>Junior Colleges</td>
<td>468</td>
<td>84.8%</td>
</tr>
<tr>
<td>Community Health Workers</td>
<td>Individual and Family Services</td>
<td>26,284</td>
<td>19.6%</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>---------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Colleges and Universities</td>
<td>1,941</td>
<td>16.0%</td>
<td></td>
</tr>
<tr>
<td>Offices of Physicians</td>
<td>46,226</td>
<td>9.8%</td>
<td></td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>1,602</td>
<td>8.9%</td>
<td></td>
</tr>
<tr>
<td>Outpatient Care Centers</td>
<td>9,561</td>
<td>8.1%</td>
<td></td>
</tr>
<tr>
<td>Grantmaking and Giving Services</td>
<td>619</td>
<td>5.8%</td>
<td></td>
</tr>
<tr>
<td>Elementary and Secondary Schools</td>
<td>17,775</td>
<td>4.1%</td>
<td></td>
</tr>
<tr>
<td>Social Advocacy Organizations</td>
<td>7,669</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>Emergency and Other Relief Services</td>
<td>675</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Office Administrative Services</td>
<td>2,099</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>Employment Services</td>
<td>5,131</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>Residential Mental Health Facilities</td>
<td>20</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td>Exercise Physiologists</td>
<td>Offices of Other Health Practitioners</td>
<td>56,181</td>
<td>28.2%</td>
</tr>
<tr>
<td></td>
<td>General Medical and Surgical Hospitals</td>
<td>1,602</td>
<td>20.8%</td>
</tr>
<tr>
<td>Fitness Trainers &amp; Aerobics Instructors</td>
<td>Other Amusement and Recreation Industries</td>
<td>N/A</td>
<td>71.4%</td>
</tr>
<tr>
<td></td>
<td>Civic and Social Organizations</td>
<td>N/A</td>
<td>8.1%</td>
</tr>
<tr>
<td></td>
<td>Other Schools and Instruction</td>
<td>N/A</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>Accommodation</td>
<td>N/A</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>Local Government</td>
<td>N/A</td>
<td>1.4%</td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>106,600</td>
<td>114,200</td>
<td>7,600</td>
</tr>
</tbody>
</table>

Source: [https://www.labormarketinfo.edd.ca.gov/OccGuides/Search.aspx](https://www.labormarketinfo.edd.ca.gov/OccGuides/Search.aspx)
f. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need.

There is local, state, and national need for an online Master of Science in Kinesiology. CSU Bakersfield is located in California’s Central Valley in Kern County. According to the Center for Disease Control, “The health of Kern County residents has become an alarming concern. Chronic disease, along with the issues of overweight and obesity, has reached epidemic proportions in Kern County. Over 60% of the population (teens and adults) is reported as being overweight or obese. Kern County ranks highest of the 58 California counties in deaths from heart disease and is second highest in deaths from diabetes. Kern County also ranked in the bottom 25% for six of eight health indicators related to all causes of death (2010). Poor nutrition and lack of physical activity significantly increases the risk and acuity of diabetes, heart disease, high blood pressure and cancers.” These conditions closely follow low-income and minority populations, which are extremely prevalent in Central California. Interventions addressing these issues and objectives targeting prevention are most likely beneficial when professionals are able to relate to their population. Having a program to educate and advocate for healthy habits in the locations where it is needed most provides an advantage in obtaining risk reduction outcomes.

6. Student Demand (CPEC “Student Demand”)

a. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

As part of the development of the proposed master’s degree in Kinesiology, a survey was developed that asked current and graduates of the Department of Kinesiology and respondents, their interest in a MS in Kinesiology program being created by this Department. A total of 1499 surveys were sent to stakeholders, 338 (22.5%) students agreed to participate, 205 current students and 133 graduates completed the survey. Currently enrolled students were enrolled in Allied Health (58.6%), Applied Exercise Science (25.5%), and Physical Activity Leadership (15.9%). A small number of students listed schools that they have applied to for graduate studies, including CSU Fullerton, Loma Linda, Dominguez Hills, and USC.

The majority of students that were interested in a master’s degree program cited career considerations being the most important to continuing their education. The students further believed that the degree would allow them entry into a new career and continuation to a doctoral degree. When students were asked about why they were interested in pursuing a MS degree, they reported they were actively researching their options and currently considering their options but have not done much research. Students that graduated from the bachelor’s degree that continued on to graduate school reported that career considerations were the most important reason for continuing with their education. Students listed current graduate programs including
CSU Sacramento, University of Arizona online, CSU San Marcos, and CSU Bakersfield.

Figure 3. What topics the respondents would be interested in studying as a graduate student.
When asked questions regarding content and structure of the proposed MS program, the students reported on topics they would be interested in studying as a graduate student. Movement/Rehabilitation Sciences (34.9%), Sports Performance (10.1%), Biomechanics (7.4%), Community Health and Wellness (6.7%) were most cited. Numerous other programs were of interest including Exercise Physiology, Strength and Conditioning, and Coaching.

The students were also asked which mode of student learning would be appropriate for the proposed MS program. Fully face-to-face (in class) received 49.3%, fully online received 12.3%, Hybrid format 50/50 (face-to-face/online) received 21.2%, and 24.6% of respondents reported classes mostly or all evenings or weekends as a preference. Lastly, when students were asked what type of culminating experience(s) they felt would be most appropriate; 41.7% respondents reported the Comprehensive exam, 10.9% reported a Thesis and 47.4% reported the Community project.

b. Issues of diversity and access to the university considered when planning this program.

CSUB’s unique location in a demographically diverse service area provides the Kinesiology Program a fertile environment to function comprehensively in integrating diversity in every aspect of candidates’ academic and professional preparation. We operate within the very diverse Central Valley of California and within the very diverse State of California. Our student population is reflective of the diversity of our state and region.

In Fall 2018, CSU Bakersfield continues to be recognized as a Hispanic Serving Institution with a Hispanic student population of 59%. Other race/ethnic groups represented on CSU Bakersfield’s campus include Caucasian or White (18%), Asian (7%), African American or Black (5%), two or more races (3%) and Native American (1%). We are proud of the diversity of our campus and expect to enroll a diverse student group in our master’s degree.

c. For master’s degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.
Table 8. Kinesiology majors and graduates

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td># of undergraduate majors in Kinesiology</td>
<td>421</td>
<td>424</td>
<td>466</td>
</tr>
<tr>
<td># of degrees awarded in Kinesiology</td>
<td>74</td>
<td>80</td>
<td>85</td>
</tr>
</tbody>
</table>

d. Professional uses of the proposed degree program.

Current job postings requiring a background in Kinesiology span a wide range of occupations (https://indeed.com). Students graduating with a masters in Kinesiology will have knowledge and skills that will enable them to choose a variety of professional career paths. Some students will also use the degree to enter graduate student in a specialized area of study within kinesiology or enter graduate programs in the allied health professions (OT, PT, PA, etc). Below are sample job postings where the kinesiology degree is listed. The degree is useful for obtaining high level coaching positions, working with individuals needing musculoskeletal or cardiovascular improvement, developing workplace wellness programs, working in the areas of personal fitness and wellness, and working in a research or clinical environment.

Table 9. Samples of Current Job Postings Identifying Kinesiology Degree

<table>
<thead>
<tr>
<th>Areas of employment</th>
<th>Sample job titles (January 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical and research</td>
<td>Sport Scientist; R&amp;D Scientist; Sport Science Data Analytics, Clinical Laboratory Scientist; Physical Scientist – US Air Force; Research Associate; Research Physiologist; Exercise Physiologist</td>
</tr>
<tr>
<td>Athletics</td>
<td>Coach; Performance Coach; Pitching Analysts; Athletic Performance Coach; Strength and Conditioning Coach</td>
</tr>
<tr>
<td>Workplace</td>
<td>Program Manager-Corporate Wellness; Worksite Wellness; Health and Wellness Fitness Director; Ergonomic Workstation Evaluator; Client Wellbeing &amp; Engagement Consultant; Lifestyle Director; Health and Wellness Specialist</td>
</tr>
<tr>
<td>Adults and Seniors</td>
<td>Director of Community Wellness/Adult Fitness Center; Activities and Wellness Director; Senior Living; Clinical Wellness Coach</td>
</tr>
<tr>
<td>Education</td>
<td>K-12 Teacher; Community College Instructor; Adjunct Kinesiology Faculty</td>
</tr>
<tr>
<td>Sales</td>
<td>Fitness Sales; Health Sales Manager</td>
</tr>
<tr>
<td>Fitness</td>
<td>Exercise Technician; Exercise Specialist; Fitness Coordinator; Fitness Advisor; Fitness Coach; Personal Trainer; Master Trainer; Fitness Service Manager; Director of Fitness</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>Cardiac Technician; Cardiac Rehabilitation; Rehabilitation Specialist</td>
</tr>
<tr>
<td>Wellness &amp; Health Promotion</td>
<td>Life Coach; Wellness Coordinator; Healthcare Coordinator; Health Promotion Technician</td>
</tr>
</tbody>
</table>
e. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

The anticipated enrollment for the Masters of Science in Kinesiology is 20 new students for the first year and 25 new students for the third and fifth year going forward. We anticipate an attrition rate of 8%. The expected number of graduates is 18 in the second year and 23 for the third and fifth year going forward.

7. Existing Support Resources for the Proposed Degree Major Program

(CPEC “Total Costs of the Program”)

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae.

See Appendix E. Faculty Characteristics and CV’s

b. Space and facilities that would be used in support of the proposed program.

There are no specific space and facility requirements in the delivery of this fully online program. Students who opt to conduct a research study using a laboratory facility will have access to multiple laboratories on campus including the Human Performance Laboratory and the Gait and Posture Neuromechanics Laboratory.

c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

See Appendix F. Report of Library Resources

d. Existing academic technology, equipment, and other specialized materials currently available.

Faculty have the current technology that is needed to deliver the program. Faculty are on a workstation upgrade cycle that will maintain currency in academic technology.
The University is also on an upgrade cycle for the Learning Management System that will be utilized in the course delivery (Blackboard or Canvas).

8. **Additional Support Resources Required**

(CPEC “Total Costs of the Program”)

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

No additional faculty or staff positions will be needed to implement the program. There is support staff in Extended University and high faculty interest in the Kinesiology Program.

b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.

No additional lecture or laboratory space will be required to initiate and sustain the program over the next five years.

c. A report written in consultation with the campus librarian, indicated any additional library resources needed. Indicate the commitment of the campus to either purchase or borrow through interlibrary loan these additional resources.

See Appendix G. Report from Campus Librarian

d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

No additional lecture or laboratory space will be required to initiate and sustain the program over the next five years.

9. **Self-Support Programs**
a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

The M.S. Kinesiology degree is not currently offered on the Bakersfield campus. The proposed program will be offered online and should not impact or limit any existing state-support programs.

b. Explain how state-support funding is either unavailable or inappropriate.

State funding is unavailable for the program. Currently, the full-time faculty that will be teaching in the program have a full-undergraduate workload. Offering the program on a self-support basis will generate the resources needed for operation. CSUB full-time faculty will teach this program for overload pay.

c. Explain how at least one of the following additional criteria shall be met:
   i. The courses or program are primarily designed for career enrichment or retraining;
   ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
   iii. The course or program is offered through a distinct technology, such as online delivery;
      The MS in Kinesiology will be offered online to working professionals.
   iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
   v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.

d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

$495/unit
30 units
$14,850

See Appendix H. Cost Recover Budget
Appendix A. Letter of Support Steve Bacon, Dean Social Sciences and Education

April 16, 2019

Dr. Alison M. Wrynn, Ph. D.
Interim Assistant Vice Chancellor, Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Dear Dr. Wrynn,

As Dean of the School of Social Sciences and Education, I am pleased to support the proposal to develop a fully online Master of Science in Kinesiology (MSK) degree program at CSU Bakersfield.

Workforce demand for the MSK is supported by three different sources. First, a survey of local employers of potential graduates of the proposed program showed great support, with more than a majority supporting the proposed program and 83% responding that the specialized training and skills of graduates would help their businesses. A survey was also sent to current students in CSU Bakersfield’s Kinesiology program along with graduates of the program; a majority of these students said they would consider further education beyond a Bachelor’s degree if it would improve their career prospects. Finally, California labor market data suggests growth of 7.1-13.4% between 2016 and 2026 in the five occupations most closely related to advanced training in Kinesiology, representing thousands of new jobs. Given that 70% of CSUB alumni continue to work in the Central Valley of California after receiving their degrees, these workforce numbers have the strong potential for impacting quality of life in our local region.

Kern County, the home county of CSU Bakersfield, has some of the worst health-related quality of life indicators in California. Kern County ranks highest of the 58 California counties in deaths from heart disease and is second highest in deaths from diabetes. High rates of obesity contribute to each. A local MSK degree program that prepares graduates—most of whom will stay in the area after graduation—to tackle these health-related challenges, would be of great benefit to our local quality of life and economy.

A unique feature of the MSK program is that it will be a fully online, self-support program. It will be the only online Master of Science in Kinesiology in the CSU system. This delivery format will afford adult learners the opportunity and flexibility to complete the 30-unit online program while working and while living some distance from the CSU Bakersfield campus. This makes the program an excellent fit for our university and community.

For all the reasons outlined above, I strongly believe this program will be successful and will have a powerful impact on our university and community. Thank you for your consideration of our Master of Science in Kinesiology proposal.

Sincerely,

[Signature]

Steven F. Bacon, Ph.D.
Dean, School of Social Sciences and Education
Appendix B. Catalog Copy

Catalog Copy (2020-2021)

Department of Kinesiology

School of Social Sciences and Education

Department Chair:
Kris Grappendorf

Program Coordinator: TBD

Department Office: Education Building, 142
Telephone: (661) 654-2187
Email: KINE@csub.edu

Website: www.csub.edu/SSE/KINE

Faculty: J. Moffit, B. Sanchez, B. Street, E. Wang, Z. Zenko

Program Description

The Department of Kinesiology offers a Master of Science degree in Kinesiology (MSK). The Master of Science in Kinesiology is a fully online program offered through Extended Education and Global Outreach (EEGO). The MSK will provide students with a breadth of knowledge in kinesiology including an emphasis in: behavior change, exercise physiology, program design, movement science, and evidence-based practice in kinesiology. Students will gain experience evaluating individual needs, developing exercise and wellness plans, and educating individuals and their families. The program will require students to complete a culminating experience or thesis that will provide students with a practical experiential learning opportunity or a research experience.

Program Requirements

Application for the Master of Science in Kinesiology

Persons seeking a Master of Science in Kinesiology degree must apply through Extended Education and Global Outreach for admission to the MS Kinesiology graduate program. After an application review by a 3-member committee consisting of the Program Coordinator and two program faculty, students will receive a letter of acceptance into the program. Accepted students will be classified as either a Conditionally Classified Graduate Student or a Classified Graduate Student.
Admissions Requirements for the Master of Science in Kinesiology

1. Kinesiology major/minor or equivalent courses from Kinesiology are required prerequisites for the graduate program.
   - An applicant who does not have a major or minor in Kinesiology must take three undergraduate courses from the areas of biomechanics, exercise physiology, motor control/learning, applied kinesiology, or functional anatomy, and one course from the areas of sport psychology or exercise psychology.

2. Completion of prerequisite coursework
   - Applicants must have completed a college/university level course with a grade of C or better in the following 3 content areas:
     - Human Anatomy (BIOL 2210: Human Anatomy)
     - Human Physiology (BIOL 2220: Human Physiology)
     - Introductory Statistics (MATH 2220, PSYC 2018 or SOC 2208)

3. Bachelor’s Degree from an accredited four-year college or university

4. Cumulative GPA of 3.0 in the last 90 units of all coursework

5. Three Reference Forms

6. Personal Statement

7. Completed CSUB Extended University Application

8. One official transcript from each college attended

9. Personal Statement

10. Three Positive Professional References

Graduate Student Classification

Conditionally Classified Graduate Student
Applicants that do not meet all of the admission requirements for the Master of Science in Kinesiology may be provisionally admitted to the MS Kinesiology graduate program as a Conditionally Classified Graduate Student if, in the judgment of the Kinesiology Graduate Admissions Committee, the applicant has the potential to successfully complete all requirements within a reasonable timeframe (usually one calendar year). These requirements (or approved substitutions) will be determined by the Kinesiology Graduate Admissions Committee and specified in the admission letter. Upon successful completion of all requirements, the student can apply for full acceptance to the MS Kinesiology graduate program as a Classified Graduate Student. Failure to satisfactorily complete all requirements in the specified timeframe will result in dismissal from the MS Kinesiology graduate program. Note: Conditionally Classified Graduate Students may not enroll in more than 10 semester units of coursework for graduate credit prior to advancing to Classified Graduate Student status.

Classified Graduate Student
Classified Graduate Student status indicates that the minimum admissions requirements for the Master of Science in Kinesiology have been satisfied and that space has been made available in the MS Kinesiology graduate program. Specific minimum admission requirements for Classified Graduate Student status are listed below:
1. Kinesiology major/minor or equivalent courses from Kinesiology are required prerequisites for the graduate program.
   - An applicant who does not have a major or minor in Kinesiology must take three undergraduate courses from the areas of biomechanics, exercise physiology, motor control/learning, applied kinesiology, or functional anatomy and one course from the areas of sport psychology or exercise psychology.

2. Completion of prerequisite coursework
   - Applicants must have completed a college/university level course with a grade of C or better in the following 3 content areas:
     - Human Anatomy (BIOL 2210: Human Anatomy)
     - Human Physiology (BIOL 2220: Human Physiology)
     - Introductory Statistics (MATH 2220, PSYC 2018 or SOC 2208)

3. Bachelor’s Degree from an accredited four-year college or university

4. Cumulative GPA of 3.0 in the last 90 units of all coursework

5. A Plan of Study approved by the Program Coordinator

**Advancement to Candidate Status**
Candidate status indicates that the student has completed at least 18-semester units within the approved Plan of Study and that there is a reasonable expectation that the student will complete all remaining degree requirements within one year. Classified Graduate Students will be advanced to Candidate status when they have met the following criteria:

1. Completion of all requirements for Classified Graduate Student status.
2. Completion of at least 18 units toward the Master of Science in Kinesiology degree with a graduate GPA of at least 3.0 and grades of “B” or better in all courses on the approved Plan of Study.
3. Successful defense of the MS Thesis Proposal Form and approval by the Program Coordinator and the MS Thesis Committee OR successful defense of the MS Culminating Experience Proposal Form and approval by the Program Coordinator and MS Culminating Project Committee.

**Graduate Advisor, Plan of Study and Time Limit**

The Graduate Program Coordinator will serve as the advisor. Upon admission the student should arrange an appointment to develop a program plan of study. All requirements for the degree must be completed within seven calendar years after admission to the MS Kinesiology graduate program. The seven-year limit may be extended by an approved petition to the Kinesiology Graduate Committee.

**Capstone Options for Degree**

Students must complete one of two capstone options for the degree:

1. Project: KINE 6800 Culminating Experience
   a. The project option allows students to research and refine a problem proposed or approved by the organization; develop an explicit working agreement governing the scope and deliverables of the project; collect data and/or conduct analyses
relevant to the project. The project option requires a final report or manuscript and oral defense.

2. Thesis: KINE 6810 Thesis
   a. The thesis option consists of an original laboratory or community-based investigation that systematically studies a problem. The finished document requires independent thinking, appropriate organization and format and thorough documentation. An oral defense is required.

Students must complete KINE 6010 Research Methods prior to enrolling in 6800 or 6810.

Note: KINE 6170 and 6180 can be taken concurrently with KINE 6800 and 6810 if approved by the Program Coordinator, concurrent scheduling aligns with the program plan of study and student has an approved petition for advancement to candidacy.

**Academic Performance Requirement**

All graduate students must maintain a grade point average of 3.0 or better in all courses taken to satisfy the requirements for the degree as specified in the student’s plan of study.

**Graduate Writing Assessment Requirement**

All graduate students must satisfy the Graduate Writing Assessment Requirement (GWAR) as soon as possible in their graduate study, unless they have already done so. Please refer to the Division of Graduate Programs in the catalog for further details.

**Requirements for the Master of Science in Kinesiology (MSK)**

30 units

1. **Required Coursework (18 units):** KINE 6010 Research Methods in Kinesiology, KINE 6020 Advanced Exercise Physiology, KINE 6030 Advanced Movement Science, KINE 6040 Advanced Behavior Change, KINE 6050 Advanced Program Design in Kinesiology, KINE 6060 Evidence-Based Practice in Kinesiology

2. **Clinical Practicum (3 units) OR Research (3 units):** KINE 6170 Kinesiology Practicum/Field Experience OR KINE 6180 Kinesiology Research

3. **Current Topics in Kinesiology (6 units):** KINE 6700 Special Topics

4. **Culminating Experience (3 units) OR Thesis (3 units):** KINE 6800 Culminating Experience OR KINE 6810 Thesis

Coursework may be completed over several semesters. Must complete the required coursework prior to the clinical practicum and culminating experience.
Course Descriptions

KINE 6010 Research Methods in Kinesiology (3)

This course provides the student with knowledge about the design and analysis of research methodology employed when studying areas within Kinesiology. The theory, design, applications, and analytic strategies used for various types of research are presented in a sequential format. Goals of the course include 1) gaining the ability to critically evaluate research in the different areas of Kinesiology, 2) achieving competence in research methodology, and 3) understanding the conceptual application of analytic techniques to data. Prerequisite: Graduate student standing or permission of the instructor.

KINE 6020 Advanced Exercise Physiology (3)

This course provides an in-depth study of physiological principles to exercise circumstances; includes critical analysis of the effect of exercise on human physiologic function with in-depth examination of current literature. Prerequisite: Graduate student standing or permission of the instructor.

KINE 6030 Advanced Movement Science (3)

This course involves the application of mechanical principles, quantitative analysis of human movement, and advanced study of biomechanical instrumentation systems. Critical analysis of current research in the field of biomechanics is also emphasized. Prerequisite: Graduate student standing or permission of the instructor.

KINE 6040 Advanced Behavior Change (3)

This course will provide students with information and skills necessary to understand biological, psychological, behavioral, and social influences of physical activity behavior. Students will examine, and critique behavior change theories. This course highlights practical tools and intervention techniques designed to promote behavior change and maintenance of physical activity and exercise behavior. Prerequisite: Graduate student standing or permission of the instructor.

KINE 6050 Advanced Program Design in Kinesiology (3)

This course provides a study of the aerobics concept of conditioning, with special emphasis upon the cardiorespiratory system and the relationship between lifestyle and the risk factors of heart disease. Students learn to write exercise prescriptions maintaining health and fitness for various populations (normal, young, rehabilitation, geriatric, etc.). Prerequisite: Graduate student standing or permission of the instructor.

KINE 6060 Evidence-Based Practice in Kinesiology (3)

This course will ensure that students are capable of lifelong learning. Necessary knowledge and skills in reading and critically appraising research evidence related to kinesiology will be taught, practiced, and demonstrated. Original research and reviews will be used as guides. Students will demonstrate ability to apply evidence-based practice by creating an evidence-based intervention
plan designed to solve a problem of professional interest. Prerequisite: Graduate student standing or permission of the instructor.

**KINE 6170 Kinesiology Practicum/Field Experience (3)**

Supervised intern experience within a university program, agency, business, or industry for the purpose of acquiring additional knowledge and skills desirable for professional development in the kinesiology field. Prerequisites: Approved petition for advancement to candidacy and instructor approval for placement. Can be taken concurrently with KINE 6800.

**KINE 6180 Kinesiology Research (3)**

Independent research where student formulates a problem and research design in consultation with the faculty, conducts the investigation, compiles and analyzes the data, and presents the findings in written and oral form. Prerequisites: Approved petition for advancement to candidacy. Can be taken concurrently with KINE 6810.

**KINE 6700 Current Topics in Kinesiology (3)**

Special topics course in contemporary issues and issues of current interest not covered in regular courses. May be repeated for up to 6 units toward degree. When offered, prerequisites and course requirements will be announced with each course. Prerequisite: Graduate student standing or permission of the instructor.

**KINE 6800 Culminating Experience (3)**

This course provides an opportunity for students to apply kinesiology concepts and planning competencies to a project within a university, community, regional, or national setting. Students research and refine a problem proposed or approved by the organization; develop an explicit working agreement governing the scope and deliverables of the project; collect data and/or conduct analyses relevant to the project; and prepare a final report or manuscript in written and oral form. Prerequisites: Approved petition for advancement to candidacy. Can be taken concurrently with 6170.

**KINE 6810 Thesis (3)**

Original laboratory or community-based investigation of a research problem. Prerequisites: Approved petition for advancement to candidacy. Can be taken concurrently with KINE 6180.

**KINE 7000 Continuous Enrollment (0)**

Graduate students who have completed the majority of their coursework but have not completed their culminating experience or thesis may enroll in this 0-unit course for the purpose of maintaining continuous enrollment. Prerequisite: approval of the Program Coordinator.
## Appendix C. Program Assessment Plan: MS in Kinesiology

<table>
<thead>
<tr>
<th>University Learning Outcomes (ULOs)</th>
<th>University Learning Outcomes for Graduate Programs (ULOGPs)</th>
<th>Kinesiology Student Learning Objectives (SLOs)</th>
<th>Course where SLO(s) are assessed</th>
<th>Assessment Schedule (How often SLOs will be assessed)</th>
<th>Assessment activity or assignment used to measure each SLO</th>
<th>Assessment tool used to measure outcome success</th>
<th>How data findings will be reported</th>
<th>Designated personnel to collect, analyze, and interpret data</th>
<th>Closing the loop strategies</th>
<th>Program finding dissemination schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1. Students will show critical reasoning and problem-solving skills.</td>
<td>ULOGP I. Students will demonstrate broad, integrative knowledge.</td>
<td>SLO 1. Students will demonstrate broad and advanced knowledge of biological, psychological, and physical processes.</td>
<td>KINE 6040</td>
<td>Year 1, Fall then once every 2 years</td>
<td>Exam</td>
<td>Essay question</td>
<td>Data entry and findings in Taskstream</td>
<td>Faculty and Program Director</td>
<td>Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
</tr>
<tr>
<td>ULOGP III. Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.</td>
<td></td>
<td>SLO 5. Students will synthesize and critically appraise existing research for the evaluation and development of effective programming.</td>
<td>KINE 6020</td>
<td>Year 1, Spring then once every 2 years</td>
<td>Module Quiz</td>
<td>Essay question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>KINE 6180 and/or KINE 6810</td>
<td>Every term</td>
<td>Written Research Report</td>
<td>Written Research Report Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Thesis</td>
<td>Thesis rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Learning Outcomes (ULOs)</td>
<td>University Learning Outcomes for Graduate Programs (ULOGPs)</td>
<td>Kinesiology Student Learning Objectives (SLOs)</td>
<td>Course where SLO (s) are assessed</td>
<td>Assessment Schedule (How often SLOs will be assessed)</td>
<td>Assessment activity or assignment used to measure each SLO</td>
<td>Assessment tool used to measure outcome success</td>
<td>How data findings will be reported</td>
<td>Designated personnel to collect, analyze, and interpret data</td>
<td>Closing the loop strategies</td>
<td>Program finding dissemination schedule</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>ULO II.</strong> Students will be able to communicate orally and in writing.</td>
<td><strong>ULOGP III.</strong> Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.</td>
<td>SLO 2. Students will integrate and apply specialized knowledge in various areas of kinesiology.</td>
<td>KINE 6030</td>
<td>Year 1, Summer then once every 2 years</td>
<td>Kinetic Analysis Project</td>
<td>Project Rubric</td>
<td>Data entry and findings in Taskstream</td>
<td>Faculty and Program Director</td>
<td>Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
</tr>
<tr>
<td><strong>ULO III.</strong> Students will demonstrate discipline-based knowledge and career-based learning.</td>
<td><strong>ULOGP I.</strong> Students will demonstrate broad, integrative knowledge. <strong>ULOGP II.</strong> Students will develop specialized knowledge.</td>
<td>SLO 1. Students will demonstrate broad and advanced knowledge of biological, psychological, and physical processes.</td>
<td>KINE 6700</td>
<td>Year 2, Fall then once every 2 years</td>
<td>Various based on course content</td>
<td>Various based on course content</td>
<td>Data entry and findings in Taskstream</td>
<td>Faculty and Program Director</td>
<td>Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
</tr>
<tr>
<td>University Learning Outcomes (ULOs)</td>
<td>University Learning Outcomes for Graduate Programs (ULOGPs)</td>
<td>Kinesiology Student Learning Objectives (SLOs)</td>
<td>Course where SLO (s) are assessed</td>
<td>Assessment Schedule (How often SLOs will be assessed)</td>
<td>Assessment activity or assignment used to measure each SLO</td>
<td>Assessment tool used to measure outcome success</td>
<td>How data findings will be reported</td>
<td>Designated personnel to collect, analyze, and interpret data</td>
<td>Closing the loop strategies</td>
<td>Program finding dissemination schedule</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>ULO IV. Students will possess numerical literacy.</td>
<td>ULOGP III. Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.</td>
<td>SLO 4. Students will understand and utilize qualitative and quantitative processes and methods for evaluation of human performance and health assessment.</td>
<td>KINE 6010</td>
<td>Year 1, Fall then once every 2 years</td>
<td>Methodology Synopsis Assignment</td>
<td>Synopsis Rubric</td>
<td>Data entry and findings in Taskstream</td>
<td>Faculty and Program Director</td>
<td>Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>KINE 6170 and/or KINE 6180</td>
<td>Year 2, Spring then once every 2 years</td>
<td>Self-evaluation</td>
<td>Written Research Report Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ULO V. Students will become engaged citizens.</td>
<td>ULOGP IV. Students will conduct applied learning</td>
<td>SLO 3. Students will organize and implement wellness programs for the development of healthy behaviors and improved quality of life.</td>
<td>KINE 6050</td>
<td>Year 1, Spring then once every 2 years</td>
<td>Student Project</td>
<td>Project Rubric</td>
<td>Data entry and findings in Taskstream</td>
<td>Faculty and Program Director</td>
<td>Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
</tr>
<tr>
<td>ULO VI. Students will develop a well-rounded skill set.</td>
<td>ULOGP II. Students will develop specialized knowledge.</td>
<td>SLO 3. Students will organize and implement wellness programs for the development of healthy behaviors and improved quality of life.</td>
<td>KINE 6060</td>
<td>Year 1, Summer then once every 2 years</td>
<td>Evidence-based Practice Project</td>
<td>Rubric</td>
<td>Data entry and findings in Taskstream</td>
<td>Faculty and Program Director</td>
<td>Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>ULOGP III. Students will practice intellectual skills such as analytic inquiry, use of information resources, engaging diverse perspectives, quantitative fluency, and communication fluency.</td>
<td>ULOGP IV. Students will conduct applied learning</td>
<td>SLO 4. Students will understand and utilize qualitative and quantitative processes and methods for evaluation of human performance and health assessment.</td>
<td>KINE 6010</td>
<td>Year 1, Fall then once every 2 years</td>
<td>Methodology Synopsis Assignment</td>
<td>Methodology Synopsis</td>
<td>Data entry and findings in Taskstream</td>
<td>Faculty and Program Director</td>
<td>Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>KINE 6170</td>
<td>Year 2, Spring then once every 2 years</td>
<td>Self-evaluation</td>
<td>Rubric</td>
<td>Written Research Report</td>
<td>Written Research Report Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>KINE 6180 and/or KINE 6180</td>
<td></td>
<td>Written Research Report</td>
<td>Rubric</td>
<td>Written Research Report Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>KINE 6800 and/or KINE 6810</td>
<td>Every Term</td>
<td>Oral Presentation</td>
<td>Rubric</td>
<td>Written Research Report Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Thesis</td>
<td>Rubric</td>
<td>Written Research Report Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
</tr>
</tbody>
</table>
### Appendix D. MS Kinesiology Assessment Map

**MS Kinesiology (SLOs and major courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO Description</th>
<th>I</th>
<th>D</th>
<th>C</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010 Research Methods in Kinesiology</td>
<td>SLO 1: Demonstrate broad and advanced knowledge of biological, psychological, and physical processes.</td>
<td>I</td>
<td>D</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>KINE 6020 Advanced Exercise Physiology</td>
<td></td>
<td>D</td>
<td>C</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>KINE 6030 Advanced Movement Science</td>
<td></td>
<td>D</td>
<td>C</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>KINE 6040 Advanced Behavior Change</td>
<td></td>
<td>D</td>
<td>C</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>KINE 6050 Advanced Program Design</td>
<td></td>
<td>D</td>
<td>C</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>KINE 6060 Evidence Based Practice</td>
<td></td>
<td>D</td>
<td>C</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>KINE 6170 Practicum Field Experience</td>
<td></td>
<td>D</td>
<td>C</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>KINE 6180 Kinesiology Research</td>
<td></td>
<td>D</td>
<td>C</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>KINE 6170 Kinesiology Research</td>
<td></td>
<td>D</td>
<td>C</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>KINE 6700 Current Topics</td>
<td></td>
<td>D</td>
<td>C</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>KINE 6800 Culminating Experience</td>
<td></td>
<td>D</td>
<td>C</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>KINE 6810 Thesis</td>
<td></td>
<td>D</td>
<td>C</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

**Scientific Foundations of Kinesiology**

SLO 1: Demonstrate broad and advanced knowledge of biological, psychological, and physical processes.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 2: Integrate and apply specialized knowledge in various areas of kinesiology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010 Research Methods in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KINE 6020 Advanced Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>KINE 6030 Advanced Movement Science</td>
<td></td>
</tr>
<tr>
<td>KINE 6040 Advanced Behavior Change</td>
<td></td>
</tr>
<tr>
<td>KINE 6050 Advanced Program Design</td>
<td></td>
</tr>
<tr>
<td>KINE 6060 Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td>KINE 6170 Practicum Field Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6180 Kinesiology Research</td>
<td></td>
</tr>
<tr>
<td>KINE 6700 Current Topics</td>
<td></td>
</tr>
<tr>
<td>KINE 6800 Culminating Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6810 Thesis</td>
<td></td>
</tr>
</tbody>
</table>

**Integration of Knowledge in Kinesiology**

SLO 2: Integrate and apply specialized knowledge in various areas of kinesiology.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 3: Organize and implement wellness programs for the development of healthy behaviors and improved quality of life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010 Research Methods in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KINE 6020 Advanced Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>KINE 6030 Advanced Movement Science</td>
<td></td>
</tr>
<tr>
<td>KINE 6040 Advanced Behavior Change</td>
<td></td>
</tr>
<tr>
<td>KINE 6050 Advanced Program Design</td>
<td></td>
</tr>
<tr>
<td>KINE 6060 Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td>KINE 6170 Practicum Field Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6180 Kinesiology Research</td>
<td></td>
</tr>
<tr>
<td>KINE 6700 Current Topics</td>
<td></td>
</tr>
<tr>
<td>KINE 6800 Culminating Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6810 Thesis</td>
<td></td>
</tr>
</tbody>
</table>

**Practice and Application of Kinesiology**

SLO 3: Organize and implement wellness programs for the development of healthy behaviors and improved quality of life.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 4: Understand and utilize qualitative and quantitative processes and methods for evaluation of human performance and health assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010 Research Methods in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KINE 6020 Advanced Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>KINE 6030 Advanced Movement Science</td>
<td></td>
</tr>
<tr>
<td>KINE 6040 Advanced Behavior Change</td>
<td></td>
</tr>
<tr>
<td>KINE 6050 Advanced Program Design</td>
<td></td>
</tr>
<tr>
<td>KINE 6060 Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td>KINE 6170 Practicum Field Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6180 Kinesiology Research</td>
<td></td>
</tr>
<tr>
<td>KINE 6700 Current Topics</td>
<td></td>
</tr>
<tr>
<td>KINE 6800 Culminating Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6810 Thesis</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis and Critical Thinking in Kinesiology**

SLO 4: Understand and utilize qualitative and quantitative processes and methods for evaluation of human performance and health assessment.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 5: Synthesize and critically appraise existing research for the evaluation and development of effective programming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6010 Research Methods in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KINE 6020 Advanced Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>KINE 6030 Advanced Movement Science</td>
<td></td>
</tr>
<tr>
<td>KINE 6040 Advanced Behavior Change</td>
<td></td>
</tr>
<tr>
<td>KINE 6050 Advanced Program Design</td>
<td></td>
</tr>
<tr>
<td>KINE 6060 Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td>KINE 6170 Practicum Field Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6180 Kinesiology Research</td>
<td></td>
</tr>
<tr>
<td>KINE 6700 Current Topics</td>
<td></td>
</tr>
<tr>
<td>KINE 6800 Culminating Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6810 Thesis</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix E. Faculty Characteristics and CV’s

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Moffit</th>
<th>Sanchez</th>
<th>Street</th>
<th>Wang</th>
<th>Zenko</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
<td>Associate Professor</td>
<td>TT Assistant Professor</td>
<td>TT Assistant Professor</td>
<td>Full-Professor</td>
<td>TT Assistant Professor</td>
</tr>
<tr>
<td>Appointment Status</td>
<td>Tenured Associate Professor</td>
<td>1st Year Probationary</td>
<td>5th Year Probationary</td>
<td>Tenured Professor</td>
<td>1st Year Probationary</td>
</tr>
<tr>
<td>Highest Degree Earned</td>
<td>Ed.D.</td>
<td>Ph.D.</td>
<td>Ph.D.</td>
<td>Ph.D.</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Date and Field of Highest Degree</td>
<td>May 2000 Physical Education/Physiological Kinesiology</td>
<td>August 2017 Kinesiology: Exercise Physiology</td>
<td>August 2014 Kinesiology: Biomechanics/Motor Control</td>
<td>May 2004 Kinesiology: Physical Education</td>
<td>August 2016 Kinesiology: Sport Psychology/Exercise Physiology</td>
</tr>
</tbody>
</table>

Page 36 of 52 Final proposal
| Affiliations with Other Campus Programs | General Education Curriculum Committee, General Education Theme Q Fellow | Research Council of the University (appointment May 2019-2021) | Core faculty member in the CSUB Doctoral program in Educational Leadership. | N/A | N/A |

* **Note:** The Kinesiology Department is currently searching for 2 tenure-track positions (Exercise Physiology/Health Promotion and Biomechanics/Motor Control)
Curriculum Vitae

JEFFREY K. MOFFIT
661.654.6084
jmoffit@csub.edu

Education
Graduate Degrees: Doctor of Education, University of Northern Colorado, May 2000
Major: Physical Education, Emphasis in Physiological Kinesiology

Master of Arts, California State University, Fresno, 1991
Major: Physical Education, Emphasis in Exercise Science

Undergraduate Degree: Bachelor of Arts, California State University, Fresno, 1988
Major: Special Major - Exercise Science

University Teaching Experience
Sept. 2001-Present  Associate Professor at California State University, Bakersfield in the Department of Physical Education and Kinesiology, Tenured 2008
Department Chair (fall 2006 – summer 2012), Interim Department Chair (fall 2017)

Jan.-March 2001  Lecturer at California State University, Bakersfield in the Department of Physical Education and Kinesiology

1996-1998  Lecturer at California State University, Fresno in the Department of Kinesiology

Public School Teaching Experience
1999-2000  High School Teacher at Buchanan High School, Clovis, California

Professional Affiliations
American College of Sports Medicine – National, 1993- Present
South West Chapter of the American College of Sports Medicine – Regional, 1996 - Present

Certifications
American College of Sports Medicine Exercise Test Technologist. UC Davis, July 1991

Grants
Extramural:
Co-author of Clovis Police Department Fitness Testing and Disability Avoidance Program grant of $15,540.00 funded by the City of Clovis, Spring, 1998.

Intramural:
CSUB Research Council of the University (RCU) mini-grant, $5,000, to purchase equipment for research on energy economy resulting from use of innovative bicycle drive trains, 2008.

Awards
CSU Bakersfield School of Education Faculty Honors Award for Service. Presented for the 2007-2008 academic year.

Department/School/University Service
University General Education Theme Q Learning Community Fellow, Fall 2016-Present
University General Education Committee (GECCo), Fall 2016-Present

Community Outreach/Service
Board Member:
Bakersfield Track Club, 2010-present.
Kern County Aging & Adult Services Dept. Active Aging Task Force, Fall 2001-2005

Event Director:
Kinesiology Dept. St. Patrick’s Run. Benefiting the CSUB Kinesiology Dept, 2017-present
Kinesiology Club Valentine’s Run. Benefiting the Kinesiology Majors’ Club, 2003- present

**Professional Growth and Scholarly Activities**
Attendance of conferences and workshops:
American College of Sports Medicine Southwest Chapter Meeting. 2005- 2018

**Professional / Public Presentations**

**Scholarly Writing and Productivity**
Published


Presentations

Brittany K. Sanchez, Ph.D.
Assistant Professor | Department of Kinesiology
California State University | Bakersfield, CA
661.654.3137 | bksanchez@csub.edu

EDUCATION

- **Texas A&M University - Ph.D., Kinesiology: Exercise Physiology** 2017
  Dissertation: “The Influence of Metabolic Genotypes on Diet and Exercise Induced Weight Loss in Women”
- **University of Houston Clear Lake - M.S., Health and Human Performance** 2011
  Thesis: “The Association Between Critical Velocity and Unilateral Stability in Distance Runners”
- **University of Houston - B.S., Exercise Science** 2005
  Minor: Clinical Nutrition

RESEARCH GRANTS

- **Faculty TLC Professional Development Grant, CSUB ($500)** 2018
- **(Proposed) Metabolic Effects between the Helix Lateral Trainer (PI)** 2019
  **CSUB and HelixCo ($13,700)**

EMPLOYMENT

- **Lecturer/Assistant Professor** 2017-present
  Department of Kinesiology
  California State University - Bakersfield
- **Laboratory Floor Supervisor/Research Assistant** 2014-2017
  Exercise and Sport Nutrition Laboratory – Human Clinical Research Facility
  Department of Health and Kinesiology
  Texas A&M University - College Station, TX

TEACHING EXPERIENCE

- **Assistant Professor/Lecturer** 2017-present
  Department of Kinesiology, California State University, Bakersfield
  **KINE 4150 – Clinical Exercise Physiology (Lecture)**
  **KINE 3320 – Motor Learning (Lecture and Lab)**
  **KINE 3120 – Nutrient Utilization in Sport and Health (Lecture)**
  **KINE 3118 – Epidemiology (Lecture)**
  **KINE 3040 – Exercise Physiology (Lecture and Lab)**
  **KINE 1018 – Lifetime Fitness (Lecture)**

TECHNICAL RESEARCH PROFICIENCIES
- Genotyping/allelic discrimination (blood and buccal sampling assays, Spectrophotometry [Nanodrop], qPCR)
- Handheld glucose and lactate analyzers
- Bone densitometry (Dual Energy X-Ray Absorptiometry [DXA])
- Body Composition Assessment (Ultrasound [BodyMetrix], Hydrodensitrometry, Air displacement plethysmography, 7-site skinfolds)
- VO₂max and REE measurement via Indirect Calorimetry
- Cardiopulmonary/12-lead ECG Exercise Stress Test and Analysis (Treadmill Bruce Protocol and modified)
- Body Water Assessment (Bioelectrical Impedance Analysis [BIA])
- Spirometry (Handheld)
- Strength Testing (isotonic, isometric, isokinetic)
- Anaerobic Power Testing (via Tendo unit analysis and vertical jump)
- Anaerobic Power Capacity Testing (Wingate [cycle ergometer])
- Nutritional Analysis (ESHA SQL Nutritional Software)
- Statistical Data Analysis (IPA and SPSS Software)

**JOURNAL PUBLICATIONS/ABSTRACTS**

*First or second Author*


Brian D. Street, Ph.D

two-page Abridged Curriculum Vitae - March, 2019

Assistant Professor
Department of Kinesiology
California State University, Bakersfield
Bakersfield, California, 93311
Tel: 661.654.2551
Email: bstreet1@csub.edu
Webpage: https://sites.google.com/view/drstreetgaitlab/
Director, Gait and Posture Neuromechanics Laboratory
Science Building 1, 115

EDUCATION

Ph.D., Kinesiology (specialization in Biomechanics and Motor Control), York University, Toronto, Canada (supervisor: William H. Gage), 2014
MSc., Sports and Exercise Medicine, University of Exeter, Exeter, United Kingdom (supervisor: Roger Eston), 2009
BSc., Biomedical Science, Charles Darwin University, Darwin, Australia (BSc honours thesis supervisor: James Paul Finn), 2008

FACULTY APPOINTMENTS

California State University, Bakersfield

2014-present Tenured-track Assistant Professor, School of Social Sciences & Education, Department of Kinesiology, California State University, Bakersfield, California, USA
2017-present Adjunct Professor, Doctoral Program in Educational Leadership, School of Social Sciences & Education, California State University, Bakersfield, California, USA

ACADEMIC AWARDS and HONOURS

Abridged list shown below

2017, Fall, Faculty Teaching & Learning Center Teaching Innovation grant, ($300)
2017, Spring, Faculty Teaching & Learning Center Professional Development grant, ($500)
2016-2017 Millie Ablin Excellence in Teaching Award nominee
2016-2017 Research Excellence Award Recipient, GRaSP
2015-2016 Research Excellence Award Recipient, GRaSP
2014-2015 Research Excellence Award Recipient, GRaSP
2015, Spring, Faculty Teaching & Learning Center Professional Development grant, ($500)
2015, Fall, Faculty Teaching & Learning Center Professional Development grant, ($500)
PEER-REVIEWED PUBLICATIONS

6 Total Peer-reviewed Publication (2 representative publication shown below)


GRANT SCHOLARSHIP

Awarded Grants (total awarded $66,267.90 – 2 representative awarded grants shown below)

RCU Mini-grant Award, 2018 ($3,597.50)
Project Title: Metabolic Syndrome and Physical Activity Levels in Faculty and Staff Members in a University Setting
Project position: Co-PI

RCU Mini-grant Award, 2018 ($3,802.00)
Project Title: The Relationship between Spatiotemporal Gait Asymmetry and Fall Risk after unilateral lower-limb amputation
Project position: PI

ABSTRACTS and CONFERENCES (*presenting author)

46 Total Conference Proceedings (2 representative conferences shown below)


STUDENT SUPERVISION and MENTORING

2 Doctoral students – chair of doctoral dissertation
3 Master students – committee member and advisor
40 Undergraduate students – research assistants
Jianyu “Eugene” Wang, Ph. D.
Department of Kinesiology
California State University, Bakersfield

Bakersfield, CA 93311

Office: (661) 654-3470
E-mail: jwang4@csub.edu

Education
2000 – 2003 Doctor of Philosophy
University of South Carolina
Concentration: Physical Education Teacher Education

1998-2000 Master of Arts
University of Northern Iowa
Concentration: Leisure Services-Youth/Human Services Administration

1986-1989 Master of Education
Guangzhou Institute of Physical Education
Concentration: Physical Education Teacher Education/Coaching

1978-1982 Bachelor of Education
Wuhan Institute of Physical Education
Concentration: Physical Education Teacher Education/Coaching

Professional Experience
2014 to present Professor
Department of Kinesiology, Californian State University, Bakersfield
Courses taught
• KINE 3010 Measurement and Evaluation in Kinesiology
• KINE 3340 Child and Adolescent Physical Activity and Health
• KINE 4240 Technique of Teaching Lifelong Physical Activity and Fitness
• KINE 4250 Physical Activity for Diverse Lifespan Populations

2009 to 2014 Associate Professor
Department of Physical Education and Kinesiology, Californian State University, Bakersfield

2003 to 2009 Assistant Professor
Department of Physical Education and Kinesiology, Californian State University, Bakersfield

Publications
1. Chapters in Books


2. Selected Peer Refereed/Reviewed Articles


**Selected Scholarly Presentations**

Wang, J. (2015). *Perceived competence in teaching physical education among classroom teachers.* Paper was presented at the annual meeting of the Society for Health and Physical Educators, Seattle, WA.


**Grants**

Wang, J. (2016). Teaching Innovation Grant, California State University, Bakersfield. $ 250.00.

Wang, J. (2012). Teaching Innovation Grant, California State University, Bakersfield. $ 300.00. Funded

Wang, J. (2008). *Perception of motivators and constraints among players of pick-up basketball games.* Professional Development Mini Grant, California State University, Bakersfield. $ 300.00. Funded

Wang, J., & D. Diboll (2005). *Performance patterns and competency of basketball game play among regular basketball players.* Research Council of the University, California State University, Bakersfield. $ 3,000.00. Funded

**Honors and Awards**

Faculty Honors Award in Research and Scholarship, School of Education, California State University, Bakersfield, 2008
Zachary Zenko, Ph.D., PAPHS
Abbreviated Curriculum Vitae
March 26th, 2019

Address: Department of Kinesiology
Mail Stop: 22 Education
California State University, Bakersfield
Bakersfield, CA 93311
Phone: (661) 654-2799
E-mail: zzenko@csub.edu

EDUCATION

2012-2016  Iowa State University (Ames, IA)
Ph.D. in Kinesiology
Certificates: Preparing Future Faculty Scholar; Center for the Integration of Research, Teaching and Learning Scholar

2011-2012  University of Pittsburgh (Pittsburgh, PA)
M.S. in Health and Physical Activity

2008-2011  Edinboro University of Pennsylvania (Edinboro, PA)
B.S. in Health and Physical Education
Major: Human Performance
Minor: Fitness Instruction / Personal Training

ACADEMIC EMPLOYMENT

2018-Current  California State University, Bakersfield (Bakersfield, CA)
Assistant Professor
Department of Kinesiology

2016-2018  Duke University (Durham, NC)
Postdoctoral Associate
Center for Advanced Hindsight

2012-2016  Iowa State University (Ames, IA)
Graduate Assistant
Department of Kinesiology

2011-2012  University of Pittsburgh (Pittsburgh, PA)
Graduate Assistant
Department of Health and Physical Activity
Selected Peer-Reviewed Publications

Abbreviated List: 12 publications total, 28 conference presentations


Courses Taught

- Lifetime Fitness
- Psychology of Sport and Physical Activity
- Motor Growth and Development Across the Life Span
- Exercise Psychology
- Critical Appraisal Masterclass
- Exercise and Health: Behavior Change
- Physiology of Exercise
- Aerobic Cross-Country Running
- Weight Training
- Personal Fitness
- Body Sculpting

Selected Awards

- Blue Ribbon Teamwork Award (Duke University)
- Excellence in Research Award (Journal of Sport and Exercise Psychology)
- Outstanding Paper of the Year Award (Sport, Exercise, and Performance Psychology)
- Teaching Excellence Award (Iowa State University)
- Peer Teaching Award (Iowa State University)
- Research funding (various, $14,038.00 total)
Appendix F. Library Report on Resources

Apr. 11, 2019

To: Curt Asher, Dean of University Library  
   Kris Grappendorf, Chair of the Department of Kinesiology  
   CC: Amanda Grombly, Collection Development Librarian

From: Andrea Anderson, Kinesiology Librarian

Re: Report on Library Resources for the Master of Science in Kinesiology (MSK) Program Proposal

I have viewed the MSK program proposal provided by Kris Grappendorf, researched other resources provided to kinesiology graduate programs at San Jose State, Fresno State, and Sacramento State, and received updated statistics on library kinesiology resources from Amanda Grombly, Collection Development Librarian.

From viewing the areas of study and course descriptions within the proposal, it is my understanding that the MSK focus will be general kinesiology and not specialized areas, which would allow the Library’s current sources and current budget to adequately meet the needs of the program. The Library’s current resources and budget will support the MSK program proposal.

If any additional or future resources were requested, Kinesiology or the campus would have to commit to fully fund such resources. These might include annual journal subscription costs plus price increases generally ranging from 3 to 5 percent per year. The Library’s ability to fund or support any additional or future resources would be dependent upon funds available and items would be reviewed individually for consideration. The Library can commit to purchasing book and print materials needed to support the program within the limits of the current budget.

A list of current library resources supporting kinesiology courses are provided.
Current Stiern Library Resources as of Apr. 11, 2019

Kinesiology core databases and journal packages:

1. SPORFindiscus (EBSCOhost) – 670 full-text journals
2. Science Direct (Elsevier) - 4,078 journals
3. PsychINFO (EBSCOhost)
4. PsychArticles (EBSCOhost) – 100+ full-text journals
5. PubMed

Additional databases supporting the program:

6. Academic Search Complete (EBSCOhost)
7. Biological Abstracts (EBSCOhost)
8. CINAHL with full-text (EBSCOhost)
9. Dissertations & Theses (ProQuest)
10. Education Full Text (EBSCOhost)
11. Education Research Complete (EBSCOhost)
12. ERIC (EBSCOhost)
13. General Science Full Text (EBSCOhost)
14. JSTOR (journal archives)
15. Omnifile Full-text Mega (H.W. Wilson)
16. Sage Journals
17. SpringerLink

Active individual journal subscriptions in the areas of Kinesiology:

- International Journal of Kinesiology in Higher Education
- Journal for Physical Education and Recreation
- Journal of Sport History
- Journal of Sports Medicine and Physical Fitness
- Journal of Teaching in Physical Education
- Quest
- Research Quarterly for Exercise and Sport
- Sociology of Sport Journal
- The Journal of Orthopaedic and Sports Physical Therapy

Print & Electronic Books: 6599 (Covering LC ranges encompassed by kinesiology areas)
MEMORANDUM

April 11, 2019

To: Chris Grappendorf, Chair, Department of Kinesiology
   cc: Andrea Anderson, Librarian Liaison to Kinesiology; Amanda Grombly, Collection Development Librarian

From: Curt Asher, Dean of University Library

Re: Report on Library Resources for the Master of Science in Kinesiology Program Proposal

I have reviewed the report from Andrea Anderson, Library Instruction Coordinator and Liaison to the Kinesiology and Educaion, regarding current library resources supporting the Master of Science in Kinesiology (MSK) proposal. I agree with her assessment:

“The Library’s current resources and budget will support the MSK kinesiology proposal. If any additional or future resources were requested, Kinesiology or the campus would have to commit to fully fund such resources. These might include annual journal subscription costs plus price increases generally ranging from 3 to 5 percent per year. The Library’s ability to fund or support any additional or future resources would be reviewed individually for consideration. The Library can commit to purchasing book and print materials needed to support the program within the limits of the current budget.”

Librorum et amici in locum illuminatio.
Appendix F. Cost Recovery Budget
### PROJECTIONS - Masters in Kinesiology - 30 units

Total cost to students = $15,600 for 30 units

<table>
<thead>
<tr>
<th></th>
<th>YR 1 - FY 17/18</th>
<th>YR 2 - FY 18/19</th>
<th>YR 3 - FY 19/20</th>
<th>YR 4 - FY 20/21</th>
<th>YR 5 - FY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per unit</td>
<td>$520</td>
<td>$520</td>
<td>$520</td>
<td>$530</td>
<td>$530</td>
</tr>
<tr>
<td>Cohort 1 Number of students</td>
<td>20</td>
<td>17</td>
<td>24</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 2</td>
<td>20</td>
<td>17</td>
<td>24</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 3</td>
<td></td>
<td></td>
<td>20</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 4</td>
<td></td>
<td></td>
<td>20</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 5</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td>24</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Total Number of Students</td>
<td>20</td>
<td>37</td>
<td>37</td>
<td>37</td>
<td>37</td>
</tr>
</tbody>
</table>

#### Revenue

<table>
<thead>
<tr>
<th></th>
<th>YR 1 - FY 17/18</th>
<th>YR 2 - FY 18/19</th>
<th>YR 3 - FY 19/20</th>
<th>YR 4 - FY 20/21</th>
<th>YR 5 - FY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$249,600</td>
<td>$302,640</td>
<td>$302,640</td>
<td>$308,460</td>
<td>$308,460</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$249,600</td>
<td>$302,640</td>
<td>$302,640</td>
<td>$308,460</td>
<td>$308,460</td>
</tr>
</tbody>
</table>

#### Direct Expenses

**Faculty/Staff**

| Faculty Program Coordinator | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 |
| Faculty Program Coordinator Benefits | $113 | $113 | $113 | $113 | $113 |
| FT Tenure Track Faculty | $64,914 | $81,143 | $81,143 | $84,063 | $84,063 |
| FT Tenure Track Benefits | $909 | $1,136 | $1,136 | $1,177 | $1,177 |
| Adjunct Faculty | $ - | $ - | $ - | $ - | $ - |
| Adjunct Benefits | $ - | $ - | $ - | $ - | $ - |
| Fieldplacement Coordinator | $ - | $ - | $ - | $ - | $ - |
| Fieldplacement Coordinator Benefits | $ - | $ - | $ - | $ - | $ - |

**Other**

| Faculty Travel and per diem | $ - | $ - | $ - | $ - | $ - |
| Fieldplacement/Advising Travel and Per Diem | $ - | $ - | $ - | $ - | $ - |
| Faculty Fee | $ - | $ - | $ - | $ - | $ - |
| Promotion, Advertising & Print | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 |
| Online Course Development Training | $24,000 | $12,000 | $2,000 | $2,000 | $2,000 |
| IT/Technical Support (for online programs) | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 |

**Total Direct Expenses**

<table>
<thead>
<tr>
<th></th>
<th>YR 1 - FY 17/18</th>
<th>YR 2 - FY 18/19</th>
<th>YR 3 - FY 19/20</th>
<th>YR 4 - FY 20/21</th>
<th>YR 5 - FY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$106,436</td>
<td>$110,892</td>
<td>$100,892</td>
<td>$103,853</td>
<td>$103,853</td>
</tr>
</tbody>
</table>

#### Operating Income/Margin

#### Indirect Expenses/Cost Recovery

| CO Reimbursement @ x 2.5% | $6,240 | $7,566 | $7,566 | $7,712 | $7,712 |
| Campus Reimbursement @ 10 % | $24,960 | $30,264 | $30,264 | $30,846 | $30,846 |
| Extended Education Overhead @ 30% & 40% | $74,880 | $90,792 | $121,056 | $123,384 | $123,384 |
| School Dept Revenue Share @ 8% | $19,968 | $24,211 | $24,211 | $24,677 | $24,677 |

**Total Indirect Expenses**

<table>
<thead>
<tr>
<th></th>
<th>YR 1 - FY 17/18</th>
<th>YR 2 - FY 18/19</th>
<th>YR 3 - FY 19/20</th>
<th>YR 4 - FY 20/21</th>
<th>YR 5 - FY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$126,048</td>
<td>$152,833</td>
<td>$183,097</td>
<td>$186,618</td>
<td>$186,618</td>
</tr>
</tbody>
</table>

**Total All Expenses**

<table>
<thead>
<tr>
<th></th>
<th>YR 1 - FY 17/18</th>
<th>YR 2 - FY 18/19</th>
<th>YR 3 - FY 19/20</th>
<th>YR 4 - FY 20/21</th>
<th>YR 5 - FY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$232,484</td>
<td>$263,725</td>
<td>$283,989</td>
<td>$290,471</td>
<td>$290,471</td>
</tr>
</tbody>
</table>

**Net Gain/Loss**

<table>
<thead>
<tr>
<th></th>
<th>YR 1 - FY 17/18</th>
<th>YR 2 - FY 18/19</th>
<th>YR 3 - FY 19/20</th>
<th>YR 4 - FY 20/21</th>
<th>YR 5 - FY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$17,116</td>
<td>$38,915</td>
<td>$18,651</td>
<td>$17,989</td>
<td>$17,989</td>
</tr>
</tbody>
</table>

**Loss Carry Forward**

* Note: Some line items may not apply to all programs. Please adapt to program needs.

*Tuition and enrollment numbers are examples only.

*Note: Extended Education Overhead: years 1 & 2 @ 30%; year 3 and forward, 40%
RESOLVED: That the following changes be made to the University Handbook relative to online and hybrid courses (additions are underlined):

203 INSTRUCTIONAL POLICY

203.1 Revisions in Course Content and New Courses
Faculty shall teach all courses in accordance with officially approved course descriptions. Significant changes in course content and the creation of new courses require the approval of the school curriculum committee or, in the case of an interschool program, the approval of the Academic Affairs Committee. Before offering any course as an online or hybrid course, the instructor must be certified for online or hybrid instruction by the Distributed Learning Committee. Approval for online or hybrid offerings shall be based on documented pedagogical rationale, not on instructor preference.

303 RESPONSIBILITIES OF TEACHING FACULTY, LIBRARIANS, & COUNSELORS

303.1 Duties of Teaching Faculty, Librarians, and Counselors

303.1.1 Teaching Assigned Courses
Faculty shall teach their assigned courses in accord with the officially approved course descriptions provided in the current university catalog. Unless authorized by the department or program to teach a course in an online or hybrid format, faculty shall teach each course in a face-to-face format. All faculty teaching online or hybrid courses must be certified for online or hybrid instruction by the Distributed Learning Committee.

RATIONALE: The Distributed Learning Committee (DLC) was formalized into the Handbook with Academic Senate Resolution 1920002, which was signed by President Zelezny on November 04, 2019. Now that the DLC has been formalized, additional changes are needed in the above sections of the Handbook to formalize its charges to ensure the quality of online / hybrid instruction and to certify instructors for online / hybrid courses.

The proposed language changes make it clear that instructors for online and hybrid courses must be certified by the DLC. The other language changes formalize portions of the Distributed Learning Policy into the Handbook,
particularly that department / program permission should be obtained before offering a course in online / hybrid format and that excellence in academic instruction should guide administrative decisions.

Distribution List:
RESOLVED: That the Academic Senate of CSU, Bakersfield recommends to the President the approval of attached Academic Calendars:

- Academic Calendar 2020-2021
- Summer Session 2021

RATIONALE: The Budget and Planning Committee has considered alternatives and recommends the attached.
California State University, Bakersfield Academic Calendar
2020/2021

**Fall Semester, 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 17</td>
<td>Deadline to Apply for Fall 2020 Graduation</td>
</tr>
<tr>
<td>March 23</td>
<td>Academic Advising for Continuing Students Begins (for Summer 2020 &amp; Fall 2020)</td>
</tr>
<tr>
<td>April 27</td>
<td>Registration for New Students Begins (for Fall 2020)</td>
</tr>
<tr>
<td>April 27</td>
<td>Registration for New Students Begins (for Fall 2020)</td>
</tr>
<tr>
<td>June TBA</td>
<td>Orientation for First-Time Freshmen (for Fall 2020)</td>
</tr>
<tr>
<td>June TBA</td>
<td>Orientation Transfer Students (for Fall 2020)</td>
</tr>
<tr>
<td>August 17</td>
<td>ALL FACULTY DUE ON CAMPUS</td>
</tr>
<tr>
<td>August 24</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>September 02</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>September 02</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
<tr>
<td>September 07</td>
<td>HOLIDAY - Labor Day – Campus Closed</td>
</tr>
<tr>
<td>September 21</td>
<td>Census Day</td>
</tr>
<tr>
<td>September 21</td>
<td>Last Day to Change between Credit/No-credit and Letter Grading</td>
</tr>
<tr>
<td>September 21</td>
<td>Last Day to Withdraw from Classes without a &quot;W&quot; being recorded</td>
</tr>
<tr>
<td>September 21</td>
<td>Deadline to Apply for Spring 2021 Graduation</td>
</tr>
<tr>
<td>September 21</td>
<td>Deadline to apply for Summer 2021 Graduation</td>
</tr>
<tr>
<td>October 05</td>
<td>Academic Advising for Continuing Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>October TBA</td>
<td>Campus-wide Emergency Evacuation Day</td>
</tr>
<tr>
<td>October 26</td>
<td>Registration for Continuing Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>November 02</td>
<td>Academic Advising for New Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>November 02</td>
<td>Registration for New Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>November 09</td>
<td>Last Day to Withdraw from Classes for a Serious and Compelling Reason</td>
</tr>
<tr>
<td>November 11</td>
<td>HOLIDAY - Veterans Day Observed - Campus Closed</td>
</tr>
<tr>
<td>Nov 16 - 20</td>
<td>SOCI Week</td>
</tr>
<tr>
<td>Nov 26 - 27</td>
<td>HOLIDAY - Thanksgiving - Campus Closed</td>
</tr>
<tr>
<td>December 07</td>
<td>Last Day to Submit Completed Thesis / Dissertation</td>
</tr>
<tr>
<td>December 07</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Dec 08 - 09</td>
<td>Reading Days</td>
</tr>
<tr>
<td>Dec 10 - 16</td>
<td>Examination Period</td>
</tr>
<tr>
<td>December 16</td>
<td>Fall Commencement (Occurrence of Fall commencement is tentative year-by-year)</td>
</tr>
<tr>
<td>Dec 17</td>
<td>Evaluation Day</td>
</tr>
<tr>
<td>Dec 18 - 21</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

Winter Break: December 22, 2020 - January 22, 2021

_In addition to our Fall Semester listed above, CSUB’s *Extended Education* offers classes during Winter Intersession. The Intersession begins January 4, 2021 and ends January 15, 2021. Call the Extended Education at (661) 654-2441 for detailed information regarding their course offerings and schedules._
California State University, Bakersfield
Academic Calendar
2020/2021

**Spring Semester, 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21</td>
<td>Deadline to Apply for Spring 2021 Graduation</td>
</tr>
<tr>
<td>September 21</td>
<td>Deadline to Apply for Summer 2021 Graduation</td>
</tr>
<tr>
<td>October 05</td>
<td>Academic Advising for Continuing Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>October 26</td>
<td>Registration for Continuing Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>November 02</td>
<td>Academic Advising for New Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>November 02</td>
<td>Registration for New Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>January 18</td>
<td>HOLIDAY - Martin Luther King, Jr. Day - Campus Closed</td>
</tr>
<tr>
<td>January 21</td>
<td>ALL FACULTY DUE ON CAMPUS</td>
</tr>
<tr>
<td>January 25</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>February 03</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>February 03</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
<tr>
<td>February 19</td>
<td>Census Day</td>
</tr>
<tr>
<td>February 19</td>
<td>Last Day to Change between Credit/No-credit and Letter Grading</td>
</tr>
<tr>
<td>February 19</td>
<td>Last Day to Withdraw from Classes without a &quot;W&quot; being recorded</td>
</tr>
<tr>
<td>February 19</td>
<td>Deadline to Apply for Fall 2021 Graduation</td>
</tr>
<tr>
<td>March 22</td>
<td>Academic Advising for Continuing Students Begins (Summer 2021 &amp; Fall 2021)</td>
</tr>
</tbody>
</table>

**Spring Semester Break: March 29, 2021 – April 4, 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31</td>
<td>HOLIDAY - Cesar Chavez Day Observed - Campus Closed</td>
</tr>
<tr>
<td>April TBA</td>
<td>Campus-wide Emergency Evacuation Day</td>
</tr>
<tr>
<td>April 16</td>
<td>Last Day to Withdraw from Classes for a Serious and Compelling Reason</td>
</tr>
<tr>
<td>April 19</td>
<td>Registration for Continuing Students Begins (Summer 2021 &amp; Fall 2021)</td>
</tr>
<tr>
<td>April 26 - 30</td>
<td>SOCI Week</td>
</tr>
<tr>
<td>April 26</td>
<td>Academic Advising for New Students Begins (for Fall 2021)</td>
</tr>
<tr>
<td>April 26</td>
<td>Registration for New Students Begins (for Fall 2021)</td>
</tr>
<tr>
<td>May 14</td>
<td>Last Day to Submit Completed Thesis / Dissertation</td>
</tr>
<tr>
<td>May 14</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 15 – 16</td>
<td>Reading Days</td>
</tr>
<tr>
<td>May 17 - 22</td>
<td>Examination Period</td>
</tr>
<tr>
<td>May 21</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 24</td>
<td>Evaluation Day</td>
</tr>
<tr>
<td>May 25 - 26</td>
<td>Grades Due</td>
</tr>
<tr>
<td>May 31</td>
<td>HOLIDAY - Memorial Day – Campus Closed</td>
</tr>
</tbody>
</table>

**THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR**
Summer Session, 2021

**ssi: 10-Week Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 01</td>
<td>ALL SUMMER SESSION 1 FACULTY DUE ON CAMPUS</td>
</tr>
<tr>
<td>June 01</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>June 01</td>
<td>Schedule Adjustment Period</td>
</tr>
<tr>
<td>June 07</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>June 07</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
<tr>
<td>June 07</td>
<td>Last Day of Schedule Adjustment Period (for Summer Session I)</td>
</tr>
<tr>
<td>June 17</td>
<td>Census Day</td>
</tr>
<tr>
<td>June 17</td>
<td>Last Day to Change between Credit/No-credit and Letter Grading</td>
</tr>
<tr>
<td>June 17</td>
<td>Last Day to Withdraw from Classes without a &quot;W&quot; being recorded</td>
</tr>
<tr>
<td>June TBA</td>
<td>Orientations (for Fall 2020)</td>
</tr>
<tr>
<td>July 05</td>
<td>HOLIDAY - Independence Day - Campus Closed</td>
</tr>
<tr>
<td>July 12</td>
<td>Last Day to Withdraw from Classes for a Serious and Compelling Reason;</td>
</tr>
<tr>
<td>August 05</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Aug 09 - 10</td>
<td>Last Day to Submit Completed Thesis/Dissertation</td>
</tr>
<tr>
<td>August 11</td>
<td>Examination Period</td>
</tr>
<tr>
<td>August 12</td>
<td>Evaluation Day</td>
</tr>
</tbody>
</table>

**SS2: 5-Week Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 01</td>
<td>ALL SUMMER SESSION 2 FACULTY DUE ON CAMPUS</td>
</tr>
<tr>
<td>June 01</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>June 01</td>
<td>Schedule Adjustment Period</td>
</tr>
<tr>
<td>June 07</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>June 07</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
<tr>
<td>June 07</td>
<td>Last Day of Schedule Adjustment Period (for Summer Session II)</td>
</tr>
<tr>
<td>June 10</td>
<td>Census Day</td>
</tr>
<tr>
<td>June 10</td>
<td>Last Day to Change between Credit/No-credit and Letter Grading</td>
</tr>
<tr>
<td>June 10</td>
<td>Last Day to Withdraw from Classes without a &quot;W&quot; being recorded</td>
</tr>
<tr>
<td>June 23</td>
<td>Last Day to Withdraw from Classes for a Serious and Compelling Reason;</td>
</tr>
<tr>
<td>July 01</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>July 05</td>
<td>HOLIDAY - Independence Day - Campus Closed</td>
</tr>
<tr>
<td>July 06 - 07</td>
<td>Examination Period</td>
</tr>
<tr>
<td>July 08</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

**SS3: 5-Week Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 05</td>
<td>HOLIDAY - Independence Day - Campus Closed</td>
</tr>
<tr>
<td>July 12</td>
<td>ALL SUMMER SESSION 3 FACULTY DUE ON CAMPUS</td>
</tr>
<tr>
<td>July 12</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>July 12 - 14</td>
<td>Schedule Adjustment Period</td>
</tr>
<tr>
<td>July 19</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>July 19</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
<tr>
<td>July 19</td>
<td>Last Day of Schedule Adjustment Period (for Summer Session III)</td>
</tr>
<tr>
<td>July 21</td>
<td>Census Day</td>
</tr>
<tr>
<td>July 21</td>
<td>Last Day to Change between Credit/No-credit and Letter Grading</td>
</tr>
<tr>
<td>July 21</td>
<td>Last Day to Withdraw from Classes without a &quot;W&quot; being recorded</td>
</tr>
<tr>
<td>July 29</td>
<td>Last Day to Withdraw from Classes for a Serious and Compelling Reason;</td>
</tr>
<tr>
<td>August 05</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>August 09 - 10</td>
<td>Examination Period</td>
</tr>
<tr>
<td>August 12</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

*THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR*