CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
AGENDA
Thursday, December 5, 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
   • Response to First Reading Ethnic Studies – Open Forum December 10, 2:00 – 3:45 HCCR
   • CSU Board of Trustees Special Committee to Consider the Selection of the Chancellor – Open Forum
     Noon – 2:00 p.m. today
   • Handbook Error Log
   • Elections and Appointments
   • IT Updates: Faust Gorham
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. Old Business
      i. RES 192006 Master of Science in Kinesiology – Second Reading
      ii. RES 192007 Online and Hybrid Courses Handbook Changes – Second Reading
      iii. RES 192008 Academic Calendars Fall 2020/Spring 2021/Summer Session 2021 – Second Reading
9. Open Forum Items (Time Certain 11:15)
10. Adjournment
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE
Minutes
Thursday, November 21, 2019
Health Center Conference Room
10:00 a.m. – 11:30 a.m.


1. Call to Order - D. Boschini called the meeting to order.


3. Announcements and Information
   Comprehensive Capital Campaign, and Runner Alumni Mentor Program (RAMP) – V. Martin (handout) University Advancement (UA) has been working for several months with CCS Fundraising. They have tested CSUB’s readiness and capacity for our first ever capital campaign and advised UA to move forward. The findings of their report can be seen in the handout. They interviewed 75 people, conducted six focus groups to include every constituency on campus, sent survey to 1700 donors and community leaders. There was a 20% response rate. Almost 90% of those who responded indicated that they personally, or their company, would donate. The UA included a draft case of support from every area of the university identifying a beginning point of need to the high priority strategic need. CCS Fundraising aggregated the data from students, faculty, staff, and administrators and then responded with their recommendations. People are willing to serve in a voluntary leadership capacity. People are willing to make a multi-year commitment. Capital improvement was listed as the highest priority, followed by ongoing support, and then endowments for existing programs or budding initiatives. The Foundation Board of Directors voted to move forward with the fundraising effort. Currently, we are in the planning and quiet phase, pairing data with gifts in alignment with the strategic plan. 99.5% of gifts are restricted to areas the donor designates. This planning stage can be likened to a political campaign. There is a lot of planning, setting the goal, and then a targeted run up to the end. There’s no need to announce it, since we don’t want to run out of energy and we don’t yet have the final message. We will wait until 70% toward the goal to ride the momentum. When we
begin to attract new and lower-level donors, and annual donors, there will be just enough time to get them on board before the campaign closes. It’s better to get on board with a well-known commodity (that others have supported) versus a shot-gun approach. The UA is working in concert with the leadership team, faculty members, deans, etc. to secure gifts and see how far to push to have the best impact on students, faculty, and staff in facilities, endowments, and on-going support. The Comprehensive Capital Campaign is a five-year fundraising effort. CSUB’s 50th Anniversary factors into the plan. It’s not a secret, it’s strategic. We don’t want to spend a lot of money externally at the wrong time. “Comprehensive” means that every major gift for new program or facility or annual ongoing support will be counted toward the overall fundraising campaign. See handout.

The Runner Alumni Mentor Program (RAMP) has 51 mentees and 42 mentors. It’s an opportunity to take CSUB alumni and pair them with existing students, and provide thoughtful strategic advice to help a student get through courses and/or secure a job in the mentors’ industry. Some mentors are not alums. UA is looking for software to more effectively match mentors and mentees. There is no stateside budget. A portion of gift fund it. We are looking to hire someone to manage it. V. Martin answered questions.

A. Hegde said that the Senate approved a BPA Student Professional Certification Program two years ago. It includes mentoring and it’s been successful. A couple people who have mentored BPA were contacted by UA to do mentoring. The people who want to be involved are pulled into two different direction. There are three mentoring programs. V. Martin is keen on centralizing information sharing and coordination. He thinks the university should hire a person to coordinate with each of the deans and manage the whole program. Many of those in the room are members on the Advisory Board. It’s a big push for UA to get their hands around all the data. No territory fight. How we can make the most impact and be seen for what we are and coordinate in ways where we all know what we’re doing? A. Hegde said it hasn’t happened yet. BPA will always have a coordinator and an internship program. J. Stark noted that one advantage to tagging on programs is that BPA has a Student Professional Certification Program that includes the mentoring, etc. If efforts can be melded to give students as much credit as possible toward their academic credential, it benefits them.

V. Martin answered questions about the CCS Fundraising organization. They are done working on the Comprehensive Capital Campaign for now. Their proposal was to engage with CSUB during the planning process. A typical model of a major university’s funding campaign is to have hundreds of people on staff and pay consultants over a ten year period. We hire CCS consultants for a few months to make sure all the engagements – all the things they’ve heard – align with our strategic plan, and then help us build a refined case statement and the templates to work for us. The key benefit they bring during our first ever capital campaign is customized training for our academic leaders, faculty and staff about what it means to be in a campaign and how to work together on gift solicitation and coordination of all these efforts. A. Hegde requested cost information, after the silent phase is completed. D. Boschini thanked V. Martin for his report. As an interviewee, D. Boschini said that she thought the CCS Fundraising
presentation was very well done. It was very impressive to see what they have done to get us where we need to go.

D. Boschini asked members of BPA for a follow-up on UA’s coordination of the school’s mentoring effort with RAMP. J. Stark said that the frustration is that UA build their program off BPA’s grant deliverable, the Student Professional Development Certification Program that has mentoring as a key component. It came from a central place, BPA, and needs to be coordinated. A. Hegde said that there is no support from UA’s side. Someone in UA told the BPA coordinator that she cannot contact the businesses and mentors that BPA has engaged because it’s under UA’s domain. The certification program BPA developed is flailing despite the mentoring is one of the most successful outcomes of the school’s Advisory Committee. People want to be involved, but they are being pulled in different directions. Further, they’ve said that they don’t have enough time for mentoring because they’ve already committed to RAMP. L. Lara/President Alumni Association responded that she appreciates what BPA has done to teach students and alums to take on a mentoring program, but it’s not fair to say it was based off of BPA’s program. There are BPA alums mentoring so they have taken tools from that. The Alumni Association has reached out to BPA, and wants to continue the relationship.

D. Boschini thanked L. Lara for her perspective and then requested that the group keep an eye on mentorship programs and if necessary, a referral can be made. The topic was added to the Executive Committee for more discussion.

CSU Board of Trustees Special Committee to Consider the Selection of the Chancellor – Open Forum

Handbook Error Log – nothing to report

Elections and Appointments – A. Hegde
The election for (4) faculty members to the Search Committee for the SS&DE Dean ends today. The nominees are Isabel Sumaya, Bre Evans-Santiago, Patrick O’Neill, Brian Street, Yeunjoo Lee, and Michael Ault.

4. Approval of Agenda
J. Stark moved to approve the Agenda. M. Suleiman seconded. Approved.

5. ASCSU Report – J. Tarjan reported that ASCSU passed a resolution Increasing Access, Success and Completion through Additional Preparation in Quantitative Reasoning through the addition of a fourth year of quantitative reasoning to the “a-g” requirements. CSSA came out against adding a fourth year of Quantitative Reasoning. Community members have come out against. Almost 91% all CSU students currently fulfill mathematics requirements. The Board of Trustees (BOT) has seen this issue five times, and then a sixth time in January to vote. If anyone feels strongly that the proposal should pass, write a letter to the BOT as public comment. This policy has the
possibility, the promise, to reduce the equity gaps more effectively than anything he’s seen. Specifically, the equity gaps of underrepresented/underserved students in completion of a major, and have access to well-paying majors. The ASCSU is seeking feedback from first reading of AS-3403-19/AA Recommended Implementation of an Ethnic Studies System Requirement. Please read the ASCSU Campus Report. It contains guidelines for implementation of the systemwide requirement and learning outcomes that the Academic Affairs (AA) committee developed as a recommendation to campuses. J. Millar is vice chair of AA. It’s an attempt to chart a middle ground where campuses have some flexibility and meet the intent of the proposed legislation and the recommendations from the Ethnic Studies Task Force Report.

J. Tarjan has an interview with a reporter from the campus newspaper, Runner, on academic integrity. He invited members concerned about the topic to join him.

J. Millar thanked J. Tarjan for his work with the Chancellor’s Office (CO). She thanked the campus level contributors for their feedback to AA on what’s happening at CSUB regarding Ethnic Studies as a GE Requirement. The ASCSU is looking for feedback from campuses on the first reading of their resolution AS-3403-19/AA Recommended Implementation of an Ethnic Studies System Requirement. Look at the recommendations for course approval and then have someone with an Ethnic Studies focus review any changes that we’ve made. Sometimes those things are competitive. Let campuses handle their own curriculum, not the legislature. D. Boschini said if this goes to the EC for referral, we won’t have enough time to go through the committees and we’ll end up with nothing. The feedback is needed before January 15 Plenary. J. Tarjan suggested that GECCo put this on their agenda. D. Boschini said that if we fall short of authentic, broad conversation it would potentially be damaging. J. Stark suggested that perhaps GECCo could provide a summary and the learning outcomes and the EC could bring it together in early December and have a resolution ready for the last Senate meeting. D. Boschini said that the AS-3403 doesn’t have much detail. J. Tarjan said that the ASCSU may propose a systemwide requirement. It would require a Title V change, just like American Institution General Education Requirement. The AA committee anticipate it would be a lower-level requirement. It probably makes sense for transfers and all the rest. He thinks it’s anticipated that campuses would overlay that. Typically in Community Colleges (CC), this requirement is overlaid with the American Institutions’ requirements. He believes that the learning outcomes are comprehensive and would take a lot of time to cover content – but it is done mainly in CC. The AA also borrowed from our Gen Ed Program, suggesting upper division reflection on diversity. The principles are good. Do we want to ask the BOT to tell us to do something rather than have suggestion that we do the following? Are these the appropriate learning outcomes? Does it make sense as a lower division requirement, is it appropriate as an overlay, is upper level reflection appropriate? Feedback could be given on the mandate on the general structure of learning outcomes. M. Danforth suggested another open forum. J. Tarjan emphasized that things are happening concurrently. Senator Pan is trying to advocate for primacy of faculty in determining
Dr. Weber and a lot of Ethnic Studies faculty who feel (in his opinion) a time pressure that not sufficient things have happened in response to the Ethnic Studies Task Force Report. This is the second of a two-year bill. The BOT is looking at whether they should take any action. If the BOT takes advice, it will forestall legislation. It’ll be March before the BOT can do anything even if they took our recommendation. Lots of things in play. Nonetheless, CSUB should weigh in. D. Boschini suggested 1) GECCo could take up the issue tomorrow and then provide a written summary of their advice. 2) The EC look at it during their December 3rd meeting to add their input 3) Have another open forum so the whole campus could get it see the document and give recommendation, and 4) make this document available to the entire campus and gather their information by a deadline - two days after the open forum. This would be a way to provide organized feedback. M. Danforth suggested the open forum occur December 10. In the meantime, GECCo and EC work on their pieces. M. Danforth said she would pull the information together. J. Millar encouraged the Senators to read the resolution. The rationale is long, and be sure to read the end of the resolution for the Learning Outcomes and Implementation. D. Boschini walked the group through the resolution so that everyone has what they need to provide input. Attachment A is embedded in the document. S. Gamboa recommended a targeted outreach to faculty across different schools who participated in the NEA grant to promote ethnic studies on campus. He will send the names of the people who participated in the grant to M. Danforth. J. Tarjan will provide a list of Junior Year Diversity Reflection (JYDR) group members. D. Gove informed the group that Assemblymember Dr. Weber spoke directly to the CFA at the last meeting. His take away was that she expected that most campuses were already satisfying the intent of the bill and hoped it would not be disruptive. It seems that CSUB is already doing most of what the bill is saying. S. Gamboa said the issue may be whether the diversity requirement can be satisfied in ways that don’t meet Ethnic Studies’ concerns. Anticipate issues. D. Boschini said that it is valuable to have more minds at the open forum having conversations, even if this is not one’s top issue. It would be helpful to all of us if the Open Forum was well attended.

6. Provost Report (deferred)
7. Committee and Report Requests (deferred)
   (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. Budget & Planning Committee (B. Street)
   e. Faculty Affairs Committee (M. Rees)
   f. Staff Report (L. Lara)
   g. ASI Report (A. Wan)
8. Resolutions – (Time Certain 10:45 a.m.)
   RES 192006 Master of Science in Kinesiology – First Reading  M. Danforth introduced on behalf of AAC and BPC. The committees discussed what was needed in the catalog copy, the curricular concerns, and the budgetary concerns. (The catalog copy is MSK
final revised proposal_Oct 19.) The issues were addressed to the committees’ satisfaction. D. Boschini asked for questions or comments. The responses were:

Online is the most effective way to deliver the course given the current technology available and the needs of our region. CSU Chairs of Kinesiology say that some of their programs don’t have as good an enrollment and so they’re all face-to-face programs. 1) All Kinesiology chairs are concerned about the ability to deliver graduate and eventually doctorate programs to prepare students for Ph.D. programs. 2) There is a need for it in our region. Studies were conducted with community partners and students. The health data and the disparity of meeting needs in the Central Valley calls for more education. Given those two points, the department and sub-committee voted to deliver it in an online format. There are two capstone options. Students can do a more applied/practical course as their culminating experience, or they can choose to do a research thesis. That was built into the design of the course for our many different types of students and their program objectives. The work will be coordinated; there are students taking the course who are not from this region. Z. Zenko did a review of graduate programs on CSU campuses and fourteen online Kinesiology programs from other universities and found some had the options of applied/practical course as their culminating experience, or they can choose to do a research thesis. There are five faculty on staff who can teach the program and the department is searching for two new members willing and capable of teaching online. The undergraduate Kinesiology program is growing and the faculty is committed. It’s a faculty-driven proposal. All faculty have been through Quality Matters training for many years, and it’s an opportunity to enhance the undergraduate program through our capability to do research. The plan with Extended Education is to start-off with a cohort the first year and then be prepared should it grow rapidly. She is excited to be first to offer Master in Kinesiology online in the CSU system. Additional faculty (which could be hired from anywhere) will be required to have a PhD. The graduate coordinator will be working with those students who choose research/thesis option on guidelines and to identify the faculty mentor to work with on their research project. There is lab space available that will help them do that. Z. Zenko said that the workload is set up so it won’t increase by much because it’s spread through the AY cycle. The program coordinator will keep it going. Faculty teach one additional course per year. It was the opportunity to launch the online Master in Kinesiology that excited him to join CSUB and it will draw faculty here instead of drain energy. D. Jackson informed the group that CSUB received Title V Grant of almost $3M this semester. Part of it is to support the Masters in Kinesiology research, equipment and lab space. D. Boschini thanked the committees and the members from Kinesiology Department in attendance (J. Moffit, K. Grappendorf, and Z. Zenko) for a well-organized master degree proposal.
RES 192007 Online and Hybrid Courses Handbook Changes – First Reading  M. Danforth introduced the resolution as the second part of the referral on Distributed Learning. The first objective was to get the Distributed Learning Committee (DLC) in the Handbook. RES 192002 has been approved by President Zelezny. This resolution is to address two points in the Handbook referring to online courses and instruction and to the DLC’s charge to certify instructors to ensure the quality of online programs, and to monitor our Distributed Learning Policy. Language is being added to 303.1 and 303.1.1. Course content is based on pedagogical reasons as addressed in 303.1. The 303.1.1 goes back to DLC Policy - online offerings must be authorized. Several suggestions were made. Adding “to meet students’ needs” to the rationale; specify who does the department program authorization; approval depends on the department; add “space utilization” to the rationale; add “based on program needs” rather than list of things in the rationale; insert “solely” in front of structure; and have consistency between 301.1 and 301.1.1 – department needs and/or program needs. D. Boschini said that some of the suggestions undermine what AAC intended. The resolution is to facilitate online courses for the right reasons. Is the language trying to block the bad things, or make a statement of values? Think about it.

RES 192008 Academic Calendars Fall 2020, Spring 2021, Summer Session 2021– First Reading  B. Street acknowledge the work of Dr. Cantrell. Compared to last year, it’s a productive process. The resolution presents a Calendar draft. Discussion on a standard Fall and Spring Break have not been made. They will be on the 2021-2022 calendars. BPC is working appropriately with Enrollment Management through important issues, to have full discussion across campus. Decisions have been made on Fall, and Spring commencements. The feedback to the committee as follows: Commencement is on exam day; the reading days for spring 2021 are on weekend; extend Winter Session; change the date for registration of first-time freshman. Discussion ensued. There is a lot of support to move registration for Fall 2020 to move June 1 or July 15. It has to do with completion and delivery of transcripts, reporting of AP scores, and placing students in the right courses. Students registering in April is significant before when the recording materials come in. D. Cantrell requested consideration for 2020. The Advising Leadership Team (ALT) recommends and supports it. The DCLC will be providing input. The idea came from Advisors. It’s a process. B. Street thanked him for his input and will consider the current deadline for submission and future schedule. A. Hegde said that the Winter Session time was determined during the quarter to semester transition. M. Rees said that typically the Fall class days are 15 and 15 for M/W and T/Th for a total of 30 and MWF total of 45. The calendar shows Fall MW there’s a Monday holiday that results in 29/30 teaching days. For MWF we’re missing a Friday which means 43/45 days. Since the emergency drill is on Tuesday the result is 29/30 teaching days. None of the classes have a full number. D. Boschini stressed the importance of the Academic Calendar and to send concerns to B. Street so we can fix before the next Senate.
9. **Open Forum Items** (Time Certain 11:15)

WSJ reporting of student debt and salary potential by school - A. Hegde shared that CSUB is ranked low for debt. Environmental Resources Management ranked behind Engineering as the program that carries the lowest debt and the highest earning potential.

Provost Search committee for Handbook - M. Rees said that the Handbook states that the majority of members have to be faculty. D. Boschini responded that there may not be a true balance because voting and non-officio roles are unclear. The Handbook does not address whether the proportion of faculty need to be greater than 50% present, or greater than 50% voting. D. Boschini suggested that FAC check before more discussion.

PeopleSoft lock-out – M. Rees said that the Budget Analysts and the Administrative Support Coordinators are distressed. They need a date when they’ll have access to classes. Discussion ensued. The decision was made following a lot of thought and discussion with Associate Deans. While the deans understood and supported the reasons of lock-out, is a problem of great magnitude for department chairs. There are issues with ASCs having continued access to schedule-build. It creates complications after Census day, the last day of exams, independent studies, and impacting classroom availability. In effort to have a positive solution, Academic Operations developed a form. After the second lock-out submit the form to L. Zuzarte’s office and it will go to the Associate Dean for sign-off. The intent is to have correct sections and prevent discrepancies and trying to ensure accurate information from the start. D. Boschini said it’s a useful Open Forum discussion. It’s a bigger problem than an individual can solve. The concerns heard from faculty and staff is that saving one hour of Academic Operations’ work has created five hours of extra work for other people. The concern is in the implementation. The process needs another look. It’s affecting Independent Studies, off-campus courses, when we hire people, etc. It creates another layer of work. While the Associate Deans signed off before, people didn’t anticipate the amount of trouble this has caused during the implementation phase. She acknowledge that L. Zuzarte was part of a lot of conversation before it was carefully rolled out and yet it still created a lot of problems. M. Danforth said if the main concern is classroom, it shouldn’t affect things like changing faculty on existing sections and the budget analyst’s workload. However, one can’t update the faculty workload when a part-time faculty member is changed to full-time. They don’t affect classroom utilization yet they are affecting the operations of the schools with the lock-out in place. V. Harper was aware of the lock-out. He will talk with the Director of Academic Operations about solutions.

CFA bargaining survey is due in two weeks- D. Gove said the participation is 20%. The membership and participation are strong bargaining factors.

10. **Adjournment**

D. Boschini thanked the group for a great meeting. The meeting adjourned at 11:30.
STUDY PURPOSE AND OVERVIEW

As California State University, Bakersfield (CSUB), approaches the fiftieth anniversary of our opening, CSUB’s Strategic Plan offers the opportunity for greater service to our students, faculty, and community, and a greater role in the development and success of our region.

CSUB engaged CCS in 2019 to conduct a feasibility and planning study that began in July and concluded in September. This study was designed to measure the ability of CSUB to raise the necessary funds to support the Strategic Plan implementation through confidential interviews with key representatives of the organization and community, focus groups, and an electronic survey. The Strategic Plan is an ambitious response to the growing need for greater facilities, resources, and community partnerships to assist our students and our community.

Master Plan elements in the comprehensive campaign include:

- Capital enhancements and investments;
- Endowment support for students, faculty, and programs;
- Ongoing support for current programs.

The study was designed with several key objectives in mind:

- Test CSUB’s fundraising capacity and readiness to embark on the fundraising necessary to meet the funds required to assist with implementing the strategic plan;
- Assess perceptions about CSUB;
- Inform participants about CSUB’s needs and plans;
- Determine reactions and gather advice about the case for support and messaging;
- Identify and educate potential leaders and donors;
- Identify potential challenges and obstacles to success; and
- Develop recommendations, next steps, and a fundraising plan.

Working closely with the Study Advisory Task Force and CSUB leadership and staff, CCS conducted 72 strategic conversations with 75 Foundation Board members, alumni, faculty, administrators, staff, donors, friends, students, philanthropists, and community leaders. CCS conducted six focus groups; electronically surveyed 1,699 alumni, faculty, administrators, staff, donors, friends, and students. The firm assessed the organization’s development program; evaluated the strength of the current prospective donor pool; and provided ongoing advice and guidance during the process.

SUMMARY OF FINDINGS

The overall perception of CSUB is very positive, with participants expressing a significant degree of respect for the history, mission, expertise, and passion of the CSUB community. A majority (80.2%) of interview participants in the strategic conversations and nearly all (85.6%) electronic survey participants indicated a very positive/positive perception of CSUB and its mission. One of the most powerful conclusions to come from this study is the importance of CSUB to Kern County in providing opportunities for students and their families and an educated work force for vital sectors of the region. When asked specifically about key organizational strengths, academics, affordability, the faculty, location, Dr. Lynnette Zelezny and athletics were mentioned the most frequently.
The overall reaction to the preliminary case for support was positive with 67.3% of interview participants and 69.1% of e-survey participants responding as very positive/positive. Participants affirmed that CSUB’s academic quality and size offers the opportunity for greater service to our students and partnership with the community. However, participants stated that the case for support needs to be strengthened with a strong vision statement and narrative, which should include student, faculty, alumni, and community stories that illustrate the “why” rather than the “what.” Also, participants were concerned about setting a challenging yet achievable campaign goal.

Study participants placed a high value on the campaign elements. Capital enhancements and investments were rated very positive/positive scores by 89.7% of interview participant and 84.9% of survey participants. Other areas with high support include student outcome and support initiatives, engineering, agriculture and business programs. More than ninety-three percent of survey participants rated student outcomes as highly compelling/compelling. Over three-fourths (76.2%) of interview participants consider support for ongoing programs to be crucial/very important.

Of those interviewed, 87.7% believe CSUB should move forward with a campaign now. This is an enthusiastic response when evaluated against other university studies.

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<tr>
<th>Questions</th>
<th>Response Yes/Maybe</th>
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<tbody>
<tr>
<td>Serve as a leader?</td>
<td>46.6%</td>
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<tr>
<td>Serve on a committee?</td>
<td>78.7%</td>
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<tr>
<td>Identify prospects?</td>
<td>90.6%</td>
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<tr>
<td>Host an event?</td>
<td>70.3%</td>
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<td>Solicit gifts?</td>
<td>86.8%</td>
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<tr>
<td>Give to the campaign?</td>
<td>98.4%</td>
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As the table to the left suggests, CCS discovered that nearly all interview participants will consider making a gift. Participants indicated strongly they would be willing to accept some sort of engagement with the campaign including: leading and volunteering. The study also uncovered suggested individuals, foundations, and corporations that are perceived as capable of providing significant gifts to support the campaign.

A SPECIAL THANK YOU
These findings informed recommendations that were provided to CSUB at the conclusion of the study. CSUB is now deciding the way forward and anticipates an upcoming campaign.

CCS and CSUB would like to express their sincere appreciation for the time and energy each study participant contributed to this effort. Each participant’s willingness to share honest candid advice and feedback made this study possible and its results meaningful.

A SPECIAL THANK YOU
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vmartin4@csub.edu
<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>
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<tbody>
<tr>
<td>08/27/19</td>
<td>2018-2019 Referral 20 Continuous Enrollment Course</td>
<td>Withdrew 8/27/19</td>
<td>AAC There won’t be anything for the Senate to act on until the subcommittee issues their report.</td>
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<td>08/27/19</td>
<td>2019-2020 Referral 01_Distributed Learning Note: two resolutions resulted</td>
<td>2nd RES Second Reading 1/23/20</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>
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<td>08/27/19</td>
<td>2019-2020 Referral 04 Proposal for a Master in Kinesiology</td>
<td>Second Reading 12/05/19</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>
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<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>
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<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>
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<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>
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<td>10/1/19</td>
<td>2019-2020 Referral 16 Program Review Process Improvement</td>
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<td>AAC Streamline the process upon looking at minimum federal requirements and the current Academic Program Review template.</td>
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<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>
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<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>
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</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>
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<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>
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</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>
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<tr>
<th>Date</th>
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<th>Sent to President</th>
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</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 Address no IELTS score, and CSUB’s TOEFL iBT score of 79</td>
<td></td>
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# 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

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<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>
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<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></td>
<td>11/7/19</td>
<td>11/15/19</td>
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<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>
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<tr>
<td>09/17/19</td>
<td>2019-2020 Referral 13 Response to Student Misconduct Task Force Report</td>
<td>AS&amp;SS Proposed changes to policy and procedures, and implementation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 17 – Learning Management System – Canvas</td>
<td>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>
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### 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

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<tbody>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 02 Faculty Workload – One WTU Defined</td>
<td>FAC</td>
<td>FAC</td>
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<tr>
<td>8/27/19</td>
<td>2019-2020 Referral 05 SOCs for Summer Courses</td>
<td>FAC</td>
<td>FAC RES 192003 SOCs for Summer and Winter Courses</td>
<td>10/24/19</td>
<td>11/01/19</td>
<td>11/04/19</td>
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<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 06 Faculty Award for Scholarship – Handbook Change</td>
<td>FAC</td>
<td>FAC 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 Refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED</td>
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<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>FAC The qualification requirements of faculty members</td>
<td></td>
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<tr>
<td>09/10/19</td>
<td>2019-2020 Referral 11– New Regulations on Consensual Relationship - Handbook Change</td>
<td>FAC</td>
<td>FAC Changes to University Handbook 303.13 to address new regulation from Chancellor’s Office (CO)</td>
<td></td>
<td></td>
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</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

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| 8/27/19| 2019-2020 Referral 04 Proposal for a Master in Kinesiology          | Second Reading          | AAC, BPC  
Address the Program rationale, Existing support resources for the proposed program, and additional support resources required. RES 192006 Master in Kinesiology |                    |                    |                        |
| 8/27/19| 2019-2020 Referral 07 Academic Calendar – Spring and Fall Semester Breaks | Second Reading          | BPC  
RES 192008 Academic Calendars Fall 2020 Spring 2021 Summer 2021 |                    |                    |                        |
| 10/15/19| 2019-2020 Referral 17 – Learning Management System – Canvas        | AAC, AS&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. |                    |                    |                        |
| 10/29/19| 2019-2020 20 Referral Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering |                          | AAC BPC  
The demand, structure, and resources required to deliver effectively and efficiently |                    |                    |                        |
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ACADEMIC SENATE

Master of Science in Kinesiology

RES 192006

AAC, BPC

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: __________________ date: 4/18/19

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: __________________ date: 4/29/19

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: __________________ date: 4-30-19

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

AVP Signature: __________________ date: 5/8/19

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_102405.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: ___________________________ 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: ___________________________ 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: ___________________________ date: ___________________________

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

AVP 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.  
Curriculum Committee Chair/Date: 4/18/19

Approved by:  
Department Chair(s):  

Approved by:  
School Dean/Date:  

Approved by:  
Director of Academic Operations/Date:  

<table>
<thead>
<tr>
<th>Crse ID#</th>
<th>Crse Subj</th>
<th>Crse #</th>
<th>Total Units</th>
<th>Split Units</th>
<th>Class APDB Mapping Value/CSI#</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>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 prerequisite, change grade basis, add new course etc.</th>
<th>Check if new or revised course description (7)</th>
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<tbody>
<tr>
<td>KINE 6010 3</td>
<td>C02 08351</td>
<td>Research Methods in Kine</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
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<td>KINE 6020 3</td>
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<td>Advanced Exercise Physiology</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
<td>New</td>
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<tr>
<td>KINE 6030 3</td>
<td>C02 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>
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<tr>
<td>KINE 6040 3</td>
<td>C02 08351</td>
<td>Advanced Behavior Change</td>
<td>03</td>
<td>N</td>
<td>none</td>
<td>none</td>
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<td>Add new course/see attached</td>
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<tr>
<td>KINE 6050 3</td>
<td>C02 08351</td>
<td>Adv Program Design in Kine</td>
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<td>N</td>
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<td>KINE 6060 3</td>
<td>C02 08351</td>
<td>Evidence-Based Pract. in Kine</td>
<td>03</td>
<td>N</td>
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</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 CSI#. 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 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

**Submitted by:** Kris Grappendorf 654-2378

**Effective Term:** Fall 2020

**Quarter & Year**

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<td>4/13/19</td>
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<td>Department Chair/Date</td>
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<th>Crse #</th>
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<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>Corequisites</th>
<th>Requirement Designation and Attributes</th>
<th>GE/GRE attributes remove or continue(6)</th>
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<tr>
<td>KINE</td>
<td>6170</td>
<td>3</td>
<td>C02</td>
<td>N</td>
<td>0835 1 Practicum/Field Exp.</td>
<td>03</td>
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<td>N</td>
<td>none</td>
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<td>Add new course/see attached</td>
</tr>
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<td>KINE</td>
<td>6180</td>
<td>3</td>
<td>C02</td>
<td>N</td>
<td>0835 1 Kinesiology Research</td>
<td>03</td>
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<td>KINE</td>
<td>6700</td>
<td>3</td>
<td>C02</td>
<td>N</td>
<td>0835 1 Current Topics in Kinesiology</td>
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<tr>
<td>KINE</td>
<td>6800</td>
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<td>N</td>
<td>0835 1 Culminating Experience</td>
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<td>KINE</td>
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<td>S25</td>
<td>N</td>
<td>0835 1 Thesis</td>
<td>03</td>
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8. What action needs to be taken with the course.

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

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<th>Corequisites</th>
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<tr>
<td>KINE 7000 0</td>
<td>S25</td>
<td>Continuous Enrollment 03</td>
<td>T</td>
<td>Approval of the Program Coordinator</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>x</td>
<td>Add new course</td>
<td></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=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.
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 indicating 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 than 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”)
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>
<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>
</tbody>
</table>

   **TOTAL 30**

 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>Current Topics 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>
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<tr>
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</tr>
<tr>
<td>KINE 6700</td>
<td>Current Topics in Kinesiology</td>
<td></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></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 4. Proposed 3-Year Teaching Schedule

<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>
</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>
<tbody>
<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 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</td>
<td>Sanchez, Street, Wang, or Zenko</td>
</tr>
<tr>
<td>KINE 6020</td>
<td>Advanced Exercise Physiology</td>
<td>Moffit, or Sanchez</td>
</tr>
<tr>
<td>KINE 6030</td>
<td>Advanced Movement Science</td>
<td>Moffit or Street</td>
</tr>
<tr>
<td>KINE 6040</td>
<td>Advanced Behavior Change</td>
<td>Zenko</td>
</tr>
<tr>
<td>KINE 6050</td>
<td>Advanced Program Design in Kinesiology</td>
<td>Moffit</td>
</tr>
<tr>
<td>KINE 6060</td>
<td>Evidence-Based Practice in Kinesiology</td>
<td>Sanchez or Zenko</td>
</tr>
<tr>
<td>KINE 6170</td>
<td>Kinesiology Practicum/Field Experience OR</td>
<td>Moffit, Wang, or Zenko</td>
</tr>
<tr>
<td>KINE 6180</td>
<td>Kinesiology Research</td>
<td>Moffit, Sanchez, Wang, or Zenko</td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Current Topics in Kinesiology</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</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/l RTP.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.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Percent of Respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Exercise Programming for Older Adults</td>
<td>80</td>
</tr>
<tr>
<td>Community Health Promotion</td>
<td>60</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>50</td>
</tr>
<tr>
<td>Coaching</td>
<td>40</td>
</tr>
<tr>
<td>Movement/Rehabilitation Sciences</td>
<td>40</td>
</tr>
<tr>
<td>Physical Activity, Health, and Behavior</td>
<td>30</td>
</tr>
<tr>
<td>Exercise and Sport Psychology</td>
<td>30</td>
</tr>
<tr>
<td>Pedagogy of Physical Activity</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education Pedagogy</td>
<td>20</td>
</tr>
<tr>
<td>Motor Development</td>
<td>20</td>
</tr>
<tr>
<td>Motor Control and Behavior</td>
<td>20</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>20</td>
</tr>
<tr>
<td>Performance Enhancement and Nutrition</td>
<td>10</td>
</tr>
<tr>
<td>Individual and Community Health and Wellness</td>
<td>10</td>
</tr>
<tr>
<td>Strength and Conditioning</td>
<td>10</td>
</tr>
<tr>
<td>Sports Performance</td>
<td>10</td>
</tr>
<tr>
<td>Movement Science</td>
<td>10</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>10</td>
</tr>
</tbody>
</table>

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

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.
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

<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>

www.labormarketinfo.edd.ca.gov/?PageID=1011

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>Industry Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges and Universities</td>
<td>1,941</td>
<td>16.0%</td>
</tr>
<tr>
<td>Offices of Physicians</td>
<td>46,226</td>
<td>9.8%</td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>1,602</td>
<td>8.9%</td>
</tr>
<tr>
<td>Outpatient Care Centers</td>
<td>9,561</td>
<td>8.1%</td>
</tr>
<tr>
<td>Grantmaking and Giving Services</td>
<td>619</td>
<td>5.8%</td>
</tr>
<tr>
<td>Elementary and Secondary Schools</td>
<td>17,775</td>
<td>4.1%</td>
</tr>
<tr>
<td>Social Advocacy Organizations</td>
<td>7,669</td>
<td>3.5%</td>
</tr>
<tr>
<td>Emergency and Other Relief Services</td>
<td>675</td>
<td>2.9%</td>
</tr>
<tr>
<td>Office Administrative Services</td>
<td>2,099</td>
<td>1.3%</td>
</tr>
<tr>
<td>Employment Services</td>
<td>5,131</td>
<td>1.3%</td>
</tr>
<tr>
<td>Residential Mental Health Facilities</td>
<td>20</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Exercise Physiologists</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offices of Other Health Practitioners</td>
<td>56,181</td>
<td>28.2%</td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>1,602</td>
<td>20.8%</td>
</tr>
<tr>
<td><strong>Fitness Trainers &amp; Aerobics Instructors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Amusement and Recreation Industries</td>
<td>N/A</td>
<td>71.4%</td>
</tr>
<tr>
<td>Civic and Social Organizations</td>
<td>N/A</td>
<td>8.1%</td>
</tr>
<tr>
<td>Other Schools and Instruction</td>
<td>N/A</td>
<td>1.9%</td>
</tr>
<tr>
<td>Accommodation</td>
<td>N/A</td>
<td>1.9%</td>
</tr>
<tr>
<td>Local Government</td>
<td>N/A</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Secondary School Teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>106,600</td>
<td>114,200</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 undergraduates 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>
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,

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

<p>| ULO I. Students will show critical reasoning and problem-solving skills. | ULOGP I. Students will demonstrate broad, integrative knowledge. | Kinesiology Student Learning Objectives (SLOs) | Course where SLO (s) are assessed | Assessment Schedule (How often SLOs will be assessed) | Assessment activity or assignment used to measure each SLO | Assessment tool used to measure outcome success | How data findings will be reported | Designated personnel to collect, analyze, and interpret data | Closing the loop strategies | Program finding dissemination schedule |
|---|---|---|---|---|---|---|---|---|---|---|---|
| KINE 6040 | Year 1, Fall then once every 2 years | Exam | Essay question | Data entry and findings in Taskstream | Faculty and Program Director | Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis | Program meetings monthly and bi-annual program faculty meetings |
| KINE 6020 | Year 1, Spring then once every 2 years | Module Quiz | Essay question | | | | |
| KINE 6180 and/or KINE 6810 | Every term | Written Research Report | Written Research Report Rubric | | | | |
| KINE 6180 and/or KINE 6810 | Every term | Thesis | Thesis rubric | | | | |
| KINE 6040 | Year 1, Fall then once every 2 years | Exam | Essay question | Data entry and findings in Taskstream | Faculty and Program Director | Program coordinator responsible for data analysis, dissemination of information and coordination between faculty on a term by term basis | Program meetings monthly and bi-annual program faculty meetings |</p>
<table>
<thead>
<tr>
<th>University Learning Outcomes (ULO)s</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><strong>ULO II.</strong> Students will be able to communicate orally and in writing.</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>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>
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<td></td>
<td></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>KINE 6700 coordinated with assigned faculty and director related to data collected</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
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<tr>
<td><strong>ULO III.</strong> Students will demonstrate discipline-based knowledge and career-based learning.</td>
<td>ULOGP I. Students will demonstrate broad, integrative knowledge. ULOGP II. Students will develop specialized knowledge.</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>KINE 6700 coordinated with assigned faculty and director related to data collected</td>
<td>Department meetings monthly and bi-annual program faculty meetings</td>
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<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>
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<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>
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<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>
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<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>
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<td>ULO VI. Students will develop a well-rounded skill set.</td>
<td>ULOGP II. Students will develop specialized knowledge.</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>ULOGP IV. Students will conduct applied learning</td>
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<td>SLO 3. Students will organize and implement wellness programs for the development of healthy behaviors and improved quality of life.</td>
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<td>KINE 6060 Year 1, Summer then once every 2 years Evidence-based Practice Project Rubric Data entry and findings in Taskstream</td>
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<td>KINE 6170 and/or KINE 6180 Year 2, Spring then once every 2 years Self-evaluation Written Research Report Written Research Report Rubric</td>
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<td>KINE 6800 and/or KINE 6810 Every Term Oral Presentation Thesis Rubric</td>
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| KINE 6060 Year 1, Summer then once every 2 years Evidence-based Practice Project Rubric Data entry and findings in Taskstream |
| KINE 6010 Year 1, Fall then once every 2 years Methodology Synopsis Assignment Methodology Synopsis |
| KINE 6170 and/or KINE 6180 Year 2, Spring then once every 2 years Self-evaluation Written Research Report Written Research Report Rubric |
| KINE 6800 and/or KINE 6810 Every Term Oral Presentation Thesis Rubric |

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Appendix D. MS Kinesiology Assessment Map

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

I = Introduced, D = Developed, C = Competent, M = Mastered

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6020</td>
<td>Advanced Exercise Physiology</td>
<td><strong>Integration of Knowledge in Kinesiology</strong>&lt;br&gt;SLO 2: Integrate and apply specialized knowledge in various areas of kinesiology.</td>
</tr>
<tr>
<td>KINE 6030</td>
<td>Advanced Movement Science</td>
<td></td>
</tr>
<tr>
<td>KINE 6040</td>
<td>Advanced Behavior Change</td>
<td></td>
</tr>
<tr>
<td>KINE 6050</td>
<td>Advanced Program Design</td>
<td></td>
</tr>
<tr>
<td>KINE 6060</td>
<td>Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td>KINE 6170</td>
<td>Practicum Field Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6180</td>
<td>Kinesiology Research</td>
<td></td>
</tr>
<tr>
<td>KINE 6700</td>
<td>Current Topics</td>
<td></td>
</tr>
<tr>
<td>KINE 6710</td>
<td>Kinesiology Research</td>
<td></td>
</tr>
<tr>
<td>KINE 6780</td>
<td>Culminating Experience</td>
<td></td>
</tr>
<tr>
<td>KINE 6810</td>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6060</td>
<td>Evidence Based Practice</td>
</tr>
<tr>
<td>KINE 6170</td>
<td>Practicum Field Experience</td>
</tr>
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<td>KINE 6700</td>
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<td>Culminating Experience</td>
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<tr>
<td>KINE 6810</td>
<td>Thesis</td>
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</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>
<tr>
<td>Affiliations with Other Campus Programs</td>
<td>General Education Curriculum Committee, General Education Theme Q Fellow</td>
<td>Research Council of the University (appointment May 2019-2021)</td>
<td>Core faculty member in the CSUB Doctoral program in Educational Leadership</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*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), CSUB and HelixCo ($13,700)** 2019

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)
- VO2 max 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

2003 to 2009  Assistant Professor

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. SPORTDiscus (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

15% Attrition Rate

**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><strong>Tuition per unit</strong></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></td>
<td></td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td>24</td>
<td>6</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 2 Number of students</td>
<td>20</td>
<td>17</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td>24</td>
<td>6</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 3 Number of students</td>
<td>20</td>
<td>17</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td>24</td>
<td>6</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 4 Number of students</td>
<td></td>
<td>20</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td></td>
<td>24</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 5 Number of students</td>
<td></td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units Students take in FY</td>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>24</td>
<td>30</td>
<td>30</td>
<td>30</td>
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</tr>
<tr>
<td><strong>Total Number of Students</strong></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><strong>Tuition</strong></td>
<td>$ 249,600</td>
<td>$ 302,640</td>
<td>$ 302,640</td>
<td>$ 308,460</td>
<td>$ 308,460</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$ 249,600</td>
<td>$ 302,640</td>
<td>$ 302,640</td>
<td>$ 308,460</td>
<td>$ 308,460</td>
</tr>
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</table>

### 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>Faculty/Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Program Coordinator</td>
<td>$ 4,500</td>
<td>$ 4,500</td>
<td>$ 4,500</td>
<td>$ 4,500</td>
<td>$ 4,500</td>
</tr>
<tr>
<td>Faculty Program Coordinator Benefits</td>
<td>$ 113</td>
<td>$ 113</td>
<td>$ 113</td>
<td>$ 113</td>
<td>$ 113</td>
</tr>
<tr>
<td>FT Tenure Track Faculty</td>
<td>$ 64,914</td>
<td>$ 81,143</td>
<td>$ 81,143</td>
<td>$ 84,063</td>
<td>$ 84,063</td>
</tr>
<tr>
<td>FT Tenure Track Benefits</td>
<td>$ 909</td>
<td>$ 1,136</td>
<td>$ 1,136</td>
<td>$ 1,177</td>
<td>$ 1,177</td>
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<tr>
<td>Adjunct Faculty</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Adjunct Benefits</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Field placement Coordinator</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Field placement Coordinator Benefits</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Travel and Per diem</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Field placement/Advising Travel and Per diem</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Facility Fee</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Promotion, Advertising &amp; Print</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
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<tr>
<td>Online Course Development Training</td>
<td>$ 24,000</td>
<td>$ 12,000</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
</tr>
<tr>
<td>IT/Technical Support (for online programs)</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
</tr>
<tr>
<td><strong>Total Direct Expenses</strong></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

<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><strong>Indirect Expenses/Cost Recovery</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO Reimbursement @ x 2.5%</td>
<td>$ 6,240</td>
<td>$ 7,566</td>
<td>$ 7,566</td>
<td>$ 7,712</td>
<td>$ 7,712</td>
</tr>
<tr>
<td>Campus Reimbursement @ 10%</td>
<td>$ 24,960</td>
<td>$ 30,264</td>
<td>$ 30,264</td>
<td>$ 30,846</td>
<td>$ 30,846</td>
</tr>
<tr>
<td>Extended Education Overhead @ 30% &amp; 40%</td>
<td>$ 74,880</td>
<td>$ 90,792</td>
<td>$ 121,056</td>
<td>$ 123,384</td>
<td>$ 123,384</td>
</tr>
<tr>
<td>School Dept Revenue Share @ 8%</td>
<td>$ 19,968</td>
<td>$ 24,211</td>
<td>$ 24,211</td>
<td>$ 24,677</td>
<td>$ 24,677</td>
</tr>
<tr>
<td><strong>Total Indirect Expenses</strong></td>
<td>$ 126,048</td>
<td>$ 152,833</td>
<td>$ 183,097</td>
<td>$ 186,618</td>
<td>$ 186,618</td>
</tr>
<tr>
<td><strong>Total All Expenses</strong></td>
<td>$ 232,484</td>
<td>$ 263,725</td>
<td>$ 283,989</td>
<td>$ 290,471</td>
<td>$ 290,471</td>
</tr>
<tr>
<td><strong>Net Gain/Loss</strong></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.

Distribution List:
California State University,  
Bakersfield Academic Calendar  
2020/2021

**Fall Semester, 2020**

February 17 ....... Deadline to Apply for Fall 2020 Graduation
March 23 ....... Deadline to Apply for Fall 2020 Graduation
April 20 ....... Academic Advising for Continuing Students Begins (for Summer 2020 & Fall 2020)
April 27 ....... Registration for Continuing Students Begins (for Summer 2020 & Fall 2020)
April 27 ....... Academic Advising for New Students Begins (for Fall 2020)
April 27 ....... Registration for New Students Begins (for Fall 2020)
June TBA ....... Orientation for First-Time Freshmen (for Fall 2020)
June TBA ....... Orientation Transfer Students (for Fall 2020)
August 17 ....... ALL FACULTY DUE ON CAMPUS
August 24 ....... First Day of Classes
September 02 ....... Last Day to Add Classes
September 02 ....... Last Day to Change between Audit and Letter Grading
September 07 ....... HOLIDAY - Labor Day – Campus Closed
September 21 ....... Census Day
September 21 ....... Last Day to Change between Credit/No-credit and Letter Grading
September 21 ....... Last Day to Withdraw from Classes without a "W" being recorded
September 21 ....... Deadline to Apply for Spring 2021 Graduation
September 21 ....... Deadline to apply for Summer 2021 Graduation
October 05 ....... Academic Advising for Continuing Students Begins (for Spring 2021)
October 13 ....... Campus-wide Emergency Evacuation Day
October 26 ....... Registration for Continuing Students Begins (for Spring 2021)
November 02 ....... Academic Advising for New Students Begins (for Spring 2021)
November 02 ....... Registration for New Students Begins (for Spring 2021)
November 09 ....... Last Day to Withdraw from Classes for a Serious and Compelling Reason
November 11 ....... HOLIDAY - Veterans Day Observed - Campus Closed
Nov 16 - 20 ....... SOCI Week
Nov 26 - 27 ....... HOLIDAY - Thanksgiving - Campus Closed
December 08 ....... Last Day to Submit Completed Thesis / Dissertation
December 08 ....... Last Day of Classes
Dec 09 ....... Reading Days
Dec 10 - 16 ....... Examination Period
December 16 ....... Fall Commencement (Occurrence of Fall commencement is tentative year-by-year)
Dec 17 ....... Evaluation Day
Dec 18 - 21 ....... Grades Due

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

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

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

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

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR
California State University, Bakersfield
Academic Calendar 2021

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 - 07</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>August 05</td>
<td>Last Day to Submit Completed Thesis/Dissertation</td>
</tr>
<tr>
<td>Aug 09 - 10</td>
<td>Examination Period</td>
</tr>
<tr>
<td>August 11</td>
<td>Evaluation Day</td>
</tr>
<tr>
<td>August 12</td>
<td>Grades Due</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 - 07</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>
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<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*