

Cornell College  
Departmental / Program Assessment Plan  
Mission Statement, Learning Outcomes, and Learning Opportunities

Department / Program:	Kinesiology
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Mission Statement:

**The mission of the Kinesiology Department is to provide students with instruction and mentoring directed toward knowledge of the antecedents, mechanisms, and consequences of human physical activity. Learning activities are aimed at offering students an interdisciplinary educational experience to enhance awareness of the utility of physical activity and to prepare them for advanced study in kinesiology sub-disciplines and for future roles as physical educators, athletic coaches, and health science professionals.**

Program Goals:

- Goal 1: Teach students to fully describe and explain the roles that physical activity and exercise play across the human lifespan.**
- Goal 2: Guide students in applying scientific knowledge of human function, structure, and energy production to explain responses elicited by physical activity and exercise training.**
- Goal 3: Facilitate student comprehension and analysis of physical activity as dynamic psychological and socio-cultural phenomena.**
- Goal 4: Provide instruction to students in leadership and management principles as they apply to physical activity contexts.**
- Goal 5: Provide opportunities for students to identify, analyze, and communicate concepts from allied academic disciplines in the study of physical activity.**

Intended Student Outcomes (3-5 recommended):

*As a result of their experiences in our program, students will...*

**Outcome 1: Students will demonstrate the ability to access, analyze, and synthesize knowledge of the contributions of physical activity and nutritional practices to health and wellness; functional, exercise, and athletic performance; and personal self-awareness.**

**Outcome 2: Students will apply fundamental anatomical, physiological, and neuromuscular concepts to analyze human movements and individual performance capacities related to activities of daily living, exercise, and sport performance.**

**Outcome 3: Students will develop the ability to communicate information related to effective practices in physical activity, exercise training, and nutrition for diverse populations.**

**Outcome 4: Students will describe and apply theory and research evidence of performance variables, psychological and emotional well-being factors, and social dynamics in exercise and sport participation contexts.**

*Learning Outcomes and Opportunities: How do the specified outcomes support the College's Educational Objectives; and where are students provided opportunities that will help them achieve these outcomes.*

**The Kinesiology Department expects our graduates to meet the Cornell College Learning Objectives. Student outcomes listed above reflect our expectations in this regard.**

**Kinesiology courses require students to identify and interpret information as it relates to gaining an understanding of factors that influence performance in physical activity. Students read and critically analyze theory and research and are expected to be able to communicate knowledge and ideas in written and oral discussion and presentation formats.**

**Kinesiology is an interdisciplinary area of study. Our curriculum reflect this in that courses introduce and engage students in studying human physical activity from the perspectives and methods of the natural sciences, social sciences, and humanities. Their experience in our major includes in-depth study of research in exercise science and practice in research methodology.**

**One of our goals is to teach students to fully describe and explain the roles that physical activity and exercise play across the human lifespan. This includes recognizing the origins and diversity of cultural backgrounds and experiences and making responsible judgments and actions that reflect a concern for the health and well-being of self and others.**

Curriculum Map: Use the following grid – or one of your own making – to identify where educational opportunities [e.g., courses, programs, activities, etc.] introduce (I), reinforce (R), and/or emphasize (E) the skills/abilities necessary to achieve your intended outcomes. Include all intended outcomes and educational opportunities.

	Intended Outcome 1	Intended Outcome 2	Intended Outcome 3	Intended Outcome 4
Educational Opportunity 1	I	I	I	I
Educational Opportunity 2	I R E	I R E	I R E	R E
Educational Opportunity 3	R E	R	R E	I R E
Educational Opportunity 4	R E	R E	E	R E
Educational Opportunity 5	R	R E	E	E

**Educational Opportunity 1: Introductory Course**

- Foundations of Physical Education (111)

**Educational Opportunity 2: Anatomy and Physiology Courses**

- Systems Physiology (207)
- Anatomy of Human Movement (309)
- Physiology of Exercise (315)
- Nutrition for Health and Performance (310)

**Educational Opportunity 3: Psychological and Sociocultural Courses**

- Exercise Psychology (206)
- Sports and American Society (212)
- Psychology of Sport (215)
- Motor Learning (334)

**Educational Opportunity 4: Pedagogy Courses**

- Methods for Individual Sports and Lifetime Activities (311)
- Methods for Team and Dual Sports (318)
- Elementary Physical Education Methods (324)
- Physical Education Methods for Secondary Schools (331)
- Adaptive Physical Education (327)

**Educational Opportunity 5: Capstone and Applied Courses and Experiences**

- Care and Prevention of Athletic Injuries (237)
- Exercise Testing and Prescription (362)
- Student Teaching (EDU 410-440)
- Internship (380)
- Advanced Studies (485)
- Kinesiology Club

Information Priorities:

*Given our intended outcomes, the top 2-3 information priorities for our department/program are:*

**Can students identify and interpret information about cognitive, affective, and social factors to apply in developing appropriate and effective strategies for instruction and practice of motor skills?**

**Can students accurately interpret key fitness assessment measures of cardiovascular capacity, strength, and flexibility for creating appropriate physical fitness development and maintenance plans?**

**Can students design appropriate learning for use in physical education contexts that include analyzing student skill performance and providing appropriate constructive feedback?**