Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

As WEAVE data show, the enrollment in our sport management and exercise science tracks has grown considerably in the last few years. Consequently, we have hired new tenure track faculty members in each program. This should enable us to sustain current levels of pedagogical quality. In addition, we have revised the comprehensive examination and thesis policies with the goal of making the process both more rigorous and more easy for students to follow. WEAVE data had showed that standards of comprehensive examination answers and theses were adequate. Our intent was for these levels to improve. More recent data suggest that this goal is being realized.

The mission of the College of Education is to offer exemplary professional programs to prepare educators to be effective decision makers who facilitate student learning. In fulfilling this mission, the College of Education seeks to recruit high quality students and encourages them to become self-directed life-long learners; provides comprehensive instructional program; and fosters educational research and service to enhance policy making and professional development at state, regional, national, and international levels. The University of Alabama’s College of Education seeks to prepare practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice. The Department of Kinesiology has as its mission the training of educators, researchers, and citizens who are professionally and academically prepared and are dedicated to addressing the physical activity needs of our society in school, community, work-site, health, medical, or athletic environments. In this regard, the Department of Kinesiology is committed to diverse cultural, educational, scientific, and cross-disciplinary approaches that emphasize the total person. One vital aspect of these efforts is to understand and educate our students and the public in the science and benefits of human movement. We support a broad multi-disciplinary, technologically sophisticated, integrative perspective that identifies exercise, sport, and skill acquisition as critical factors in preparing children and adults to become healthy, knowledgeable, culturally sensitive, and valued members of society. The Department uses the same multi-disciplinary and integrative approach to address the physical activity issues of an aging and often under-served adult population, emphasizing the role of physical activity in the quality of education, quality of life, and prevention of illness. Our mission is based on several basic assumptions that include the following: • Physiological, psychological, developmental and sociological benefits are derived from a healthy life style that is characterized by fitness and physical activity and appropriate health behaviors. • The health and wellness of our society, along with the values and standards by which behaviors are judged, have deteriorated, adversely affecting the education and quality of life of our populace. • Graduates from the Department of Kinesiology work with a vast array of individuals from the physically challenged individual to the elite athlete and from the preschool child to senior adult. • The sport experience is pervasive in contemporary American society and an integral part of activities at schools and colleges. • People who have developed physical skills and are comfortable in movement settings are more likely to lead physically active, healthy, and productive lives. • Preventive health measures are less expensive and more beneficial to individuals and society than traditional medical care for the ill. • Basic and applied research are critical for providing the theoretical bases for addressing current and future health, fitness, pedagogical, and sport issues.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Acquire advanced knowledge
Candidates acquire advanced knowledge within the subdisciplines of Kinesiology.

Connected Documents
Curriculum Map II-Human Performance M.A.
Curriculum Maps I-Human Performance M.A.

Related Measures

M 1: Embedded Assessment within KIN 538
Course embedded assessment within KIN 538
Source of Evidence: Academic direct measure of learning - other
Target:
No Target

M 2: Embedded Assessment within KIN 562
Course embedded assessment within KIN 562

Summary
Students’ learning and knowledge has been assessed through several written examinations, small group projects, presentations, and term papers. One measure of their success was that 50% of the class received at least 81% or above on the written exams. One of the class research projects submitted for peer-review and was accepted for
presentation at the inaugural Alabama Program for Sport Communication's Sport Research Symposium in the 2013 spring semester.

**Interpretation**

The students have demonstrated a satisfactory mastery of both theoretical knowledge and practical application through a variety of different assessments. Accordingly no plan for improvement is needed at this time.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**

No Target

**SLO 2: Demonstrate advanced professional skills**

Candidates demonstrate the use of advanced professional skills within the subdisciplines of Kinesiology.

**Connected Documents**

Curriculum Map II-Human Performance M.A.
Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 3: Embedded Assessment within KIN 585**

Course embedded assessment within KIN 585

Source of Evidence: Academic direct measure of learning - other

**Finding (2013-2014) - Target: Not Reported This Cycle**

KIN 507 is taught every other year in the even/odd fall/spring semester within the Department of Kinesiology. For this reason, there are no data to report for this measure for this reporting period.

**M 4: Embedded Assessment within KIN 507**

Course embedded assessment within KIN 507

Source of Evidence: Academic direct measure of learning - other

**Target:**

No Target

**SLO 3: Demonstrate graduate level writing proficiency**

Candidates demonstrate graduate level writing proficiency within the subdisciplines of kinesiology.

**Connected Documents**

Curriculum Map II-Human Performance M.A.
Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 5: Comprehensive Exam**

Master's degree comprehensive examinations

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

No Target

**M 6: Capstone Projects**

Master's degree capstone projects

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

No Target

**SLO 4: Acquire knowledge and skills**

Candidates acquire knowledge and skills related to and utilized within the subdisciplines of kinesiology.

**Connected Documents**

Curriculum Map II-Human Performance M.A.
Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 7: Embedded Assessment within KIN 506**

Course embedded assessment within KIN 506

Source of Evidence: Academic direct measure of learning - other

**Target:**

No Target

**M 8: Embedded Assessment within KIN 599**

Course embedded assessment within KIN 599

Source of Evidence: Academic direct measure of learning - other

**Target:**

No Target

**Finding (2013-2014) - Target: Met**

Although we typically have one to two ES students successfully defend their thesis, this year none did a
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Program Outcome: Improve Program Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 9: Accredited by NCATE and ALSDE
Educator preparation programs in the College of Education, including Kinesiology's sport pedagogy, alternative sport pedagogy, and sport management certification master's tracks, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice; (4) diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target

Finding (2013-2014) - Target: Met
Summary: Educator preparation programs in the College of Education, including Kinesiology's sport pedagogy, alternative sport pedagogy, and sport management certification master's tracks, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice; (4) diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Interpretation: Being NCATE accredited ensures that our program is in good standing and of high quality.

M 10: Percentage of SM students employed
Percentage of students from the sport management non-certification track who gain employment in the sport industry.

Source of Evidence: Job placement data, esp. for career/tech areas

Target: No Target

Related Action Plans (by Established cycle, then alpha):

Percentage of Sport management Students Employed
Established in Cycle: 2012-2013
In very difficult economic conditions and in a very competitive industry approximately 60% the sport management students found j...

For full information, see the Details of Action Plans section of this report.

OthOtcm 6: Program Outcome: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 11: Program Enrollment
Within the Department of Kinesiology, enrollment in the five tracks within the master's degree are dictated by resources including the number of faculty in the department and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, our department currently judges optimal enrollment for the master's degree program as being 40 students. Data on program enrollment will be provided by the by the University of Alabama Office of Institutional Research and Assessment (OIRA).

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target

Finding (2013-2014) - Target: Met
Summary: Within the Department of Kinesiology, enrollment in the five tracks within the master's degree are dictated by resources including the number of faculty in the department and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, our department currently judges optimal enrollment for the master's degree program as being 40 students. Data on program enrollment will be provided by the by the University of Alabama Office of Institutional Research and Assessment (OIRA). Indicators that enrollment as of Fall, 2013 was 43.

Interpretation:
This figure indicates that, apart from a brief downward trend last year, our numbers in the master's degree programs have remained fairly consistent since 2008.
M 12: Number of Degrees Awarded
In the Department of Kinesiology, we currently aim to graduate 20 master's degree students per year. Data on degree completions will be provided by the University of Alabama Office of Institutional Research and Assessment (OIRA).

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target

Finding (2013-2014) - Target: Met
Summary:
In the Department of Kinesiology, we currently aim to graduate 20 master's degree students per year. Data on degree completions provided by the University of Alabama Office of Institutional Research and Assessment (OIRA) indicated that for 2013-2014 28 master’s degrees were awarded.

Interpretation: We are meeting our goal in terms of graduates from the program.

OthOtm 7: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 13: Percentage of ES Students Entering Doctoral Programs
Percentage of students from the exercise science track going on to study for a doctoral degree

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target

Finding (2013-2014) - Target: Met
Summary: We only know of 2 students from the exercise science track going on to study for a doctoral degree. Interpretation: We believe that this is a “down year” for those with master's degrees moving on to doctoral study, possibly because employment in Exercise Science in higher education is becoming more competitive. For details contact Phil Bishop (pbishop@bama.ua.edu).

M 14: Percentage of ES Students Employed
Typically 25-50% of our students from the exercise science track gain employment in the health and fitness industry, consequently a large percentage of our graduates are currently working in this industry. This year, we know of none of our M.A. students who are working in health and fitness. Percentage of students from the exercise science track who gain employment in the health and fitness industry.

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
No Target

Finding (2013-2014) - Target: Met
Summary: Typically 25-50% of our students from the exercise science track gain employment in the health and fitness industry, consequently a large percentage of our graduates are currently working in this industry. This year, we know of none of our M.A. students who are working in health and fitness. Interpretation: The economy is having a significant impact on the employment prospects of the graduates from our program. We are hoping that an upturn in the economy will improve this picture.

For details contact Phil Bishop (pbishop@bama.ua.edu).

Details of Action Plans for This Cycle (by Established cycle, then alpha)

MA Measure 10, Outcome 5
In very difficult economic conditions and in a very competitive industry approximately 60% the sport management students found jobs within two months of graduating. Interpretation Overall this is a strong testimony to the quality of the program. However, we believe it can be improved by placing in-coming students in internships earlier in their course of studies, and by even greater efforts by the program faculty to reach out to practitioners to create a greater variety of opportunities for students. In the new academic year, the goal will be for each faculty member to reach out to at least two new practitioners to create additional internship opportunities for students.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: See above
Projected Completion Date: 04/2014
Responsible Person/Group: Dr. John Vincent Dr. Jonathan Bowling Dr. George Brown

Percentage of Sport management Students Employed
In very difficult economic conditions and in a very competitive industry approximately 60% the sport management students found jobs within two months of graduating. Interpretation Overall this is a strong testimony to the quality of the program. However, we believe it can be improved by placing in-coming students in internships earlier in their course of studies, and by even greater efforts by the program faculty to reach out to practitioners to create a greater variety of opportunities for students. In the new academic year, the goal will be for each faculty member to reach out to at least two new practitioners to create additional internship opportunities for students.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
<table>
<thead>
<tr>
<th>Measure</th>
<th>Outcome/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of SM students employed</td>
<td>Program Outcome: Improve Program Quality</td>
</tr>
</tbody>
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**Mission / Purpose**

The mission of the College of Education is to offer exemplary professional programs to prepare educators to be effective decision makers who facilitate student learning. In fulfilling this mission, the College of Education seeks to recruit high quality students and encourages them to become self-directed life-long learners; provides comprehensive instructional program; and fosters educational research and service to enhance policy making and professional development at state, regional, national, and international levels. The University of Alabama's College of Education seeks to prepare practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice. The Department of Kinesiology has as its mission the training of educators, researchers, and citizens who are professionally and academically prepared and are dedicated to addressing the physical activity needs of our society in school, community, work-site, health, medical, or athletic environments. In this regard, the Department of Kinesiology is committed to diverse cultural, educational, scientific, and cross-disciplinary approaches that emphasize the total person. One vital aspect of these efforts is to understand and educate our students and the public in the science and benefits of human movement. We support a broad multi-disciplinary, technologically sophisticated, integrative perspective that identifies exercise, sport, and skill acquisition as critical factors in preparing children and adults to become healthy, knowledgeable, culturally sensitive, and valued members of society. The Department uses the same multi-disciplinary and integrative approach to address the physical activity issues of an aging and often under-served adult population, emphasizing the role of physical activity in the quality of education, quality of life, and prevention of illness. Our mission is based on several basic assumptions that include the following: • Physiological, psychological, developmental and sociological benefits are derived from a healthy lifestyle that is characterized by fitness and physical activity and appropriate health behaviors. • The health and wellness of our society, along with the values and standards by which behaviors are judged, have deteriorated, adversely affecting the education and quality of life of our populace. • Graduates from the Department of Kinesiology work with a vast array of individuals from the physically challenged individual to the elite athlete and from the preschool child to senior adult. • The sport experience is pervasive in contemporary American society and an integral part of activities at schools and colleges. • People who have developed physical skills and are comfortable in movement settings are more likely to lead physically active, healthy, and productive lives. • Preventive health measures are less expensive and more beneficial to individuals and society than traditional medical care for the ill. • Basic and applied research are critical for providing the theoretical bases for addressing current and future health, fitness, pedagogical, and sport issues.

**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Acquire advanced knowledge**

Candidates acquire advanced knowledge within the subdisciplines of Kinesiology.

**Connected Documents**

- Curriculum Map II-Human Performance M.A.
- Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 1: Embedded Assessment within KIN 538**

Course embedded assessment within KIN 538

- **Source of Evidence:** Academic direct measure of learning - other
- **Target:** No Target
- **Finding (2012-2013) - Target: Met**
  - Summary: Students completed several assignments to demonstrate advanced knowledge: - Student's read and discussed 3 books and 10 research articles that explore advanced knowledge in this field. Students completed the book reading and discussion questions and live discussions in class - Students completed 5 insight papers based on research articles and books that demonstrate understanding of advanced knowledge in this field. Students also completed the insight papers on research articles. Students designed and presented a research prospectus that demonstrates advanced knowledge in this field. Students also completed the research prospectus.

  - Interpretation: The students full and satisfactory completion of the advanced knowledge projects with embedded assessments and demonstrated advanced knowledge in the content area of this course.

**M 2: Embedded Assessment within KIN 562**

Course embedded assessment within KIN 562

- **Summary**
  - Students' learning and knowledge has been assessed through several written examinations, small group projects, presentations, and term papers. One measure of their success was that 50% of the class received at least 81% or above on the written exams. One of the class research projects submitted for peer-review and was accepted for presentation at the inaugural Alabama Program for Sport Communication's Sport Research Symposium in the 2013 spring semester.
  - **Interpretation**
    - The students have demonstrated a satisfactory mastery of both theoretical knowledge and practical
application through a variety of different assessments. Accordingly no plan for improvement is needed at this time.

**Finding (2012-2013) - Target: Met**

**Source of Evidence:** Academic direct measure of learning - other

**No Target**

**Summary**

Course embedded assessment within KIN 562 Summary Students’ learning and knowledge has been assessed through several written examinations, small group projects, presentations, and term papers. One measure of their success was that 50% of the class received at least 81% or above on the written exams. One of the class research projects submitted for peer-review and was accepted for presentation at the inaugural Alabama Program for Sport Communication’s Sport Research Symposium in the 2013 spring semester.

**Interpretation**

The students have demonstrated a satisfactory mastery of both theoretical knowledge and practical application through a variety of different assessments. Accordingly no plan for improvement is needed at this time.

**SLO 2: Demonstrate advanced professional skills**
Candidates demonstrate the use of advanced professional skills within the subdisciplines of Kinesiology.

**Connected Documents**
- Curriculum Map II-Human Performance M.A.
- Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 3: Embedded Assessment within KIN 585**
Course embedded assessment within KIN 585

**Source of Evidence:** Academic direct measure of learning - other

**Finding (2012-2013) - Target: Met**

**Summary:** Candidates’ teaching physical education in local schools demonstrate the use of advanced professional skills within the subdisciplines of Kinesiology. Interpretation: The graduate student candidates ability to teach and work in a local school setting reflect strong teaching especially in terms of curriculum, equipment use, and behavior management. This performance reflects well their ability to use advanced professional skills within the subdisciplines of Kinesiology and achieve the outcomes associated with student learning outcome 2.

**M 4: Embedded Assessment within KIN 507**
Course embedded assessment within KIN 507

**Source of Evidence:** Academic direct measure of learning - other

**Finding (2012-2013) - Target: Met**

Based on the previous findings, the format of this laboratory class was changed. The laboratory exercises were condensed and consequently shortened, such that each week, the students would have to prepare short reports (written and/oral) for each of the particular laboratory tests. Candidates still demonstrated excellent grasp of the advanced skills required in a graduate level laboratory techniques class that would be required in a professional exercise physiology laboratory setting. Yet, the increased frequency in which they were required to report their findings, showed that as the semester continued, their abilities and understanding of how to appropriately disseminate and present this kind of work improved. INTERPRETATION It is my opinion that Master’s students are performing well and are clearly demonstrating the use of advanced professional skills within the sub-disciplines of Kinesiology. It is apparent that the graduate student candidates have shown good laboratory skills, including but not limited to: appropriate use of equipment, behavior for such an potential hazardous environment, application of knowledge and theory. Importantly, there dissemination skills also showed marked improvement. One of the key aspects of science lab skills, and research in general, is being able to convey the information to peers and the general public. There was a marked improvement in the presentation of Master’s students. Ultimately, I believe the Master’s students are acquiring the skills necessary to work successfully within an exercise physiology laboratory.

**SLO 3: Demonstrate graduate level writing proficiency**
Candidates demonstrate graduate level writing proficiency within the subdisciplines of kinesiology.

**Connected Documents**
- Curriculum Map II-Human Performance M.A.
- Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 5: Comprehensive Exam**
Master’s degree comprehensive examinations

**Source of Evidence:** Standardized test of subject matter knowledge

**Finding (2012-2013) - Target: Met**

Summary: The pass rate for comprehensive exams at the master’s level was 100%. Interpretations: The ability
to craft coherent answers to a variety of questions indicates that all of the Master's students taking comprehensive exams demonstrated writing proficiency at the graduate level.

**M 6: Capstone Projects**
Master's degree capstone projects
Source of Evidence: Capstone course assignments measuring mastery

**Target:**
No Target

**Finding (2012-2013) - Target: Met**

**Summary**
Capstone Projects are the culminating experience for sport management students. Students are required to place an up-to-date vita, all scholarly term papers, small group projects, book reviews and documents relating to their internship and practicum experiences in a three ringed binder. This binder provides a potential employer with an overview of the theoretical knowledge and practical experiences gained in the program. Ample evidence of the students writing ability is provided.

**Interpretation**
The Capstone Project is graded according to a grading rubric, and after required revisions in some cases, all students successfully passed.

**SLO 4: Acquire knowledge and skills**
Candidates acquire knowledge and skills related to and utilized within the subdisciplines of kinesiology.

**Related Measures**

**M 7: Embedded Assessment within KIN 506**
Course embedded assessment within KIN 506
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**

**Summary:**
Students performed adequately on research poster and oral presentations, as well as a written research proposal in order to demonstrate acquisition of knowledge and skills related to research techniques in Kinesiology. These projects exposed them to each of the three main types of research-related work presentations with which they may be involved at some point in their careers. Interpretation: Performance on presentations and proposals ranged in quality, but overall, student performances on these assessments were sufficient to demonstrate acquisition of knowledge and skills related to research techniques in Kinesiology.

**M 8: Embedded Assessment within KIN 599**
Course embedded assessment within KIN 599
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**

Although we typically have one to two ES students successfully defend their thesis, this year none did theses. For details contact Phil Bishop (pbishop@bama.ua.edu).

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 5: Program Outcome: Improve Program Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 9: Accredited by NCATE and ALSDE**
Educator preparation programs in the College of Education, including Kinesiology's sport pedagogy, alternative sport pedagogy, and sport management certification master's tracks, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice; (4) diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

**Source of Evidence: Academic indirect indicator of learning - other**

**Target:**
No Target
Summary:
Educator preparation programs in the College of Education, including Kinesiology's sport pedagogy, alternative sport pedagogy, and sport management certification master's tracks, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice; (4) diversity; (5) faculty qualifications, performance, and development; and (6) unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Interpretation:
Being NCATE accredited ensures that our program is in good standing and of high quality.

**M 10: Percentage of SM students employed**
Percentage of students from the sport management non-certification track who gain employment in the sport industry.

**Source of Evidence:** Job placement data, esp. for career/tech areas

**Target:**
No Target

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**Finding (2012-2013) - Target: Met**

Summary:
In very difficult economic conditions and in a very competitive industry approximately 60% the sport management students found jobs within two months of graduating.

Interpretation:
Overall this is a strong testimony to the quality of the program. However, we believe it can be improved by placing incoming students in internships earlier in their course of studies, and by even greater efforts by the program faculty to reach out to practitioners to create a greater variety of opportunities for students. In the new academic year, the goal will be for each faculty member to reach out to at least two new practitioners to create additional internship opportunities for students.

**Related Action Plans (by Established cycle, then alpha):**

**Percentage of Sport management Students Employed**
*Established in Cycle: 2012-2013*

In very difficult economic conditions and in a very competitive industry approximately 60% the sport management students found jobs within two months of graduating.

For full information, see the Details of Action Plans section of this report.

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**OthOtcn 6: Program Outcome: Optimal Program Enrollments and Degree Completion**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 11: Program Enrollment**
Within the Department of Kinesiology, enrollment in the five tracks within the master's degree are dictated by resources including the number of faculty in the department and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, our department currently judges optimal enrollment for the master's degree program as being 40 students. Data on program enrollment will be provided by the by the University of Alabama Office of Institutional Research and Assessment (OIRA).

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**

Summary:
Within the Department of Kinesiology, enrollment in the five tracks within the master's degree are dictated by resources including the number of faculty in the department and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, our department currently judges optimal enrollment for the master's degree program as being 40 students. Data on program enrollment as of Fall, 2012 was 27.

Interpretation:
Looking at the past numbers of graduates in this program plus the increase in enrollment, we believe this dip in graduates is temporary.

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**M 12: Number of Degrees Awarded**
In the Department of Kinesiology, we currently aim to graduate 20 master's degree students per year. Data on degree completions will be provided by the University of Alabama Office of Institutional Research and Assessment (OIRA).

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**

Summary:
In the Department of Kinesiology, we currently aim to graduate 20 master's degree students per year. Data on degree completions provided by the University of Alabama Office of Institutional Research and Assessment (OIRA) indicated that for 2012-2013 23 master's degrees were awarded.

Interpretation:
We are meeting our goal in terms of graduates from the program.

OthOtcm 7: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 13: Percentage of ES Students Entering Doctoral Programs
Percentage of students from the exercise science track going on to study for a doctoral degree
Source of Evidence: Academic indirect indicator of learning - other

<table>
<thead>
<tr>
<th>Finding (2012-2013) - Target: Met</th>
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<tr>
<td>Summary: We only know of 2 students from the exercise science track going on to study for a doctoral degree.</td>
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<td>Summary: We believe that this is a &quot;down year&quot; for those with master's degrees moving on to doctoral study, possibly because employment in Exercise Science in higher education is becoming more competitive.</td>
</tr>
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M 14: Percentage of ES Students Employed
Typically 25-50% of our students from the exercise science track gain employment in the health and fitness industry, consequently a large percentage of our graduates are currently working in this industry. This year, we know of none of our M.A. students who are working in health and fitness. Percentage of students from the exercise science track who gain employment in the health and fitness industry.

<table>
<thead>
<tr>
<th>Finding (2012-2013) - Target: Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary: We are hoping that an upturn in the economy will improve this picture.</td>
</tr>
</tbody>
</table>

Details of Action Plans for This Cycle (by Established cycle, then alpha)

MA Measure 10, Outcome 5
In very difficult economic conditions and in a very competitive industry approximately 60% the sport management students found jobs within two months of graduating. Interpretation: Overall this is a strong testimony to the quality of the program. However, we believe it can be improved by placing in-coming students in internships earlier in their course of studies, and by even greater efforts by the program faculty to reach out to practitioners to create a greater variety of opportunities for students. In the new academic year, the goal will be for each faculty member to reach out to at least two new practitioners to create additional internship opportunities for students.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: See above
Projected Completion Date: 04/2014
Responsible Person/Group: Dr. John Vincent Dr. Jonathan Bowling Dr. George Brown

Percentage of Sport management Students Employed
In very difficult economic conditions and in a very competitive industry approximately 60% the sport management students found jobs within two months of graduating. Interpretation: Overall this is a strong testimony to the quality of the program. However, we believe it can be improved by placing in-coming students in internships earlier in their course of studies, and by even greater efforts by the program faculty to reach out to practitioners to create a greater variety of opportunities for students. In the new academic year, the goal will be for each faculty member to reach out to at least two new practitioners to create additional internship opportunities for students.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective): Measure: Percentage of SM students employed | Outcome/Objective: Program Outcome: Improve Program Quality
Mission / Purpose

The mission of the College of Education is to offer exemplary professional programs to prepare educators to be effective decision makers who facilitate student learning. In fulfilling this mission, the College of Education seeks to recruit high quality students and encourages them to become self-directed life-long learners; provides comprehensive instructional program; and fosters educational research and service to enhance policy making and professional development at state, regional, national, and international levels. The University of Alabama's College of Education seeks to prepare practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice. The Department of Kinesiology has as its mission the training of educators, researchers, and citizens who are professionally and academically prepared and are dedicated to addressing the physical activity needs of our society in school, community, work-site, health, medical, or athletic environments. In this regard, the Department of Kinesiology is committed to diverse cultural, educational, scientific, and cross-disciplinary approaches that emphasize the total person. One vital aspect of these efforts is to understand and educate our students and the public in the science and benefits of human movement. We support a broad multi-disciplinary, technologically sophisticated, integrative perspective that identifies exercise, sport, and skill acquisition as critical factors in preparing children and adults to become healthy, knowledgeable, culturally sensitive, and valued members of society. The Department uses the same multi-disciplinary and integrative approach to address the physical activity issues of an aging and often under-served adult population, emphasizing the role of physical activity in the quality of education, quality of life, and prevention of illness. Our mission is based on several basic assumptions that include the following: • Physiological, psychological, developmental and sociological benefits are derived from a healthy life style that is characterized by fitness and physical activity and appropriate health behaviors. • The health and wellness of our society, along with the values and standards by which behaviors are judged, have deteriorated, adversely affecting the education and quality of life of our populace. • Graduates from the Department of Kinesiology work with a vast array of individuals from the physically challenged individual to the elite athlete and from the preschool child to senior adult. • The sport experience is pervasive in contemporary American society and an integral part of activities at schools and colleges. • People who have developed physical skills and are comfortable in movement settings are more likely to lead physically active, healthy, and productive lives. • Preventive health measures are less expensive and more beneficial to individuals and society than traditional medical care for the ill. • Basic and applied research are critical for providing the theoretical bases for addressing current and future health, fitness, pedagogical, and sport issues.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Acquire advanced knowledge
Candidates acquire advanced knowledge within the subdisciplines of Kinesiology.

Connected Documents
Curriculum Map II-Human Performance M.A.
Curriculum Maps I-Human Performance M.A.

Related Measures

M 1: Embedded Assessment within KIN 538
Course embedded assessment within KIN 538

Source of Evidence: Academic direct measure of learning - other

Target:
No Target

Finding (2011-2012) - Target: Met
Summary:
Students completed several assignments to demonstrate advanced knowledge:
- Student’s read and discussed 3 theoretical books that explore advanced knowledge in this field.
- 100% of the students (10) completed the book reading and discussion questions and live discussions in class.
- Students completed 5 insight papers based on research articles and books that demonstrate understanding of advanced knowledge in this field.
- 100% of the students (10) completed the insight papers on research articles. 100% of the students received a grade of B or higher. 90% received a grade of A.
- Students designed and presented a research prospectus that demonstrates advanced knowledge in this field.
- 100% of the students (10) completed the research prospectus. 70% received a grade of A and 30% received a grade of B.

Interpretation:
The students full completion (100%) of the embedded assessments and their passing grades (100%) demonstrated advanced knowledge in the area of adapted sport.

M 2: Embedded Assessment within KIN 562
Course embedded assessment within KIN 562

Source of Evidence: Academic direct measure of learning - other

Target:
No Target

Finding (2011-2012) - Target: Met
Summary:
Students have demonstrated a thorough understanding of key theoretical concepts and their potentials applications in sport management related settings by performing well on their written examinations, small group projects, term papers, and book reviews. Fifty percent of the class received at least 85% on the written examinations.

Interpretation

Students are receiving advanced knowledge in the courses and the process is documented through constant course embedded assessments.

**SLO 2: Demonstrate advanced professional skills**
Candidates demonstrate the use of advanced professional skills within the subdisciplines of Kinesiology.

**Connected Documents**
- Curriculum Map II-Human Performance M.A.
- Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 3: Embedded Assessment within KIN 585**
Course embedded assessment within KIN 585

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**
Summary: Based on their teaching in local public schools with classes of physical education students, candidates demonstrate the use of advanced professional skills within the subdisciplines of Kinesiology.

**Interpretation:** Overall it would appear that students are performing well with regard to the outcomes associated with student learning outcome 2 and are demonstrating the use of advanced professional skills within the subdisciplines of Kinesiology. It is apparent that the graduate student candidates have shown strong teaching skills (appropriate use of curriculum, equipment, behavior management, etc) and are acquiring the skills necessary to work within a school setting.

**M 4: Embedded Assessment within KIN 507**
Course embedded assessment within KIN 507

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**

**SUMMARY**
Candidates ultimately demonstrated an excellent grasp of the advanced skills required in a graduate level laboratory techniques class that would be required in a professional exercise physiology laboratory setting. However, their abilities to appropriately disseminate and present this work was lacking.

**INTERPRETATION**
Overall it would appear that Master’s students are performing very well and are clearly demonstrating the use of advanced professional skills within the sub-disciplines of Kinesiology. It is apparent that the graduate student candidates have shown good laboratory skills, including but not limited to: appropriate use of equipment, behavior for such an potential hazardous environment, application of knowledge and theory. Consequently, the Master’s students are acquiring the skills necessary to work successfully within an exercise physiology laboratory.

**SLO 3: Demonstrate graduate level writing proficiency**
Candidates demonstrate graduate level writing proficiency within the subdisciplines of kinesiology.

**Connected Documents**
- Curriculum Map II-Human Performance M.A.
- Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 5: Comprehensive Exam**
Master's degree comprehensive examinations

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
No Target

**Finding (2011-2012) - Target: Met**

**Summary:**
The pass rate for comprehensive exams at the master’s level was 100%.

**Interpretations:**
All of the Master’s students taking comprehensive exams demonstrated writing proficiency at the graduate level.

**M 6: Capstone Projects**
Master's degree capstone projects

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
No Target
All sport management students have provided Dr. Vincent with a three ringed binder containing a professional curriculum vitae, scholarly term papers, small group projects, book reviews, and documentation relating to their internship experiences. The Capstone Project documents their writing proficiency in numerous forms as well as the theoretical knowledge learned and examples of practical applications.

All sport management students' Capstone Projects have passed the grading rubric. Sport management students have been able to show their Capstone projects to potential employers to demonstrate their theoretical knowledge and practical application.

**SLO 4: Acquire knowledge and skills**
Candidates acquire knowledge and skills related to and utilized within the subdisciplines of kinesiology.

**Connected Documents**
- Curriculum Map II-Human Performance M.A.
- Curriculum Maps I-Human Performance M.A.

**Related Measures**

**M 7: Embedded Assessment within KIN 506**
Course embedded assessment within KIN 506
Source of Evidence: Academic direct measure of learning - other

**Target:** No Target

**Finding (2011-2012) - Target: Met**
Summary: Students performed adequately on research poster and oral presentations, as well as a written research proposal in order to demonstrate acquisition of knowledge and skills related to research techniques in Kinesiology. These projects exposed them to each of the three main types of research-related work presentations with which they may be involved at some point in their careers. Interpretation: Performance on presentations and proposals ranged in quality, but overall, student performances on these assessments were sufficient to demonstrate acquisition of knowledge and skills related to research techniques in Kinesiology.

**M 8: Embedded Assessment within KIN 599**
Course embedded assessment within KIN 599
Source of Evidence: Academic direct measure of learning - other

**Target:** No Target

**Finding (2011-2012) - Target: Met**
Although we typically have one to two students successfully defend their thesis, this year none did theses. For details contact Phil Bishop (pbishop@bama.ua.edu).

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm5: Program Outcome: Improve Program Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 9: Accredited by NCATE and ALSDE**
Educator preparation programs in the College of Education, including Kinesiology's sport pedagogy, alternative sport pedagogy, and sport management certification master's tracks, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice, (4) diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Source of Evidence: Academic indirect indicator of learning - other

**Target:** No Target

**Finding (2011-2012) - Target: Met**
No data required for 2011/2012

**M 10: Percentage of SM students employed**
Percentage of students from the sport management non-certification track who gain employment in the sport industry.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:** No Target

**Finding (2011-2012) - Target: Met**
OthOtcm 6: Program Outcome: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 11: Program Enrollment
Within the Department of Kinesiology, enrollment in the five tracks within the master's degree are dictated by resources including the number of faculty in the department and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, our department currently judges optimal enrollment for the master's degree program as being 40 students. Data on program enrollment will be provided by the University of Alabama Office of Institutional Research and Assessment (OIRA).

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target

Finding (2011-2012) - Target: Met

No data required for 2011/2012

M 12: Number of Degrees Awarded
In the Department of Kinesiology, we currently aim to graduate 20 master's degree students per year. Data on degree completions will be provided by the University of Alabama Office of Institutional Research and Assessment (OIRA).

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target

Finding (2011-2012) - Target: Met

No data required for 2011/2012

OthOtcm 7: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 13: Percentage of ES Students Entering Doctoral Programs
Percentage of students from the exercise science track going on to study for a doctoral degree

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target

Finding (2011-2012) - Target: Met

No data required for 2011/2012

M 14: Percentage of ES Students Employed
Percentage of students from the exercise science track who gain employment in the health and fitness industry.

Source of Evidence: Job placement data, esp. for career/tech areas

Target: No Target

Finding (2011-2012) - Target: Met

No data required for 2011/2012
Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

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