SCHOOL OF

KINESIOLOGY





Master of Science in Kinesiology

Graduate Student Handbook

Revised: September 2024

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1. INTRODUCTION

Thank you for your interest in the Kinesiology MS program at California State University, Los Angeles (Cal State LA). Graduate students on their way to a Master of Science degree in Kinesiology have access to top-notch faculty with a wide range of expertise and practical experience. The program provides students with varied opportunities to realize their potential, excel academically, and develop professionally. Our individualized approach consists of a curriculum aimed at developing three areas of specialization: Exercise Science, Pedagogy, and Movement Science. Under these specializations, students can select and match from the available mentors and develop a thesis or project for their culminating assignment. Alumni from our program are successful in gaining acceptance into prestigious doctoral programs in research, physical therapy, medicine, as well as careers such as research, fitness, coaching, education, and community outreach.

This handbook is your roadmap through the graduate program. It contains the information you need to gain acceptance into the program and navigate through the logistics of graduate education while on your journey. We, the faculty in kinesiology at Cal State LA, are here to provide the critical resources for you to learn, gain research experience, and develop practical skills required to be competitive for employment in the rapidly evolving field of kinesiology and/or prepare you for continued education into doctoral programs.

Please refer to the School of Kinesiology webpage for the list of faculties and their research interests as well as the types of research currently being conducted on campus.

- Faculty & Staff: https://www.calstatela.edu/hhs/kin/faculty-staff
- Research Labs: https://www.calstatela.edu/hhs/kin/research

GRADUATE COORDINATOR

George Crocker, Ph.D. gcrocke@calstatela.edu

The Graduate Coordinator is responsible for chairing the graduate admissions committee and monitoring graduate student progress through the program. Students can direct questions regarding the Kinesiology, M.S. program to the Graduate Coordinator and/or the School Director.

SCHOOL DIRECTOR

Christine Dy, Ph.D. cdy@exchange.calstatela.edu

The Director of the School of Kinesiology oversees all undergraduate and graduate programs in the School of Kinesiology.

GRADUATE MENTORSHIP

A good mentor hopes you will move on. A great mentor knows you will.
-Leslie Higgins from Ted Lasso (Season 2, Episode 12)

The role of a graduate mentor is to provide academic advice, share resources, and hone your skills (*i.e., skills in research, teaching, mentorship, public speaking, written communication*). Your mentor will be a tenured or tenure-track faculty member in the School of Kinesiology. A graduate mentor will act as a personal guide on your path to success in the program and even beyond. Therefore, it is important to select a mentor that has expertise in an area of kinesiology that interests you. Newly admitted students should seek out a mentor by the end of their first semester in the program, although students should contact potential mentors before applying to the program or as soon as they matriculate.

You will have at least two other committee members in addition to your graduate mentor. Your committee members will also provide mentorship, approve your written and oral proposal, and evaluate your culminating assignment. At least one of your committee members must be another tenured or tenure-track faculty member in the School of Kinesiology. The third (or fourth) committee member can be a lecturer within the School of Kinesiology who holds a terminal degree or a terminal degree holder from outside the School of Kinesiology or outside the University.

OPTIONS FOR SPECIALIZATION

There are two options in the Kinesiology (M.S.) degree program. Each option has a faculty member that serves as the Option Advisor. Please contact the graduate coordinator or option advisor for more information regarding the specific options within the program.

Option I: Exercise Science
Advisor: George Crocker Ph.D. gcrocke@calstatela.edu

Option II: Pedagogy and Physical Activity
Advisor: Sierra Cordova, Ed.D. scordov9@calstatela.edu

2. PROGRAM PHILOSOPHY

Mission: The School of Kinesiology focuses on the study of human movement and physical activity. The School's mission is to prepare students to be leaders in the field of kinesiology by conducting research, pursuing graduate study, and engaging in public and professional service. The overall goals of the School of Kinesiology are to promote adoption of lifestyles that involve physical activity and to train student the understand the fundamental physiological sciences of human movement in exercise and sports across the lifespan.

The Masters of Science (MS) degree in Kinesiology prepares students for careers in exercise physiology, corporate fitness, recreation and wellness, physical education, and careers in life science. In addition, the MS degree would benefit primary and secondary educators by further developing their pedagogy in physical education and adaptive physical education. In addition, graduates with MS degrees have gone on to doctoral programs in Education (Ed.D.), Biomedical Sciences (Ph.D.) or clinical fields (M.D., D.P.T., etc.).

History: The Kinesiology, M.S. degree program at Cal State LA was started in 2003. A list of culminating assignments is in the appendix of this Handbook.

Learning Outcomes: Upon completion of the graduate program, students will be able to:

1. Demonstrate an advanced-level understanding of the core principles of kinesiology.
2. Perform scientific analysis into the field of kinesiology and appropriate research designs to questions and test disparate topics and ideas in the field.
3. Communicate, both orally and in writing, general principles of kinesiology as well as concepts related to their thesis or project
4. Apply key concepts in kinesiology to promote health and enhance physical performance for diverse populations.

3. ADMISSION TO THE PROGRAM

ADMISSION REQUIREMENTS

Applicants must complete ALL of the following for their application to be considered:

1. Apply to Cal State LA - Students must be admitted to the University by satisfying the University requirements. Students must select the Kinesiology MS degree program and submit electronically the School application and supplemental materials.
2. Complete applications will be reviewed by the Kinesiology Graduate Admissions Committee.
   Required materials:
   a. Resume or CV
   b. Statement of purpose – address the following in a 500-word personal statement describing your academic and professional interests (typed, double-spaced)
      i. *Your motivation for applying to the Kinesiology program at Cal State LA*
      ii. *Professional goals and objectives*
      iii. *Your plan to accomplish these goals and how this degree will help*
   c. Two letters of recommendation – ideally, at least one from an academic reference
   d. Transcripts from all colleges and universities attended

   Optional materials:
   e. English proficiency exam – required for students whose undergraduate education was taught in a language other than English
   f. The Graduate Record Examination (GRE) is no longer required. However, students with GRE scores are encouraged to include them in their application.

Type of admission

1. Full admittance
2. Conditional admittance

Full admittance: Full admittance indicates the applicant has met all requirements for the graduate program. These students can immediately begin taking graduate coursework in the degree program.

Conditional admittance: Conditional admittance indicates the applicant has demonstrated promise for graduate level work, but the admissions committee believes the applicant does not have the appropriate undergraduate background to begin the graduate coursework upon arrival. Applicants conditionally admitted will typically be required to complete undergraduate courses in their first semester. These prerequisite courses can include courses in kinesiology or other departments as designated by the graduate coordinator. These courses will be listed with your offer of admission. All required prerequisites must be completed with a grade of "B" or better.

ADMISSION PROCESS

The application deadline for Fall 2025 is: February 15th, 2025.

Employment opportunities

There are several employment opportunities for graduate students, which can support their graduate studies. For example, School of Kinesiology graduate students with the appropriate background may be employed as an undergraduate lab instructor (e.g., exercise physiology or biomechanics) or activity class instructor (e.g., volleyball, weight training, swimming). Graduate students may also be employed by the School of Kinesiology by working in the fitness center, intramural sports program, equipment room or as a certified pool lifeguard. In addition, faculty with external funding may employ graduate students as research assistants in their laboratory or for community outreach programs. Students with appropriate licenses or certifications may also be employed by the Athletics Department (*e.g., Assistant Strength & Conditioning Coach, Assistant Athletic Trainer, etc.*).

The courses for the graduate program are offered in the late afternoons and evenings as a way to support outside employment. However, the culminating assignment (*i.e., thesis or project*) requires a substantial amount of time and energy. Students will need to allocate time for their culminating assignment throughout their time in the program.

Scholarships, Fellowships and Other Funding Opportunities

Graduate students are encouraged to familiarize themselves with resources offered by the Office of Graduate Studies as they oversee and assist students with several student financial support programs.

4. DEGREE REQUIREMENTS

To graduate from the program, students must:

- ✓ Complete the 30-unit curriculum (SECTION 5)
- ✓ Advancement to candidacy (SECTION 6)
- ✓ Submit a culminating assignment (SECTION 7)

5. COURSE CURRICULUM

KINESIOLOGY (M.S.) DEGREE OPTIONS

Core courses (*16 units; required of all students*)

- KIN 5030 Applied Statistics in Kinesiology (Spring) 4 units
- KIN 5040 Research Design in Kinesiology (Fall) 4 units
- KIN 5200 Graduate Seminar in Kinesiology 1 unit
- KIN 5300 Understanding & Practicing Professional Competencies 3 units
  - Substitute: KIN 5070 Cultural Analyses of Sport in the US (4 units)
- KIN 5800 Exercise Psychology 4 units

Thesis/project units (*2 units; required of all students*)

- KIN 5990 Thesis or Project 2 units

Option-specific courses: Students will complete 12 units in one of the following options:

1. ***Exercise Science*** – This Option prepares students for advanced professional positions in fitness, athletic training, rehabilitation exercise centers, and for doctoral and professional programs.

2. ***Pedagogy and Physical Activity*** – This Option prepares students for advanced professional positions teaching physical education in schools and leading physical activities in community-based organizations, and for doctoral study.

Option I: Exercise Science (12 units)

- Required Courses (9 units):
    - KIN 5600 - Cardiorespiratory Aspects of Human Performance (3)
    - KIN 5610 - Neuromuscular Aspects of Human Performance (3)
    - KIN 5615 - Pulmonary Aspects of Human Performance (3)

- Electives (3 units) - *select one of the following*:
    - KIN 5620 - Exercise Interventions in Cardiac Rehabilitation (3)
    - KIN 5630 - Exercise Interventions in Neuromuscular Rehabilitation (3)
    - KIN 5640 - Exercise Interventions for Special Populations (3)
    - KIN 5650 - Endocrine Aspects of Human Performance (3)

Option II: Pedagogy and Physical Activity (12 units)

- Required Courses (9 units):
    - KIN 5460 - Analysis of Physical Education Programming (3)
    - KIN 5480 - Physical Activity Program Leadership (3)
    - KIN 5980 - Graduate Directed Study in Kinesiology (3)

- Electives (3 units) - *select one of the following*:
    - KIN 5360 - Seminar: Issues in Adapted Physical Education (3)
    - KIN 5440 - Advanced Instructional and Assessment Strategies in Physical Education (3)
    - KIN 5550 - Community Development and Physical Activity Programming (3)

GRADES AND POLICIES

Academic Continuation: Graduate students must maintain a B average (GPA >3.00) in all courses attempted at Cal State LA and any other college or university attended and to make satisfactory progress toward their academic objectives. Students who do not maintain a minimum GPA of 3.00 cannot advance to candidacy. Students who receive financial aid should inform themselves of additional criteria defining satisfactory progress.

Incomplete Grades: Incomplete (I) grades are an interim grade designed for students who are passing but who through extenuating circumstances have not been able to complete a portion of the work required for the course. An Incomplete grade shall be assigned at the discretion of the faculty member only when the faculty member concludes that a clearly identifiable portion of course requirements cannot be met within the academic term for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered.

Repeating a Course: Individual colleges and departments/divisions/schools/programs may have additional restrictions on repeating courses. Graduate students may not repeat for credit any course already completed with a grade of B (3.00 grade points) or better.

Appeals: A graduate student who is concerned about a grade, course evaluation, candidacy decision, or degree requirement should first discuss the matter with the relevant faculty member, then the thesis/project mentor, then the graduate coordinator, and then the department chair. If the matter cannot be informally resolved, then the student may file a formal grievance in accordance with Cal State LA policy.

Academic Probation for Post-baccalaureate and Graduate Students: Graduate students are subject to academic probation if their grade point average falls below a B (3.0) in course work in their master's degree program or in all units completed, whether or not the course work is taken at Cal State LA.

Students may be placed on administrative-academic probation for any of the following reasons:

- Withdrawal from all or a substantial portion of courses for which they registered in two successive semesters or in any three semesters.
- Repeated failure to progress toward a stated degree or program objective when such failure is within their control.
- Failure to comply, after due notice, with a routine academic requirement or regulation.

Notice is given in writing of the conditions for removal from administrative-academic probation, as well as circumstances that would lead to disqualification should probation conditions not be rectified.

Disqualification Regulations for Graduate Students: Graduate students who are on academic probation and who do not meet the requirements of their probation are subject to disqualification in accordance with the following guidelines:

- Graduate students who are on academic probation are subject to disqualification if after being placed on scholastic probation they do not raise their average to B (3.0) after completion of 12 semester units or two semesters in residence, whichever comes later.
- Graduate students whose grade point average falls more than nine grade points below B (3.0) will be disqualified from pursuing the master's degree program.
- Students who are disqualified from a master's degree program may not reenter that program. They may be admitted to another program only on the recommendation of the new major department/division concerned and with the approval of the appropriate college graduate dean.

Graduate students who are on academic-administrative probation may be disqualified for any of the following reasons:

- The conditions for removal of administrative-academic probation are not met within the period specified.
- Students become subject to academic probation while on administrative-academic probation.
- Students become subject to a new administrative-academic probation period for the same or similar reasons of a previous probationary period, although not currently in such status.

A more detailed description of Academic Probation is described in the general Cal State LA Graduate Handbook: http://www.calstatela.edu/graduatestudies

ETHICS

The University in its quest for truth and knowledge embraces honesty and integrity. These fundamental values must not be compromised. The trust and respect among professors, students and the society need to be vigilantly protected. Cheating and plagiarism can be neither justified nor condoned as this would destroy the ideals and purposes of higher education. Academic integrity is one foundation for a society based on trust and honesty. Therefore, the University and the School of Kinesiology does not tolerate plagiarism or cheating in any form, and violations of our academic honesty policies may result in being dismissed from the program. The following are included as violations of the Academic Honesty Policy (See Appendix D in the University Catalog):
http://ecatalog.calstatela.edu/content.php?catoid=26&navoid=2718#stud_cond

- **Cheating**: the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.
- **Plagiarism**: the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources.
- **Misrepresentation**: Knowingly furnishing false academic information to a University official, faculty member, or campus office.
- **Collusion**: Any student who intentionally helps another student perform any of the above acts of cheating, plagiarism or misrepresentation.

6. ADVANCEMENT TO CANDIDACY

Advancement to candidacy is the process by which students become approved to carry out their thesis or project. To advance to candidacy, students must:

- Satisfy of Graduation Writing Assessment Requirement (*see below*)
- Complete 12 graduate-level units with a minimum GPA of 3.00
- Submit a written prospectus and give an oral proposal presentation to their committee. Evidence of this is achieved via the GS-14 form
- Meet with the Graduate Coordinator to complete of the Advancement to Candidacy Form (GS-10 form): http://www.calstatela.edu/graduatestudies/forms-and-petitions

Graduate Writing Assessment Requirement (GWAR)

All CSU students are required to demonstrate competence in writing as a requirement for all advanced degrees and all credentials. Passing ***KIN 5040 – Research Design in Kinesiology*** with a "B" or better satisfies the University's GWR. Graduate students must satisfy this requirement before completing 12 semester units. Students must fulfill the GWAR in order to advance in candidacy.

7. CULMINATING ASSIGNMENT (THESIS OR PROJECT)

OVERVIEW

The culminating assignment is a research project in which the student will uniquely contribute to the knowledge base of kinesiology. The culminating assignment will take the format of a thesis or a project – the differences between the two are described below. Both theses and projects are equally demanding of students and the steps to graduation are the same.

The **thesis** results from empirical research conducted by the student under the supervision of their mentor and thesis committee members. If a proposed thesis involves human subjects, students should work with their mentor to obtain approval from the Institutional Review Board (IRB). If work involves animals, the student should work with their mentor to obtain approval from the Institutional Animal Care and Use Committee (IACUC).

- IRB website: https://www.calstatela.edu/orsca/research-human-subjects-irb
- IACUC website: https://www.calstatela.edu/orsca/animal-care-and-use-iacuc

A **project** results when the student develops something novel based on an extensive review of peer-reviewed publications. Projects will identify and address a problem or need in a specific area within the broader field of kinesiology. The project must include an introduction, literature review, and a tangible product such as a training plan, curriculum, program evaluation, case study, handbook, course materials, website, or instructional manual.

THESIS/PROJECT COMMITTEE

Each student must obtain the permission of a tenure-track kinesiology faculty member to serve as their thesis or project advisor and committee chair. Together the advisor and the student will select at least two additional thesis/project committee members so that the committee has at least three members (*i.e., the advisor plus two others*). In addition to the mentor, the thesis/project committee must consist of a second tenure-track Cal State LA faculty member. The third member can be a **terminal degree holder (*e.g.*, PhD, MD, DO, DPT, DOT, RD, EdD)** that is either a lecturer in the School of Kinesiology, or a faculty member from another department or from outside of campus. Other non-terminal degree holders can serve on the committee as a fourth member. All members of the committee will agree to be on the committee, approval the student's proposal and final draft of their culminating assignment, and be present for the proposal presentation and for the final presentation.

THESIS/PROJECT PROSPECTUS & PROPOSAL PRESENTATION

The purposes of the thesis/project prospectus & proposal presentation are to determine if the student has enough background in the area of specialization and to gain feedback from the committee on the scope and direction of the culminating assignment. The student should work with their advisor to develop the rationale for the thesis or project by synthesizing relevant research in the field and identify a gap in the literature or problem that they will address with their culminating assignment. The prospectus will be written and sent to the committee before their proposal presentation.

Proposal presentations are typically 15-20 minutes in length and attended by the student's committee members. Afterwards, a discussion is held on the scope and direction of the thesis or project and students will modify their prospectus based on the feedback from the committee. Committees should sign the **Approval of Thesis or Project Proposal from (GS-14 form)** and submit it to the Graduate Coordinator.

This process culminates with the student advancing to candidacy by submitting the **Advancement to Candidacy form (GS-10 form)** to the Associate Dean.

Both forms are located on the Graduate Studies website:
https://www.calstatela.edu/graduatestudies/forms-and-petitions

THESIS/PROJECT FINAL DRAFT & ORAL DEFENSE

The oral defense assesses the ability of the candidate to communicate the rationale, findings, and implications of their findings, and implications of their research project. The candidate should be prepared to answer questions related to the purpose of the design of the study, methodological approach, the results of the study, and implications and applications to the discipline.

PROCEDURES:

1. Students are required to provide the final version of their thesis/project to all committee members for review at least two weeks before their oral defense.

2. The student is responsible for scheduling a date and time for a thesis/project defense. Faculty members who have agreed to serve on the committee must participate in the defense. The student is responsible for finding a time when all committee members can meet. The graduate coordinator must also be informed of the time and place and will announce it to all graduate students and faculty members in the department. All faculty members and graduate students are encouraged to attend. In addition, the student may wish to invite their family and friends. Their thesis defense is open to the public.

3. Writing a thesis or project will take several drafts. Students should work with their advisor and gain their approval before sending it to the rest of the committee for feedback.

4. The defense is intended to communicate the rationale, findings and implications of the thesis/project and to raise and address questions and/or concerns regarding the thesis/project. Committee members will pose questions and suggestions, and the candidate should understand that the thesis/project may need modification to address any issues or concerns raised.

5. The mentor shall facilitate the defense and ensure that all recommendations from the committee are incorporated into the final thesis/project. The structure for the oral defense:
    a. Introduction of the candidate by the advisor
    b. The candidate makes a ~30-40-minute presentation of their thesis/project.
    c. Once the presentation is complete, everyone in attendance shall be given the opportunity to ask questions and/or to raise relevant issues or problems.
    d. The student will incorporate any and all agreed-upon changes into the final version of their thesis/project.

6. A repeated thesis/project defense may be necessary if the committee decides that the thesis/project work is not of sufficient quality.

7. Upon approval of the thesis/project, the committee and mentor will sign the GS-13 approval form.

THESIS ORGANIZATION AND FORMAT

The thesis should be written in a form that can be easily modified into manuscript form for submission to an academic journal approved by the committee. The thesis is also submitted to and retained in electronic form in the University library. The Cal State LA Guidelines for the thesis/project should be consulted for typing and page formatting using the following links:

i. http://www.calstatela.edu/graduatethesis
ii. http://www.calstatela.edu/graduatethesis/templates-forms

The thesis format is as follows:

- Title page (use the name on your official University transcripts)
- Copyright notice page (if included)
- Abstract
- Preface, dedication, and/or acknowledgment page (if included)
- Table of contents
- CH 1 Introduction
- CH 2 Literature Review
- CH 3 Methodological Approach
- CH 4 Results
- CH 5 Discussion
- References (formatted according to your style manual OR format will vary according to journal guidelines for authors)
- Tables and figures

PROJECT ORGANIZATION AND FORMAT

The project should be written in a form that can be easily modified into manuscript form for submission to an academic journal approved by the committee. The project is also submitted to and retained in electronic form in the University library. The Cal State LA Guidelines for the thesis/project should be consulted for typing and page formatting using the following links:

i. http://www.calstatela.edu/graduatethesis
ii. http://www.calstatela.edu/graduatethesis/templates-forms

The project format is as follows:

- Title page (use the name on your official University transcripts)
- Copyright notice page (if included)
- Abstract
- Preface, dedication, and/or acknowledgment page (if included)
- Table of contents
- CH 1 Introduction
- CH 2 Literature Review
- Other chapters at the determination of the committee but all projects must include something novel that is created by the student (*e.g.*, training plan, curriculum, etc.)
- References (formatted according to your style manual)
- Tables and figures

8. DEADLINES AND RECOMMENDED SCHEDULE

Completing coursework, data collection and analysis, and a written thesis or project within two years requires substantial commitment and proactive organization. It is the student's responsibility to meet required deadlines and maintain progress in the program. Below is a checklist to help students graduate in a timely manner.

SEMESTER 1

1. Determine thesis/project mentor.
2. With mentor's assistance, determine specific thesis/project topic.
3. With mentor's assistance, decide on a thesis/project committee (3 members minimum including mentor)
4. Write a literature review on your topic (this is part of the KIN 5040 class)

SEMESTER 2

5. Develop a thesis/project proposal including relevant background information, a problem or gap in the literature, purpose of the thesis/project, and proposed methods.
6. After gaining approval from your advisor, send your proposal to the rest of your committee and schedule a time to do your proposal presentation.
7. Submit the Advancement to Candidacy Form (GS-10 form)
8. If you plan on working with human or animal subjects, submit proposed research to the Office of Research, Scholarship and Creative Activities for IRB or IACUC approval.
9. If you plan on working with human or animal subjects, obtain appropriate training and certifications sufficient for working with human or animal subjects (e.g., CITI training – see IRB or IACUC website; CPR certification)

SEMESTER 3

10. If you are doing a thesis, gain approval from the IRB or IACUC to collect data.
11. Collect and analyze data.
12. If possible and with the help of your advisor, determine if there is an appropriate conference or research symposium to present your data. Registration for conferences are typically months before the conference dates.
13. Work with you mentor to complete an outline of your thesis/project
14. Submit first draft of thesis/project to mentor.
15. Apply for graduation (this can be done the semester you graduate but you will incur a late fee)

SEMESTER 4

16. Revise thesis/project with mentor.
17. Send out completed thesis/project to committee members. This should be done by the midway point in the semester. Based on feedback from committee, revise thesis/project.
18. Schedule the date, time and location of your oral defense
19. Meet with a thesis reviewer in the Office of Graduate Studies for preliminary format review. The deadline for this is usually the end of week 14 of the semester.
20. Submit final draft of thesis/project to ProQuest for official review. The deadline for this is usually the end of week 15 of the semester.
21. Successfully defend thesis/project & obtain committee signatures on GS-13 form. Submit the GS-13 form it to the Office of Graduate Studies. The deadline for this is usually the end of finals week of the semester.
22. Upload final version of thesis/project. The deadline for this is usually the end of finals week of the semester.

Specific dates for Graduate Studies deadlines are listed on their website:
https://www.calstatela.edu/graduatethesis

9. GRADUATION AND COMMENCEMENT CEREMONY

To graduate in any given semester (fall, spring or summer), the thesis/project must be defended and filed with the Office of Graduate Studies by deadlines posted for that semester. The dates change, but generally the last day to file will be early May, early August, and early December for spring, summer and fall graduation, respectively. Information of specific dates are listed on the Graduate Studies website (https://www.calstatela.edu/graduatethesis).

The student should apply to graduate with the University in the term they expect to complete their degree requirements. The Registration Calendar each semester specifies the filing date. Commencement, the major walking and hooding ceremony, only occurs in May. We strongly advise, and some thesis mentors may require, students to have actually filed their theses before walking in the graduation ceremony. Participation in the graduation ceremony is **not** required to receive your degree.

How to Apply for Graduation

To apply for graduation, log in to the Student Center and locate the Apply for Graduation field. Follow the prompts and select the appropriate term for graduation. If a student does not graduate during the semester they applied, the student will need to cancel the application and reapply for the appropriate semester. It is the responsibility of the student to meet with their thesis mentor early enough to ensure they have completed all of the coursework and thesis requirements before applying to graduate.

10. LIST OF PREVIOUS CULMINATING ASSIGNMENTS

Year	Student	Format	Title
2024	Beltran, Christina	Project	Aquatic resistance training program to reduce the likelihood of falls in older adults
2024	De Leon, David	Thesis	Health coaching to promote weight-inclusive physical activity among college students
2024	Derbyshire, Alexander	Project	Weight-inclusivity in kinesiology professional practice: A comprehensive practical approach
2024	Garcia, Viviana	Thesis	The effects of fasting on brain oxygenation
2024	Morti, Efreim	Project	Development of cardiorespiratory fitness posters to enhance kinesiology student learning during maximal aerobic testing
2023	Acik, Ceren	Thesis	Functional and morphological symmetry in neck muscles in baseball players
2023	Cifuentes, Elicet	Project	Critical health education: Using a critical lens to teach young Latinas about body image
2023	Galvez Lopez, Cynthia	Project	A hydration education intervention for college students
2023	Hines, Jerrald	Project	Successful transition to life after sports
2023	Lindo, Juan	Project	Apologizing in sporting contexts: How to implement cultural humility?
2023	Masua, Adolph	Thesis	Effects of university-based physical activity courses on anxiety and depression
2023	Montoya, Ignacio	Thesis	Can restoration of sexual behavior facilitate synergistic recovery of other organ systems after ten years of complete paralysis?
2023	Muñoz, Axel	Thesis	The impact of wearing a mask on brain during low and moderate exercise on brain function
2023	Orozco, Jessica	Project	The effects of language barriers on English language learners in physical education class
2023	Picketts, William	Project	Virtual reality technology and lifetime exercise for individuals with disabilities
2023	Pinedo, Karla	Project	Creating a sustainable level of motivation in physical training for individuals in commercial gyms
2023	Sandoval, Patricia	Thesis	Exercise mediated modulation of the immune system response in the severely contused rodent
2023	Tarani, Gargi	Project	Evidence-based recommendations for treatment of delayed onset muscle soreness
2023	Villaseñor, Fabian	Project	An inclusive sports-based curriculum for increasing student motivation post-COVID-19 remote learning mandate
2023	Wassmer, Elwig	Project	A comparison between self-reported training strategies and evidence-based protocols in preparation for mixed-martial arts competition
2023	Zaragoza Rodriguez, Octavio	Thesis	Mode of locomotor training on plasticity markers in a severely contused animal
2022	Honjio, Justin	Project	Social and emotional learning programming for opportunity youth through outdoor education
2022	Jimenez, Irvin	Project	The importance of integrating high-velocity resistance training into an exercise program for untrained older adults
2021	McCracken, Elena	Project	Improving total knee replacement recovery through therapeutic neuroscience education
2021	Rivera, Yvonne	Thesis	A multimodal examination of potential long-term effects of concussion in collegiate athletes and healthy active students
2021	Villalobos, Alejandro	Thesis	The effects of listening to music and verbal feedback on swimming performance
2020	Matthews, Aaron	Thesis	The acute effects of high-intensity interval training with a sauna suit on caloric expenditure
2020	Monarrez, Daniel	Thesis	Comparison of flume and treadmill testing for maximal aerobic capacity in trained swimmers
2020	Pinedo, Veronica	Thesis	Factors that predict swimming economy in adult, recreational swimmers
2020	Ramirez, Joel	Thesis	The power of interpretation: New perspectives for users of activity tracking devices
2020	Sarkisian, Carolena	Thesis	Sport injuries among student athletes: Psychological correlates
2020	Taleb, Monder	Thesis	Hydration status and fluid intake for collegiate soccer players
2020	Tran, Hai	Thesis	Brain oxygenation in response to virtual reality and exercise in aging
2020	Vaniman, Alyssa	Project	Developing a return to learn guidelines for NCAA Division II student athletes at California State University, Los Angeles
2019	Bridges, Samuel	Thesis	Improvement in swimming economy from using a pull buoy

2019	Brodeyan, Raffi	Thesis	The effect of acute static stretching on reflex-induced force output and electrical activity of non-stretched homologous muscle
2019	Curtiss, Katie	Project	Implementation of a course workbook for positive youth development and sports-based youth development
2019	Haroutounian, Arpie	Thesis	The effect of heat acclimation and permissive dehydration on intracellular HSP-72 and exercise performance in a temperate environment
2019	Hopkins, Joshua	Project	Digital application applied in administration and athletic director scheduling
2019	Le, Lisa	Thesis	Effectiveness of circuit resistance training using elastic bands in individuals with spinal cord injury compared to able-bodied
2019	Richard, Breanna	Project	Auditory stimuli and its effect on cardiovascular performance
2019	Ruiz, Lloyd	Thesis	Muscular nf-κb signaling induced by spinal cord injury following body weight supported treadmill training
2018	Hinahon, Erika	Thesis	Robotic-applied resistance augments the effects of body weight-supported treadmill training on stepping in a rodent model of spinal cord injury
2018	Najera, Richelle	Project	Handbook for implementing peer teaching in physical education
2017	Holley, Marnie	Project	Women's Physique Division: A guide to advanced bodybuilding competition preparation
2017	Wiley, Emily	Project	Physical education: A personal narrative and tool kit for beginning physical education teachers
2016	Acosta, Gilberto	Thesis	Effects of exercise intensity on cognition-induced changes in cerebral blood flow
2016	Cordova, Sierra	Project	Managing anxiety in female adolescent non-elite competitive gymnasts during skill acquisition
2016	Jelmini, Jacob	Thesis	Acute effects of unilateral static stretching on handgrip strength of the stretched and non-stretched limb
2016	Leon, Edward	Thesis	Effect of sodium bicarbonate ingestion during 6 to 8 hour simulated hypobaric hypoxia on short-duration: high-intensity cycling performance
2016	Sharma, Neha	Project	The efficacy of kinesio-taping in non-specific low back pain
2016	Traughber Jr, Terence	Thesis	Weight supported quadrupedal treadmill exercise decreases risk factors associated with metabolic syndrome in a rat model of spinal cord injury
2015	Gonzalez, Stephen	Project	College students' perceptions of learning according to various teaching styles
2015	Hsieh, Christine	Project	An interpretive analysis of factors that enable exercise enjoyment for women in a rehabilitation program
2015	Karchikyan, Ovsep	Project	Factors that are associated with the decision to wear or not to wear a helmet while cycling
2015	McMillan, David	Thesis	Interappendicular neurological coupling during various locomotor tasks in persons with and without spinal cord injury
2015	Melgar, Ivana	Thesis	Acute aerobic and muscular responses during locomotor training in spinal cord injuries
2015	Navarro, Daniel	Project	Transition model for physical activity within the community for individuals with disabilities
2015	See, Pamela	Thesis	The effects of body-weight supported treadmill training on the expression of glutamate and glycine in the synaptic inputs to motor neurons in the lumbar spinal cord of spinally transected rats.
2015	Walton, Hilary	Project	Do tight hip flexors increase the risk of hamstring injury in division II college athletes?
2013	Hamada, Dane	Project	PACE: a family-based intervention of overweight and obesity in low-SES Asian Americans
2013	Mancia, Lisette	Project	Facilitating competence and enjoyment in physical education: a handbook for physical educators
2012	Ciccarelli, Julie	Project	A physical education professional development mentor program for primary classroom teachers
2011	Jaime, Julie	Project	Four team building games used to enhance physical education classes
2011	Jeffries, Evan	Thesis	Effect of locomotor training with body weight support and manual assistance on cardiovascular function and muscle activity in a non-disabled population
2011	Kiwata, Jackie	Thesis	Effect of exercise on the antimicrobial cholesteryl esters content in human nasal fluid.
2011	Ward, Hosie	Project	Kinesiology, the unknown discipline
2009	Jennings, Jessica	Project	Is a program of group visits, social support and yoga an effective way to deliver prenatal medical care?
2008	Pardo, Rodrigo	Project	The impact of a physical-activity program for underserved youth based on the responsibility model with secondary students from a continuation high school

2008	Summerhays, Pamela	Project	A descriptive analysis of tenured physical education teachers' perspectives of post induction challenges
2007	Johansson, Jens	Thesis	The effect of sodium bicarbonate ingestion on short-duration, high-intensity cycling performance in acute hypobaria
2007	Montague, Suzanne	Thesis	Energy expenditure and heart rate response of body weight supported treadmill stepping after spinal cord injury
2005	Crespo, Noe	Project	Lifestyle and physiologic determinants of bone mineral density in Mexican American women
2005	Rossi, Amerigo	Thesis	The effects of modified chronic sodium bicarbonate ingestion on short-duration, high-intensity running performance in elite runners