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# Narrative History of Exercise & Nutritional Sciences at SDSU

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PHYSICAL EDUCATION

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Health-related courses were also offered frequently during these years. "Sex, Anatomy and Hygiene" appears in the Catalog as a course in Physical Education in 1910.

By 1921, when the Normal School became the four-year State Teachers College of San Diego, the Physical Education curriculum had developed to include: Rhythmic Gymnastics, Folk and Dramatic Games and Dances, Tennis, Rowing, and a course in School Athletics which included, "Playground Ball, Basketball, Soccer, Handball, Track, and other games if time allows." Also listed in the 1921 Catalogue is a course in the Theory and Practice of Physical Training. Virtually all of these courses were taught by Tanner and Peterson. Peterson also served as coach of the men's football, basketball, baseball, and track teams which competed with various nearby high school and college teams through informal non-league arrangements. Rowing was the only school sport for women in the early years and competition was mostly intrasquad.

Throughout the Normal School and Teachers College years, Physical Education served both the personal health and developmental needs of students, and their needs for professional competence in Physical Education since most graduates could expect rather comprehensive teaching assignments including teaching Physical Education. An elective Major in Physical Education was begun in 1920.

In 1922, there were 15 courses offered in Physical Education including Hygiene, Physical Diagnosis, Health Supervision and Growth Control, Physiology of Exercise, Human Anatomy, and Kinesiology. By 1924, however, the Physical Education curriculum included only specialized professional courses with a variety of science prerequisites. Except for 1910-1921, when "Hygiene" was taught through the Biology Department, two Hygiene courses (one for men and one for women) were taught by Physical Education faculty, although the courses were usually listed under Hygiene rather than Physical Education. In 1929, the Department name changed to Department of Health and Physical Education. In 1931 San Diego State Teachers College moved to its present site on Montezuma Mesa.

The State Teachers College became San Diego State College in 1935 and, while teacher training remained the primary mission, a liberal arts program was now offered. Teaching was becoming more and more specialized and a small Physical Education credential program was offered for the first time in 1936. A wide variety of sports and dance courses was offered for election to meet the two-semester requirement for all students.

Until the late 1940's, there were separate men's and women's programs in Physical Education both in activities and in the professional curriculum. This was usual during this period. There seem to have been few, if any, gender conflicts in the department during this period and Ms. Tanner served as director for the entire program from 1910 to 1928. C. E. Peterson directed the program from 1928 to 1946. Gender division of activity courses persisted until the 1970's, but by 1946 most professional theory courses were gender integrated.

The College reorganized into a division structure in 1946 and the Department became The Division of Health, Physical Education and Recreation. William L. Terry (served 1946-1974) was the Division Chairman from then until his retirement. Dr. Terry
completed his Doctorate in service in 1955 and became only the third department faculty member with a doctorate (William L. Lauritsen and George Ziegenfuss were the other two). Thereafter, virtually all new faculty were required to have a doctorate or to complete it within two years of appointment. In addition, most tenured faculty in this period completed the doctorate in service, making the division one of the highest ranking in the Nation in academic qualifications. It should be noted that as Division Chairman, Dr. Terry also served as director of athletics and that most department faculty also coached as part of their assignments.

Albert (Al) Olsen became the first appointed Director of Athletics in 1960. (Until then, this function was fulfilled by the Division Chairman and athletics on campus were viewed as integral to the educational mission of the college and of physical education - the “gifted program” in physical education.) Growing community and institutional pressures for success in intercollegiate sports necessitated this. Previously, virtually all intercollegiate sports were coached by regular physical education faculty who taught in the professional program and activity program in addition to coaching. Their philosophy was oriented toward the educational values of sports to athletes, to students, and to the community. It was obvious that such an arrangement could not compete successfully with the semiprofessional, economically and public relations oriented athletics efforts of other institutions. Olsen was a regular tenured member of the Physical Education Department, however, his successors were less and less so. Concomitantly, Physical Education faculty one-by-one retired from coaching and were replaced by professional coaching specialists with fewer and fewer other physical education duties. In 1969 the separation of athletics from physical education was completed with the formation of a separate Department of Athletics.

The first gymnasium on Montezuma Mesa was completed in 1934 and was known as the “dual gym” because it served both men’s and women’s programs. The women’s faculty offices were on the West side of the building and the men’s offices and Chairman’s office were on the East end. This structure was and is remarkable in design and features which fact became clear during its remodeling in the late 80’s. Construction was essentially of reinforced concrete which, for the most part, met today’s earthquake standards and allowed for major remodeling into additional offices, laboratories, and teaching stations with only minor structural alterations. After the completion of Peterson Gymnasium in 1961 and the move of men’s and chairperson offices to the new structure, the original gym became known as “Women’s Gym” even though many classes and activities were coed. In 1989, the return of the whole physical education faculty to the original but remodeled gymnasium (now called “physical Education”) was of historical significance because for the first time the physical housing of the faculty was completely gender integrated and because the Department now was physically separated from Athletics which now occupies completely the Peterson Gym office space.

San Diego State remained an undergraduate college until 1948 when graduate work, in connection with the General Secondary Teaching Credential, was offered. In 1950, the MA in Teaching was initiated and Physical Education was one of the original disciplines on campus offering an advanced degree.

Until the middle 1960’s, San Diego State College was a teaching institution with
little encouragement of research or scholarly writing by faculty. Growth of graduate programs, the development of sub-disciplines within the profession, appointments in Physical Education without coaching duties, faculty appointments being restricted to persons holding doctorates, and the general movement of the College toward full university status (which came in 1972), all contributed to the shift in institutional mission to include research and scholarly publication. The Physical Education Department kept pace with this shift and, indeed, some of its faculty during these years, particularly Frederick W. Kasch (1948-1980), helped lead the University into the research era with his landmark programs and studies in adult exercise. The Department now boasts a quality faculty of scholars with significant work being done in virtually every subspecialty.

In the 1960s the three areas of Health, Physical Education, and Recreation experienced prolific development and specialization which resulted in their becoming separate departments in 1970 in the newly formed College of Professional Studies.

The Physical Education Department self-study and academic review conducted in 1977 identified a number of changes that were needed in order for the continuing quality development of programs and the fulfillment of its mission. An important outcome of that review was the adoption of a permanent chairperson position. The appointment of B. Robert Carlson as permanent Department Chairperson in 1978 marked an important turning point in the Department. Previously, the chairmanship had been a rotating position and administration had been predominantly laissez faire and reactive. Department leadership under Carlson became more proactive, with programs being initiated for the improvement of curriculum, instruction and scholarship.

In 1982, the Department began a self-study with the purpose of identifying "future directions" for development in a new era of budget stringencies and slow growth (or no growth). The outcome of this self-study was the adoption by the Department of the Future Directions Report in 1983. Since then, Department development has been guided by the recommendations of this report.

In 1984 the University dropped the Physical Education undergraduate graduation requirement in physical activity which had been an integral component of the general education of students since the beginning of the institution as a normal school. This deletion resulted mainly from academic politics and curricular cannibalism than to consideration for priority needs of students. At the same time, the University promised to continue support for a quality elective program to serve a student body which seemed more and more interested in exercise for health, sports, and dance participation. This has proven to be a monument to "empty promises" and all the more tragic in the wake of overwhelming scientific evidence today of the profound value of regular physical activity to total human growth, functioning achievement, and health (physiological, emotional, mental) throughout life.

In a 1987 academic review, the Department of Physical Education proudly maintained: (1) an outstanding, if diminished, instructional activities program offering a rich variety of activities for all students; (2) a popular program for Physical Education Majors with a variety of emphasis options; (3) a program for the Physical Education minor and (4) a strong graduate program. Faculty scholarship was growing in quality and
quantity year by year and faculty increasingly were enlisted as consultants in development of programs of exercise, sport and dance throughout the community (local, state, national, and international).

During budget crises of the early '90s, the Department lost a number of positions. This, coupled with increasing student enrollments in the major, and professional and institutional pressures for productive scholarship of the faculty, teaching loads were reduced. The result has been further reductions in the elective physical activity program offerings. In the future, student desires and needs for exercise, sports, and dance will be met increasingly through voluntary participation in recreational and intramural activities (not for academic credit) sponsored and accommodated by Associated Student programs such as those now offered and those soon to be added with the opening of the new Student Activity Center. Time will tell to what degree student needs for exercise and learning in physical activity and sport will be met.

HEALTH EDUCATION

As mentioned earlier, the teaching of health remained a primary responsibility of this department from the beginning of the Normal School until separation of departments in 1970. This health teaching included both health education for all students through the graduation requirement, health education for all prospective teaching credential candidates, elective health topic courses, and preparation of health education specialists.

The first faculty member appointed exclusively to health education responsibilities was William H. Lauritsen (served 1946 to 1965) who was hired in 1946 to lead major development of the health education curriculum and to establish a quality health service on campus. Lauritsen had received the first doctorate in Health and Physical Education given by Ohio State University and had been one of the primary investigators in the historic Seven Year Study of Progressive Education. At San Diego State, Lauritsen recommended the appointed Frank O. Robertson, M.D. director of the new Health Services. He also led a modern development of the health education curriculum, and coordinated part-time and full-time department faculty teaching health courses. He also began building a full-time health education faculty which, by the late '70s blossomed into 16 positions. The many noteworthy achievements of this department include close involvement with community health agencies, cooperative summer health education workshops, the first television taught course on campus, leading health textbooks authored by faculty, and initiation of public health interest on campus which resulted in founding of The Graduate School of Public Health.

In 1970, when campus reorganization shifted to the present college and departments arrangement, the health education faculty and programs became a separate department of Health Science in the College of Professional Studies.

FOODS AND NUTRITION

Foods and Nutrition evolved from Home Economics programs which were first introduced in the 1940's. The program was based in the Division of Social Science from its inception until 1951. It was then transferred to the Division of Fine Arts. A Home Economics Department was established in 1955 with a Home Economics Major in Arts and housed in the Division of Fine Arts. In 1962, the Home Economics Major was offered both
as a Liberal Arts and Sciences Major in Fine Arts and as an Applied Arts and Sciences Major. The Master of Science degree in Home Economics was approved in 1968. Foods and Nutrition was offered as an emphasis within the AB degree major and MS degree in Home Economics. In 1971, the Department was changed to the School of Family Studies and Consumer Sciences. The School of Family Studies and Consumer Sciences was transferred to the College of Professional Studies in 1970.

In 1983, Foods and Nutrition programs were re-entitled (from emphases in Home Economics) and approved by the CSU Chancellor’s Office as separate autonomous degrees: Bachelor of Science degree in Foods and Nutrition and Master of Science degree in Nutritional Sciences. The Didactic Program in Dietetics (DPD) was approved by the American Dietetic Association most recently in 1990 for a 10 year period. Not all students who earn BS degrees in Foods and Nutrition complete the DPD requirements.

In 1993, the administrative unit of School of Family Studies and Consumer Sciences, and degree programs in Home Economics were eliminated. Child Development, which was a part of the School, became the Department of Child and Family Development.

**EXERCISE AND NUTRITIONAL SCIENCES**

In recent years, significant curricular changes resulted in a dramatic increase in the number of majors and a realignment of the Department as the Dance major moved to the School of Music and Dance and the Foods and Nutrition major and Nutritional Sciences MS program moved to this Department. In 1992, the impact of the California economy was felt as resources were significantly constricted. The Department lost 8 positions to retirements for which no replacements have been provided.

In 1993, the Physical Education and Nutrition degree programs became housed in the same department. Efforts were made to assimilate the faculty and programs while retaining their unique strengths. All full-time faculty offices were moved to the Physical Education Building. Facilities, equipment, and classrooms/labs serving nutrition programs were transferred to the new department. Policy Files were merged to bring all faculty under the same operating rules and promotion/tenure guidelines. Individual degree courses were evaluated for value to the other degree program. Faculty endowments from each program were extended to faculty serving both degrees. As an outgrowth of the degree shifts, the Department changed its name to Exercise and Nutritional Sciences in 1995. Recently, the name of the Physical Education degree was approved to become Kinesiology with the first majors receiving the new degree name on their diplomas in May, 1998.

For a full century, this academic department has served the educational needs of students, faculty and community for exercise, growth, health, play and recreation. The thousands of professionals who received their training here have, in turn, served and continue to serve the educational and health needs of hundreds of thousands of citizens of all ages. The profound human significance of this legacy of lives so affected and so enriched is certainly enormous though largely unmeasured. Everyone involved - faculty, students, staff, family members, citizens, taxpayers - have every reason to take pride in what we have been and in what we are becoming.

Self Study for Academic Review
Department of Exercise and Nutritional Sciences
San Diego State University
December, 1996
SECTION 2. HISTORY OF EXERCISE & NUTRITIONAL SCIENCES AT SAN DIEGO STATE UNIVERSITY

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The College reorganized into a Division structure in 1946 as The Division of Health, Physical Education and Recreation. William L. Terry (served SDSU 1946-1974) was the Division Chairman from then until his retirement. In 1970 these three areas became separate Departments in the newly formed College of Professional Studies.

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The Department self-study and academic review conducted in 1977 identified a number of changes that were needed in order for the continuing quality development of programs and the fulfillment of its mission. An important outcome of that review was the appointment of a permanent chairperson. The appointment of B. Robert Carlson as permanent Department Chairperson in 1978 marked an important turning point in the Department. Previously, the chairmanship had been a rotating position and administration had been predominantly laissez faire and reactive. Department leadership under Carlson became more pronounced, with programs being initiated for the improvement of curriculum, instruction and scholarship.

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SELF STUDY REPORT

ACADEMIC REVIEW

VOLUME 1.

DEPARTMENT OF PHYSICAL EDUCATION

SAN DIEGO STATE UNIVERSITY

FALL, 1987
SECTION 2

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The Department self-study and academic review conducted in 1976–1977 identified a number of changes that were needed in order for the continuing quality development of programs and the fulfillment of its mission. An important outcome of that review was the appointment of a permanent chairperson.

The appointment of B. Robert Carlson as permanent Department Chairperson in 1978 marked an important turning point in the Department. Previously, the chairmanship had been a rotating position and administration had been dominantly laissez faire and reactive. Department leadership under Carlson became more pronounced, with programs being initiated for the improvement of curriculum, instruction and scholarship.

In 1982, the Department began a self-study with the purpose of identifying "future directions" for development in
a new era of budget stringencies and slow growth (or no growth). The outcome of this self-study was the adoption by the Department of the Future Directions Report in 1983. Since then, Department development has been guided by the recommendations of this report.

In 1984 the University dropped the Physical Education undergraduate graduation requirement (in physical activity), but promised to continue to support a quality elective program to serve a student body which seems more and more interested in exercise for health, sports, and dance participation.

Today, The Department of Physical Education proudly maintains: (1) an outstanding instructional activities program offering a rich variety of activities for all students; (2) a popular program for Physical Education Majors with a variety of emphasis options; (3) a program for the Physical Education minor; and (4) a strong graduate program. Faculty productive scholarship grows in quality and quantity year by year and faculty increasingly are enlisted as consultants in development of programs of exercise, sport and dance throughout the community (local, state, national and international).

Physical Education was one of the six subjects of professional study at San Diego State University in the very early days of the institution. The instructional activity program has continued from this beginning to serve the general educational and developmental needs of all students. Inclusion of Physical Education as an important component of the San Diego State curriculum was for many years based upon intuition about the importance of exercise, sport, and dance to total education. That intuition has been validated by modern research findings from the fields of physiology, psychology, sociology, and medicine as well as from those in physical education itself. There is every indication that the discipline and the profession of physical education will continue to enjoy its present "golden period" of development for at least another two decades, and that the faculty and the program at San Diego State University will participate fully in that development.