

Academic Program Outcomes and Assessment Plan  
Exercise Science, Health Promotion and Recreation (EXHPR)  
Colorado State University - Pueblo  
Fall 18 to Spring 21  
Primary Contact: Carol Foust [carol.foust@csupueblo.edu](mailto:carol.foust@csupueblo.edu)  
Chairperson EXHPR: Carol Foust [carol.foust@csupueblo.edu](mailto:carol.foust@csupueblo.edu)

## **EXHPR Department Vision**

The Department of Exercise Science, Health Promotion and Recreation prepares students for professional positions and leadership roles in Athletic Training, Exercise Science, Health Promotion, Physical Education, Strength and Conditioning and Recreation through experiential educational opportunities that promote wellness and healthy lifestyles.

Students are provided with a broad-based theoretical foundation supported by laboratory and field experiences that allow individual observations, inferences, and hands-on mastery of skills related to the promotion of wellness and healthy lifestyles. The vision is accomplished by creating effective professional learning opportunities based on the following conceptual hierarchy of learning skills: Information Retrieval, Conceptual Understanding, Information Analysis, Critical Thinking, Development of Relevant Skill, and Practical Application of ideas. In so doing, students are prepared to become productive, accountable, ethical, and responsible professionals.

## **Student Learning Outcomes for EXHPR**

General Exercise Science, Health Promotion, Physical Education, and Recreation students will:

1. Possess content knowledge and skills necessary for their perspective fields of study.
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting;
3. Evaluate and integrate critical concepts and skills acquired in the EXHPR program to common professional problems in the fields of interest;
4. Exhibit effective oral and written communication regarding subjects related to EXHPR in an individual and group setting.
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based setting.

Student Learning Outcomes for emphasis areas can be found on the EXHPR curriculum maps.

## **Assessment of EXHPR Student/Program Outcomes**

Student level assessment will take place in individual courses through a variety of methods. The EXHPR curriculum map details the specific courses and types of assessment used for each outcome at the individual student and course level.

If more than 30% of the students in each program do not successfully achieve (standard score of 70% or better) a specific student outcome, the courses identified with that outcome will be reviewed and program/curriculum changes may be suggested and implemented.

The student outcomes are measured and assessed through several techniques:

- end of program case study assessment and end of program examination (measures outcomes 1, 2, 3, 4)
- fieldwork, internship and student teaching portfolios and projects (measures outcomes 1, 2, 3, 4, 5)
- internship and student teaching site supervisor evaluations (measures outcome 1, 3, 5)
- student exit surveys (measures outcome 1)
- Employer/Internship site surveys and Advisory Committee outcomes (measures 1, 3, 4, 5)

End of program exams will be, or will be representative of, the professional certification exams in each emphasis area. Case study questions will be developed by the faculty and EXHPR Advisory Committee (made up of professional in the EXHPR field). The end of program exam will be completed during an appropriate field based course at the end of the course of study but before graduation. The EXHPR curriculum map details the specific types of assessments used in the capstone and experiential end of program courses to assess the Program's Student Outcomes.

### **Assessment Cycles, Analysis, Reporting and Improvement**

- Graduating students are asked to complete an anonymous exit survey that provides feedback on the quality and usefulness of the coursework for professional preparation (measures program effectiveness from student's perspective).
- Employer/Internship surveys are collected every three years (measures program effectiveness for employer's perspective).
- The Advisory Committee will meet every three years to review the three year cycle report and make suggestions for program improvement (measures program effectiveness from expert perspective).
- Assessment reports will be provided to the departmental Advisory Committee and the faculty. The faculty will meet yearly in the fall semester regarding the assessment information and will plan for future assessment and make suggestions for any possible changes for program improvement.
- Assessment materials will be collected yearly, (except the employer surveys and advisory feedback), and analyzed and reported on a three year cycle as follows:
  - Cycle 1 (2018-2019):
    - I. Internship/Student Teaching project paper, portfolio, evaluation
    - II. Employer/Internship surveys
  - Cycle 2 (2019-2020):
    - III. Exit examination scores
    - IV. Student end of program surveys
  - Cycle3 (2020-2021):
    - IV. Case study assessments
    - V. Advisory Committee feedback

## **Additional Information Regarding Program Assessment Activities**

- In addition to course assessment, which is inherent in the core/option requirements, prior to receiving clearance for graduation, each EXHPR major must complete a case study assessment, take an exit examination, and prepare a portfolio which includes:
  - Cover letter with resume
  - Copy of transcripts
  - Supervisor recommendation letters from practicum and/or internship or professional positions
  - Career vision, mission, goals, philosophy (minimum of 2 pages documented)
  - A self-evaluation of your proficiency; what are your strengths and weaknesses
  - Samples of classroom and practical work – (at least 4 examples including written and oral communication)
  - Summary sheet of experience by setting, populations, clock hours, program content, and job tasks
  - Site supervisor evaluation
  - Credentials (any certifications, licenses, degrees, etc.)
  
- Teacher certification student standards are aligned with the Performance-based Standards for Colorado Teachers and requirements of the Colorado Department of Education and Colorado Commission on Higher Education. Proficiency in all standards is required for successful completion of teacher education and recommendation for state licensure.
  
- Expected Graduation Requirements; All departmental majors are required to:
  - Complete an option of study with a cumulative GPA of 2.5 or higher;
  - Earn a minimum grade of “C-” in all prerequisite and major courses;
  - Repeat prerequisite and major courses with a grade of “D” or lower until a grade of “C” or higher is achieved;
  - Earn a cumulative GPA of 2.0 or higher in required English and speech communication courses.
  - The above four criteria are checked through DARS during the graduation planning process and must be met before the graduation planning sheet is submitted.

## **EXHP Health Promotion Curriculum Map and Competency Matrices**

This section contains matrices that can be used by faculty members in university programs to evaluate the degree to which their curricula address the Areas of Responsibility, Competencies, and Sub-competencies of the HESPA 2015 Model. The faculty members can use the completed matrices to identify specific courses in which the Model components are addressed and the extent to which each Competency and Sub-competency is addressed within courses and across the curriculum. Identified gaps in coverage can be targeted for improvement. The results can be included in accreditation reports and communicated to students in the program who are interested in understanding program strengths and learning expectations.

### **The Competency Framework by Areas of Responsibility**

Each of the Seven Areas of Responsibility constituting the Competency-based curriculum framework is introduced by a discussion of each area in Section III. In that section, a general statement is provided that describes each of the Areas of Responsibility in terms of its purpose, meaning, application in health education practice, and relation to the other areas.

The Competency framework for each Area is developed hierarchically as a set of Competency statements, each of which is supported by more specific and narrowly drawn Sub-competencies, upon which measurable general objectives are based and proposed. The sequence in which the Areas of Responsibility is presented is more or less logical, but not absolute. No priorities are intended, nor should any be presumed.

If a Sub-competency is given major emphasis as part of a course, the instructor should place the number 2 in the corresponding box. If the Sub-competency receives at least minor study and practice in the course, the number 1 should be assigned. In the event that a Sub-competency is not a part of the content of that course, a score of 0 should be assigned. The total mathematical sum of these entries for each course should be recorded in the far right column titled “Total by Course.” Figure D.1 contains example entries for four health education courses

<b>Curriculum Decision-Making Matrix</b>		
<b>Question</b>	<b>Findings</b>	<b>Needed Action</b>
1. How many of the Competencies are currently being addressed by the curriculum?		
2. How many of the Sub-competencies receive major emphasis in the program, as shown by a rating of 2?		
3. How many of the Sub-competencies receive at least minor study, as shown by a rating of 1?		
4. If there are Competencies not now receiving any attention at all, which are they, and in what Area(s) are they found?		
5. In each of the Areas of Responsibility, how many Sub-Competencies are not being addressed?		
6. Which courses are providing broadest coverage and which are providing least coverage of the Seven Areas of Responsibility?		
7. Are there any Areas of Responsibility the now receive little if any consideration in the curriculum? If so, which ones?		
8. Are there courses that appear to be irrelevant to the Competencies, as reflected in the number of zeros shown? If so, could this be changed without giving up the course itself?		
9. What implications do you see in these data for course revision, course modification, or the development of a new course?		

**Figure D.3 Sample Questions for Curriculum Decision-Making**

### Area of Responsibility I Matrix

#### Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion

Course Title	Entry-Level																												Total by Course (Max=60)*			
	Comp 1.1				Comp 1.2					Comp 1.3					Comp 1.4			Comp 1.5				Comp 1.6					Comp 1.7					
	Sub-comp				Sub-comp					Sub-comp					Sub-comp			Sub-comp				Sub-comp										
	.1	.2	.3	.5	.1	.3	.4	.5	.6	.1	.2	.3	.4	.5	.1	.2	.3	.1	.2	.3	.4	.1	.2	.3	.4	.5	.2	.3	.4	.5		
EXHP 162 / 162L		I		I	I	I		I	I	I	I	I	I	I	I	I	I			I											15	
EXHP 201 Drugs					D	P									D	D	P	D	D	D	D										25	
EXHP 222 Behavior	I			I			I											I	I	P	P	I			I						11	
EXHP 288 Intro	I	P	I	I	D	D	D	D	D	I	I	I	I	I	I	I	I					I	I	I	P	I	I	I	I		37	
EXHP 336 Comm Hlth	P				P	P	I	P	P									P	P	P	P	P	P		P	I					26	
EXHP 362 Current HE		I		I	D	D	P	D	D						D	D	D	P	P	P	P	D		D	D						42	
EXHP 343 Research				P	P		P		P	P	P	P		P													I		I	I	19	
EXHP 382 Disease					P	P			P						P	P	P														12	
EXHP 436 Leadership	I		I							P		P																		P	8	
EXHP 485 Methods	D	D	I	P	D	D	D	D	D	D	D	D	D	D	D	D	D	P	P	P	P	D	D	D	D	P	D	D	D	82		
EXHP 487 Methods II	I	I	I	I	D	D	P	P	D	P	P	D	P	D	D	D	D	P	P	P	P	D	P	D	P	D	P	D	P	65		
EXHP 498 Intern	D	D	P	D	D	D	D	D		D	D				D	D	D					D	P	P			D	D	D	D	57	
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>399</b>	
	<b>2</b>	<b>1</b>		<b>2</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>2</b>		<b>0</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>0</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>		
<b>Total by Area of Responsibility*</b>																												<b>798</b>				
<i>Should not exceed maximum (60) x number of courses</i>																																

**Figure D.4 Area of Responsibility I Matrix**

Course Title	Advanced 1-Level			Total by Course (Max = 6)
	Comp 1.1	Comp 1.2	Comp 1.7	
	Sub-comp .4	Sub-comp .2	Sub-comp .1	
EXHP 162 / 162L				
EXHP 201 Drugs				
EXHP 222 Behavior				

EXHP 288 Intro				
EXHP 336 Comm Hlth				
EXHP 362 Current HE				
EXHP 343 Research				
EXHP 382 Disease				
EXHP 485 Methods				
EXHP 487 Methods II				
EXHP 498 Intern				
<b>Total by Area of Responsibility</b>				
<i>Should not exceed maximum (6) x number of courses</i>				

Codes: 2=Major Emphasis, 1=Minor Emphasis, 0=No Emphasis  
 \*Max: Maximum number possible per course  
 ^No Advanced 2-level Sub-competencies exist for Area of Responsibility I

Figure D.5

**Area of Responsibility II Matrix**  
**Area II: Plan Health Education/Promotion**

Entry-Level																															
Course Title	Comp 2.1					Comp 2.2					Comp 2.3						Comp 2.4						Comp 2.5		Total by Course (Max=56)*						
	Sub-comp					Sub-comp					Sub-comp						Sub-comp						Sub-Comp								
	.1	.2	.3	.4	.5	.1	.2	.3	.4	.5	.4	.5	.6	.7	.8	.11	.12	.1	.2	.3	.4	.5	.6	.7		.9	.10	.1	.2		
EXHP 162/162L																															
EXHP 201 Drugs									D	D			D	D	D				D	D										21	
EXHP 222 Behavior																															
EXHP 288 Intro	I		P			I	I	I	P	P	I	I	P	I	I	D	P		I	I		I	I	I	I		I	I			29
EXHP 336 Comm Hlth										P		P		P	P	P														10	
EXHP 362 Current HE											P	P	D	P		P				P		P	P							17	
EXHP 343 Research																															
EXHP 382 Disease													I	P		P														5	
EXHP 485 Methods	D	P	P	I	I	D	D	D	D	D	D	D	D	D	D	D	D	D	D	P	D	D	D	D	I	I	P	D			72
EXHP 487 Methods II	D	P	D	I	I	D	D	D	D	D	P	P	P	D	D	P	P	D	D	P	D	D	D	P	P	I	D	D			69
EXHP 498 Intern	P	D	D	P	P	D	D	D	D	D	D	D	D	D	D	D	D	D	D				D	D	D	D					66
	9	7	1	4	4	1	1	1	1	1	1	1	1	1	1	1	1	9	1	1	6	9	1	9	7	5	6	7			290
<b>Total by Area of Responsibility*</b>																											579				
<i>Should not exceed maximum (56) x number of courses</i>																															

Course Title	Advanced 1-Level^															Total by Course (Max = 12)
	Comp 2.3										Comp 2.4					



	Sub-comp					Sub-comp	
	.1	.2	.3	.9	.10	.8	
EXHP 162/162L							
EXHP 201 Drugs							
EXHP 222 Behavior							
EXHP 288 Intro							
EXHP 336 Comm Hlth							
EXHP 362 Current HE							
EXHP 343 Research							
EXHP 382 Disease							
EXHP 485 Methods							
EXHP 487 Methods II							
EXHP 498 Intern							
<b>Total by Area of Responsibility</b>							
<i>Should not exceed maximum (12) x number of courses</i>							

Codes: 2=Major Emphasis, 1=Minor Emphasis, 0=No Emphasis

\*Max: Maximum number possible per course

^No Advanced 2-level Sub-competencies exist for Area of Responsibility II



EXHP 362 Current HE									
EXHP 343 Research									
EXHP 382 Disease									
EXHP 485 Methods									
EXHP 487 Methods II									
EXHP 498 Intern									
<b>Total by Area of Responsibility</b>									
<i>Should not exceed maximum (16) x number of courses</i>									

Codes: 2=Major Emphasis, 1=Minor Emphasis, 0=No Emphasis  
 \*Max: Maximum number possible per course  
 ^No Advanced 2-level Sub-competencies exist for Area of Responsibility III



Total by Area of Responsibility	
<i>Should not exceed maximum (20) x number of courses</i>	

Codes: 2=Major Emphasis, 1=Minor Emphasis, 0=No Emphasis

\*Max: Maximum number possible per course



EXHP 222 Behavior																
EXHP 288 Intro																
EXHP 336 Comm Hlth																
EXHP 362 Current HE																
EXHP 343 Research																
EXHP 382 Disease																
EXHP 485 Methods																
EXHP 487 Methods II																
EXHP 498 Intern																
<b>Total by Area of Responsibility</b>																
<i>Should not exceed maximum (30) x number of courses</i>																

Codes: 2=Major Emphasis, 1=Minor Emphasis, 0=No Emphasis  
 \*Max: Maximum number possible per course





EXHP 336 Comm Hlth																																																					
EXHP 362 Current HE																																																					
EXHP 343 Research																																																					
EXHP 382 Disease																																																					
EXHP 485 Methods																																																					
EXHP 487 Methods II																																																					
EXHP 498 Intern																																																					
																											<i>Total by Area of Responsibility Should not exceed maximum (66) x number of courses</i>																										

Codes: 2=Major Emphasis, 1=Minor Emphasis, 0=No Emphasis  
\*Max: Maximum number possible per course  
^No Advanced 2-level Sub-competencies exist for Area of Responsibility V

**Figure D.9 Area of Responsibility VI Matrix**

<b>Area of Responsibility VI Matrix</b>						
Area VI: Serve as a Health Education/Promotion Resource Person						
Course Title	Comp 6.1					Total by Course(Max=10)*
	Sub-comp					
	.1	.2	.3	.4	.5	
EXHP 162 / 162L	I	I	I			3
EXHP 201 Drugs		D	D	D	D	12
EXHP 222 Behavior						
EXHP 288 Intro	I	P	D			6
EXHP 336 Comm Hlth						
EXHP 362 Current HE		D	D	D	D	12
EXHP 343 Research						
EXHP 382 Disease		P	P			2
EXHP 485 Methods	D	D	P	P		10
EXHP 487 Methods II	P	D	P	P	D	12
EXHP 498 Intern	D	D	D	D	D	15
	10	20	19	13	12	74
Total by Area of Responsibility <i>Should not exceed maximum (10) x number of courses</i>						146

Course Title	Advanced 1-Level^										Total by Course (Max=22)	
	Comp 6.2					Comp 6.3						
	Sub-comp					Sub-comp						
	.1	.2	.3	.4	.5	.6	.1	.2	.3	.4	.5	
EXHP 162 / 162L												
EXHP 201 Drugs												
EXHP 222 Behavior												
EXHP 288 Intro												
EXHP 336 Comm Hlth												
EXHP 362 Current HE												

EXHP 343 Research												
EXHP 382 Disease												
EXHP 485 Methods												
EXHP 487 Methods II												
EXHP 498 Intern												
Total by Area of Responsibility												
<i>Should not exceed maximum (22) x number of courses</i>												

Codes: 2=Major Emphasis, 1=Minor Emphasis, 0=No Emphasis

\*Max: Maximum number possible per course

^No Advanced 2-level Sub-competencies exist for Area of Responsibility VI

**Figure D.10 Area of Responsibility VII Matrix**

**Area of Responsibility VII Matrix**

Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

Course Title	Entry-Level																												Total by Course (Max=60)*				
	Comp 7.1						Comp 7.2						Comp 7.3						Comp 7.4														
	Sub-comp						Sub-comp						Sub-comp						Sub-comp														
	.1	.2	.3	.6	.7	.8	.1	.2	.3	.4	.5	.6	.7	.8	.9	.1	.2	.3	.4	.5	.9	.10	.1	.2	.3	.4	.5	.6	.7	.8			
EXHP 162 / 162L																																	
EXHP 201 Drugs		P	D	D												I		I												10			
EXHP 222 Behavior																																	
EXHP 288 Intro																I	I	I							D	P	D	I	I	P	D	D	21
EXHP 336 Comm Hlth							P		P							P	P	P							P	D					15		
EXHP 362 Current HE		P	P	P			P	I	I	I						P	P	P													17		
EXHP 343 Research																																	
EXHP 382 Disease							P									P															4		
EXHP 485 Methods		P		P			I	I								P	P	P	I					D		I	P		P	P	24		
EXHP 487 Methods II	P	D	D	D	D	D	I	I									P	P	I					D		I				P	30		
EXHP 498 Intern	D			D	D			P	P	P	P	P	P	P	D	D			P	P									D	D	41		
COMM	I	I	I																												3		
	6	10	9	13	6	3	8	5	5	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	164			
Total by Area of Responsibility																												329					
<i>Should not exceed maximum (60) x number of courses</i>																																	

Course Title	Advanced 1-Level					Advanced 2-Level			Total by Course (Max=16)*
	Comp 7.1		Comp 7.3			Comp 7.4			
	Sub-comp		Sub-comp			Sub-comp			
	.4	.5	.6	.7	.8	.9	.10	.11	

EXHP 162 / 162L									
EXHP 201 Drugs									
EXHP 222 Behavior									
EXHP 288 Intro									
EXHP 336 Comm Hlth									
EXHP 362 Current HE									
EXHP 343 Research									
EXHP 382 Disease									
EXHP 485 Methods									
EXHP 487 Methods II									
EXHP 498 Intern									
Total by Area of Responsibility									
<i>Should not exceed maximum (16) x number of courses</i>									

Codes: 2=Major Emphasis, 1=Minor Emphasis, 0=No Emphasis

\*Max: Maximum number possible per course





# Analysis Sheet: Areas of Responsibility

## Advanced 1-Level

Advanced 1-Level																																					
Area→	Area I							Area II					Area III				Area IV						Area V					Area VI			Area VII			Course Total^			
Competency →	1.1	1.2	1.3	1.4	1.5	1.6	1.7	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	4.6	4.7	5.1	5.2	5.3	5.4	5.5	5.6	6.1	6.2	6.3	7.1		7.2	7.3	7.4
# Sub-competencies →	1	1	0	0	0	0	1	0	0	5	1	0	0	7	1	0	9	0	2	0	1	0	0	13	0	2	0	5	13	0	6	5	2		0	3	0
Course Title ↓																																					
EXHP 162 / 162L																																					
EXHP 201 Drugs																																					
EXHP 222 Behavior																																					
EXHP 288 Intro																																					
EXHP 336 Comm Hlth																																					
EXHP 362 Current HE																																					
EXHP 343 Research																																					
EXHP 382 Disease																																					
EXHP 485 Methods																																					
EXHP 487 Methods II																																					
EXHP 498 Intern																																					
Competency Total^^→																																					
Proposed New Courses																																					





**Figure D.13 Analysis Sheet: Areas of Responsibility, Advanced 2-level**

Analysis Sheet: Areas of Responsibility									
Advanced 2 Level									
Area→	Area IV							Area VII	Course Total <sup>^</sup>
Competency→	4.1	4.2	4.3	4.4	4.5	4.6	4.7	7.4	
# Sub-competencies→	1	14	8	2	4	8	1	3	
Course Title ↓									
EXHP 162 / 162L									
EXHP 201 Drugs									
EXHP 222 Behavior									
EXHP 288 Intro									
EXHP 336 Comm Hlth									
EXHP 362 Current HE									
EXHP 343 Research									
EXHP 382 Disease									
EXHP 485 Methods									
EXHP 487 Methods II									
EXHP 498 Intern									
Competency Total <sup>^^</sup> →									
Proposed New Courses									

\*Areas of Responsibility I, II, III, V, and VI do not contain Advanced 2-level Sub-competencies  
**\*\*Top number:** Number of Sub-competencies given major emphasis (*number of "2s" in Area of Responsibility Matrix*)  
**Bottom number:** Number of Sub-competencies given minor emphasis (*number of "1s" in Area of Responsibility Matrix*)  
<sup>^</sup> **Course Total:** Sum of top and bottom numbers across all Sub-competencies for the course; *Maximum possible course score* = 41 (total number of existing Sub-competencies for Advanced 2 level)  
<sup>^^</sup> **Competency Total:** Sum of top and bottom numbers for all courses for designated Competency; *Maximum possible Competency score* = # of Sub-competencies x # of

COURSES

EXHP PE K-12

Curriculum Map and Evidence for Student Outcomes

<b>Outcomes for K-12 Curriculum Map</b>	EXHP 233	EXHP 243	EXHP 245	EXHP 246L	EXHP 345	EXHP 346	EXHP 347	EXHP 348	EXHP 351	EXHP 470	EXHP 478	EXHP 465
Standard 1 Content and Foundational knowledge	X e, w, t	X e, w, p	X e, w, t	X e, w, t epe	X e, w, t, p	X e, w, t epe	X e, o	X e, t, w, epe	X e, w, p	X e, w, t, epe, cs	X e, w, p	X e, t, w, o, p
Standard 2 Skillfulness and Health related Fitness*		X e, o, p	X e, d	X e	X e, t, o	X e, t, o	X e, o, p	X e, t, o	X e, w, o, p	X e, o	X e, w	X e, w, p
Standard 3: Planning and Implementation		X e, o, p	X e,	X e, o, w, t	X e, w, o, p	X e, w,	X w, o	X e, w,	X e, w, o, cs	X e, o, p,	X e, w, o	X e, o, p
Standard 4: Instructional Delivery and Management	X	X p	X e, p,	X e, w, p	X p	X p	X e,w,o,p	X e, o,	X w, o, e	X w, o, e, p, cs	X w, o, p	X w, o, p
Standard 5: Assessment of Student Learning		X p, o	X p, o	X p, o	X p, o	X p, o	X e, w,p	X e, o, p	X p, o, cs	X e, w,	X p, o	X w, d
Standard 6 Professional Responsibility	X w, o,	X e	X e,	X e,	X w	X w	X e,o	X e, w,	X e, o, w	X e, w, o,	X e, w, o	X t, e, w, p, d

t = test or quiz

e = experiential activity

w = written communication (report, paper)

o = oral presentation (class or experiential/community)

p = project or portfolio

d = assignment involving data analysis

epe = end of program exam

cs = case study assessment

# Strength and Conditioning Emphasis BS EXHPR

## Curriculum Map and evidence for Student Outcomes

<b>Outcomes for EXHP Strength and Conditioning Courses Curriculum Map</b>	EXHP 110L	BIOL 112	EXHP 201	PSYCH 205	BIOL 223/L BIOL 224/L	AT 260	EXHP 301	EXHP 310L	EXHP 320	AT 323	EXHP 343	EXHP 344/L	REC 350	EXHP 364	EXHP 382	EXHP 432	EXHP 436	EXHP 494
Human Anatomy Physiology																		
Exercise Physiology																		
Kinesiology/Biomechanics																		
Nutrition (Sports Nutrition is preferred)																		
Scientific Principles of Strength and Conditioning																		
Resistance Training and Conditioning (Activity Class)																		
Exercise Technique/Exercise Prescription w/ Emphasis in Anaerobic Exercise																		
Program Design as Related to Strength and Conditioning																		

t = test or quiz

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## **Assessment of EXHP Strength and Conditioning Student Outcomes (student level assessment in the coursework)**

- Human Anatomy Physiology;  
Assessed in the following classes through the following assessments:
- Exercise Physiology;  
Assessed in the following classes through the following assessments:
- Kinesiology/Biomechanics;  
Assessed in the following classes through the following assessments:
- Nutrition (Sports Nutrition is preferred);  
Assessed in the following classes through the following assessments:
- Scientific Principles of Strength and Conditioning;  
Assessed in the following classes through the following assessments:
- Resistance Training and Conditioning (Activity Class);  
Assessed in the following classes through the following assessments:
- Exercise Technique/Exercise Prescription w/ Emphasis in Anaerobic Exercise;  
Assessed in the following classes through the following assessments:
- Program Design as Related to Strength and Conditioning;  
Assessed in the following classes through the following assessments:

## REC Foundation Courses

Curriculum Map and evidence for Student Outcomes. I = Introduce, P = Practice, D = Demonstrate

<b>Outcomes for REC Foundation Courses</b>	EXHP 101	REC 240	REC 249	REC 250	REC 280	REC 350	REC 360	REC 375	REC 389	EXHP 461	REC 485	REC 493	REC 498
Articulate conceptual foundations of recreation and leisure and the benefits of leisure services	I	P	I	I			P		D	D		D	D
Plan, lead, and evaluate recreation programs	I	P	P		D		D	P		D			D
Cite and discuss trends and issues related to the delivery of leisure services	I	P		I		P	P			D	P	D	
Management, marketing, and finance of recreation services		P		P	P				D	D			D
Exhibit effective oral and written communication regarding subjects related to recreation	I	P			P	D		D	D				D
Apply and demonstrate recreation knowledge and skills through experiential opportunities	I	P	D	P			D		D	D	P	D	D