



## STUDENT LEARNING GOALS AND CURRICULAR MAP

### A. MISSION STATEMENT OF DEPARTMENT/PROGRAM:

The mission of the *Kinesiology Department* is to advance the study of human movement as an important evidence-based academic pursuit, a preparation for careers in the fitness and allied health professions, and a manifestation of God's hand in creating and upholding life. We recognize exercise as therapy, occupational work, recreation, competitive sport, and an essential element to healthy stewardship of the temple of the Holy Spirit. As such, we promote a curriculum of knowledge and skills that embraces the life of the body, the mind, and the spirit, and educates the whole person to bring "the whole Gospel to the whole world". Our purpose is to guide Kinesiology graduates, through the majors of athletic training and exercise science, to enter their professions, or graduate schools, with the necessary expertise and acumen to become effective practitioners who serve God and their communities. Additionally, we seek to serve the Eastern community through health and fitness education.

As a major within the Kinesiology Department, the mission of the Exercise Science Program is to prepare students for entry-level exercise science careers involving people on a broad continuum of health and physical fitness, and in a wide variety of settings. The Exercise Science program is formed on the biological and physiological sciences and focused on human work, which encompasses recreation, athletic competition, occupation, and medical therapy. The rigorous curriculum builds upon the foundational study of health, fitness concepts, and nutrition to lead students through the more advanced study of exercise biochemistry, physiology, and prescription in populations that range from elite athlete to end-stage heart failure. The technical standards set forth by the program establish the essential qualities considered necessary to prepare competent entry-level exercise science professionals in the cognitive (knowledge), psychomotor (skills), and affective (abilities) domains established by the American College of Sports Medicine. The program is enriched by major requirements that intentionally attend to verbal and written discourse in the discipline, and research literacy.

### B. DEPARTMENT/PROGRAM STUDENT LEARNING GOALS:

*There are 3-7 broad discipline-related characteristics of a graduate of the department or program. A Student Learning Goal should: a) encompass several key aspects of learning desired by the department/program; b) link to the Eastern University Institutional Learning Goals<sup>1</sup>; c) relate to the knowledge designated by a professional accrediting body associated with the discipline or an employer hiring a student from this major.*

1. Majors will demonstrate basic understanding of foundational knowledge and skills related to the field of exercise science. [This goal corresponds to Institutional Learning Goal #3].
2. Majors will demonstrate problem-solving skills that will allow them to reason clearly and analytically. They will be able to identify and evaluate problems, utilize critical thinking skills to find solutions, implement solutions, and evaluate the consequences. [This goal corresponds to Institutional Learning Goal #2].
3. Majors will communicate effectively and respectfully, with individuals/groups, professionals, and society, using verbal, nonverbal, visual, listening, and written skills as they are relevant to practice in exercise science [This goal corresponds to Institutional Learning Goal #2].

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<sup>1</sup> Please identify any Student Learning Goal (or indicator) that shows correspondence with one of Eastern University's Institutional Learning Goals listed in the Appendix (last page of this document). For example, Indicator 5.1: Identify Christian theological assumptions for understanding human nature, human problems, and human growth/change [This indicator corresponds to Institutional Learning Goal #4].

4. Majors will use knowledge of basic science and research methodology to interpret evidence-based research related to their fields to answer clinical questions and to guide clinical practice [This goal corresponds to Institutional Learning Goal #'s 2 and 5].
5. Majors will grow in their Christian faith such that they “put their hope in the living God, who is the Savior of all men”, and “set an example for the believers in speech, in life, in love, in faith and in purity” (1 Timothy 4:10b; 12b). To that end, they will demonstrate an integration of a Christian world view in their fields. [This goal corresponds to Institutional Learning Goal #'s 4, 5, 8 and 9].
6. Majors will demonstrate clinical competence in clinical practical settings and post-graduate preparedness [This goal corresponds to Institutional Learning Goal #3].

### **C. INDICATORS FOR EACH DEPARTMENT/ PROGRAM STUDENT LEARNING GOAL:**

*For each Student Learning Goal, there should be two or more indicators. Indicators are measurable, demonstrable components of a Student Learning Goal (skills, knowledge, attitudes) which when combined evidence competency of that Student Learning Goal. Indicators are: a) taught developmentally in the curriculum (introduced, reinforced/practiced and ultimately applied/integrated into the practice of the discipline in higher level courses); b) the foundation of course outcomes in the syllabi; c) the foundation for assessments at the course and department/program level.*

**Goal 1:** Majors will demonstrate basic understanding of foundational knowledge and skills related to the field of exercise science.

#### **Indicator:**

- 1.1 Students will describe basic biological systems and processes
- 1.2: Students will describe the relationship between structure and function at every level of human biological organization and for every body system.
- 1.3: Students will analyze and describe human movement.
- 1.4: Students will define and relate principles of healthy lifestyle behaviors.
- 1.5: Students will describe body's physiological responses and adaptation to exercise

**Goal 2:** Majors will demonstrate problem-solving skills that will allow them to reason clearly and analytically. They will be able to identify and evaluate problems, utilize critical thinking skills to find solutions, implement solutions, and evaluate the consequences

#### **Indicators:**

- 2.1: Evaluate levels of fitness
- 2.2: Assess and prescribe exercise and rehabilitation therapies for multiple populations
- 2.3: Establish appropriate goals from results of exercise tests for multiple populations
- 2.4: Demonstrate critical scholarship that creates new knowledge

**Goal 3:** Majors will communicate effectively and respectfully, with individuals/groups, professionals, and society, using verbal, nonverbal, visual, listening, and written skills as they are relevant to practice in exercise science.

#### **Indicators:**

3.1: Students will demonstrate oral, written, and visual communication that is organized, coherent, accurate, and professionally prepared and delivered.

3.2: Students will develop a specialized vocabulary which will allow them to engage in intelligent discourse in their fields.

3.3: Students will employ technology to communicate effectively and respectfully to a wide variety of groups and individuals.

3.4: Students will demonstrate communication skills with clients that reflect recognition, sensitivity and respect for individuals from all cultural, racial, gender, class, abilities, and professional backgrounds.

**Goal 4:** Majors will use knowledge of basic science and research methodology to interpret evidence-based research related to their fields to answer clinical questions and to guide clinical practice.

**Indicators:**

4.1: Students will successfully access and accurately interpret a variety of research data in their fields

4.2: Students will apply scientific evidence to implement safe and effective clinical practices

**Goal 5:** Majors will “set an example for the believers in speech, in life, in love, in faith and in purity” (1 Timothy 4:10b; 12b). To that end, they will demonstrate an integration of a Christian world view in their fields.

**Indicators:**

5.1: Identify Christian theological assumptions for understanding human nature, human problems, and human growth/change. (This indicator corresponds to Institutional Learning Goal #4)

5.2: Students will articulate an understanding of moral, ethical, and compassionate care for a diverse population around the tenants of Christian faith, reason and justice on the delivery of care and services

**Goal 6:** Majors will demonstrate clinical competence in clinical practical settings and post-graduate preparedness

**Indicators:**

6.1: Students will demonstrate an integration of didactic knowledge and skills in a supervised clinical practice setting.

6.2: Students will demonstrate entry level proficiency through the completion of established clinical proficiencies

6.3 Students will demonstrate their ability to integrate themselves into a post graduate professional setting.



which will allow them to engage in intelligent discourse in their fields	I	I		R					A					A				A	
Indicator 3 - employ technology to communicate effectively and respectfully to a wide variety of groups and individuals.				I	R		R											A	
Indicator 4 - demonstrate communication skills with clients that reflect recognition, sensitivity and respect for individuals from all cultural, racial, gender, class, abilities and professional backgrounds					R		I	I/R					A						
<b>Goal 4: Research Literacy</b>	BIOL 233	BIOL 234		EXSC 200	EXSC 201	EXSC 220	EXSC 260	EXSC 298	EXSC 350W		EXSC 351	EXSC 352	EXSC 395	EXSC 411	EXSC 416	EXSC 451	EXSC 453	EXSC 465	EXSC 495
Indicator 1 - successfully access and accurately interpret a variety of research data in their fields				I							A								
Indicator 2 - Apply scientific evidence to implement safe and effective clinical practices												I					R	A	
<b>Goal 5: Christian Discernment</b>	BIOL 233	BIOL 234		EXSC 200	EXSC 201	EXSC 220	EXSC 260	EXSC 298	EXSC 350W		EXSC 351	EXSC 352	EXSC 395	EXSC 411	EXSC 416	EXSC 451	EXSC 453	EXSC 465	EXSC 495
Indicator 1 - Identify Christian theological assumptions for understanding human nature, human problems, and human growth/change.				I	R												R	A	
Indicator 2 – articulate an understanding of moral, ethical & compassionate care for a diverse population around the tenants of Christian faith, reason and justice on the delivery of care and services				I	R												R	A	
<b>Goal 6: Clinical Competence &amp; Post Graduate Preparedness</b>	BIOL 233	BIOL 234		EXSC 200	EXSC 201	EXSC 220	EXSC 260	EXSC 298	EXSC 350W		EXSC 351	EXSC 352	EXSC 395	EXSC 411	EXSC 416	EXSC 451	EXSC 453	EXSC 465	EXSC 495
Indicator1 - Students will demonstrate an integration of didactic knowledge and skills in a supervised clinical practice setting.	I	I										R					A		A

