

Operational Plan for Exercise Science

Section A

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Welcome to the Exercise Science Program at Greenville University!

The Exercise Science Program, housed in the Department of Sport and Kinesiology, strives to impact the knowledge, skills and professional qualities necessary to pursue career opportunities in the sport and exercise settings as well as promote health and wellness. Exercise Science students appropriately apply the skills and knowledge obtained through the science-based coursework that includes investigation of the body's response to exercise and exercise programming. Students looking to continue their education will be prepared for certification exams and graduate levels of study in Exercise Science or other health-related disciplines such as Athletic Training and Physical Therapy. Students have interned at Holy Family Hospital/APEX, the Zone Fitness Center, SERC Physical Therapy, Athletico Physical Therapy, and Memorial Medical Hospital.

Program Mission Statement

The Exercise Science program strives to prepare students for physical activity, exercise, health and sport related professions through the obtainment of knowledge, skills and abilities related to health and wellness. Within this discipline, we work directly to promote lifelong learning and participation in human movement to enhance quality of life for all.

Programmatic Faith Integration

Exercise Science Department Faculty at Greenville University incorporate Christian beliefs and Scripture into classes throughout the Exercise Science program. Professors attempt, whenever possible, to make connections to scripture based on the level of student and the topic. Students explore the ethical and moral implications of exercise science and respond to these issues in a thoughtful and Christ-like manner. Faculty endeavor to model thoughtful Christian engagement with issues of relevance in the field of Exercise Science. Students are challenged to view their physical body through the lens of creation, stewardship, and service.

Section B

Program/Major Objectives: Students should be able to:

1. Integrate Christian thought into the field of Exercise Science. (SLO 6)
2. Understand the physiological basis for diet, exercise and physical activity. (SLO 2)
3. Test, assess, design, implement and administer exercise programs. (SLO 1)
4. Recognize critical issues in the field of Exercise Science, including but not limited to gender, physical adaptations and cultural differences. (SLO 4)
5. Apply theory and knowledge through experiential learning in the field of Exercise Science. (SLO 3)

Exercise Science Fulfillment of the SLOs

The Exercise Science Program at Greenville University helps students fulfill the student learning outcomes through both coursework and experiential learning. Students who major in Exercise Science at Greenville University have multiple opportunities in the classroom to explore the latest theories and demonstrate a foundational knowledge of the necessary content in the varying fields of Exercise Science. Students are given hands on experience in classes such as Athletic Training and CPR, Anatomy and Physiology Labs, as well as participate in 2 Lab classes at SIUE. In addition, they are given the opportunity to engage real life experiences within the workplace through job shadowing and internships.

Exercise Science Connections to Greenville University as a Whole

The Exercise Science Program partners with the Athletic Department, the Briner School of Business, and the Science Division (Biology, Chemistry, Physics). Our students work on degrees that will lead to graduate school in the area of Physical Therapy, Occupational Therapy, Athletic Training and Exercise Science. Other Greenville University disciplines that could enhance student learning are minors in Business, Psychology, and Health Allied areas.

Section C

Program Learning Objectives	Required Courses / Learning Opportunities									
	EXSC 101	EXSC 250	EXSC 311	EXSC 405	KIN 416	KIN 426	PHED 301	PHED 335	PHED 356	PHED 410
1		I						D		M
2	I		D				M	D		
3		I			M	M	D			
4	I								D	M
5	I			M					D	
Key: I = Introduced D = Developed M = Mastered										

Required Supplemental Courses:

For Pre-PT and Pre-Athletic Training

BIOL 112 – General Biology II
 CHEM 112 – General Chemistry II
 MATH 115 – Calculus I
 BIOL 345 - Human Anatomy and Physiology II
 SOCI 202 – Statistics
 PHYS 120 – University Physics I
 PHYS 210 – University Physics II

For Business Minor

ACCT 101 – Accounting
 BUSN 101 - Business Management
 ENTR 130 – Introduction to Entrepreneurship
 BUSN 222 – Business Law
 ECON 102 – Principles of Economics I
 MRKT 201 – Marketing

For Psychology Minor (Any 18 credit hours beyond PSY 101. Eight hours must be 300 or 400).

PSYC 101 – General Psychology

PSYC 202 – Statistic for Social Sciences

PSYC 207 – Adult Development and Aging

PSYC 212 – Developmental Psychology

PSYC 235 – Cultural Psychology

PSYC 300 – Group Dynamics

PSYC 301 – Marriage and Family

PSYC 304 – Social Psychology

PSYC 310 – Psychology of Personality

PSYC 320 – Health Psychology

PSYC 330 – Motivation and Emotion

The content of these supplemental courses provides Exercise Science students with additional knowledge and skills to further develop their preparation. While the focus of the courses is not solely geared towards Exercise Science specifically, the varied coursework provides additional information to solidify the students' foundation as they prepare for a profession in Exercise Science.

Section D

Streamlined SLOs	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
Year One							
6	1	I	Spring	EXSC 250	Philosophy paper	>70%	Rubric
6	1	D	Fall	EXSC 335	Prayer quiz	>70%	Quiz Score
6	1	M	Fall	PHED 410	Good Game Presentation	>70%	Rubric
Year Two							
2	2	I	Fall	EXSC 101	Exam 1	>70%	Exam Score
2	2	D	Spring	EXSC 311	Exam 3	>70%	Exam Score
2	2	D	Fall	PHED 335	Test 2	>70%	Test Score
2	2	M	Fall	PHED 301	Test 4	>70%	Test Score
Year Three							
1	3	I	Spring	EXSC 250	Fitness Self Assessment	>70%	Rubric
2	3	D	Fall	PHED 301	Program Design Project	>70%	Rubric
SIUE	3	M	Spring	KIN 416 / KIN 426	SIUE classes	SIU	SIUE
Year Four							
4	4	I	Fall	EXSC 101	Career Path Group Presentations	>70%	Rubric
5	4	D	Spring	PHED 356	Adapted Sports Olympic Day	>70%	Rubric
4	4	M	Fall	PHED 410	Final Presentation	>70%	Rubric
3	5	I	Fall	EXSC 101	Exercise Science Lab	>70%	Rubric
5	5	D	Spring	PHED 356	Field Teaching	>70%	Rubric
3	5	M	Mostly Summer	EXSC 405	Supervisor Evaluation	>70%	Question 18

Formative Learning Experiences

Exercise Science students do a wide variety of assignments that measure their learning at both the formative and summative levels.

Examples of assignments that fulfill the Introductory formative level include:

EXSC 101 – Exam 1

EXSC 101 – Career Path Group Presentations

EXSC 250 – Philosophy Paper

EXSC 250 – Fitness Self-Assessment

Examples of assignments that fulfill the Developing formative level include:

EXSC 301 – Program Design Project

EXSC 311 – Exam 3

PHED 335 – Prayer Quiz

PHED 335 – Test 2

PHED 356 – Field Teaching

PHED 356 – Adapted Sports Olympic Day

Examples of assignments that fulfill the Mastery Summative level include:

PHED 301 – Test 4

EXSC 405 – Supervisor Evaluation

PHED 410 – Good Game Presentation

PHED 410 – Final Presentation

KIN 416/KIN 426 – SIUE Lab Classes

Our two main summative courses for Exercise Science are EXSC 405 (Practicum) and PHED 410 (Seminar in Sport and Kinesiology) they are the key courses for gathering summative data on our students. Our students learn from being engaged in the profession throughout their practicum and PHED 410 is a summative project and presentation. Assessment occurs during all our courses and is capped off by the practicum and seminar experience.

Assessment Processes

Our two main summative courses for Exercise Science are PHED 410 (Seminar) and EXSC 405 (Practicum and Internship). These are the key courses for gathering summative data on our students. Our students learn from being engaged in the profession throughout their Practicum and PHED 410 is a summative research project and presentation. Assessment occurs during all our courses and is capped off by the practicum and seminar experience.

In EXSC 405, students are asked to identify previous coursework that prepared them well for their internship experience.

Students are assigned to write a summative paper regarding their internship experience and receive an evaluation from their supervisor. These assessments provide an ongoing evaluation on how to adjust course objectives and / or assignments.

PHED 410 is a summative evaluation for Faith Integration in Sport through the discussion of current issues related to spiritual life by reflecting on the book “Good Game”. In addition, students are assigned a major research project to crystalize their problem-solving abilities.

EXSC faculty meet approximately twice a year to evaluate courses. Courses are discussed and reviewed using the FCARS as a basis for the review meeting. Besides the course content, faculty discuss classrooms and individual students who need encouragement. Additionally, faculty discuss teaching methods that are working well for the purpose of sharing ideas that can be used in future courses.

All Sport and Kinesiology faculty are invited to attend the Senior Seminar Final Presentations. Each faculty submits an evaluation sheet and a grade for each presentation. Faculty use their experience to reflect on the student’s professional and overall academic progress.

An additional key data assessment point is the student’s internship evaluation filled out by the internship supervisor. The Department Chair and assigned faculty advisor use this information to provide valuable feedback. This provides practical field experience assessment and becomes critical to future course changes.

Assessment Timetable

We offer our courses on a two-year rotating cycle. While some courses are offered every year, some are offered in every other year cycle. This allow us to complete all of the required SLO's, program objectives and course objectives every two years. The students will complete the introductory, developing, mastery portion of the assessment in four years. We will assess classes in a two-year plan.

Fall Odd Years:

EXSC 101 Introduction to Exercise Science

EXSC 311 Biomechanics

PHED 301 Physiology of Exercise

Spring Even Years:

EXSC 250 Exercise Prescription and Adherence

PHED 356 Adapted Physical Education

Fall Even Years:

PHED 410 Seminar in Sport & Kinesiology

PHED 335 Athletic Training and CPR

Spring Odd Years:

EXSC 315 Exercise Psychology

EXSC 405 Practicum

We collect the data in a number of ways. FCAR's, course evaluations, objective benchmarks, as well as faculty discussion concerning individual courses and our Exercise Science program. We do evaluations at the end of each class listed in the two-year plan as well as program evaluations at the end of every year. At the end of each two-year cycle we will do a program evaluation based upon the data uncovered over the two-year cycle.

We utilize all of these information sources in our program, to determine strengths and deficiencies within our program. Based on that discussion, we will begin to make decisions regarding how to improve student learning the next time the courses are taught.