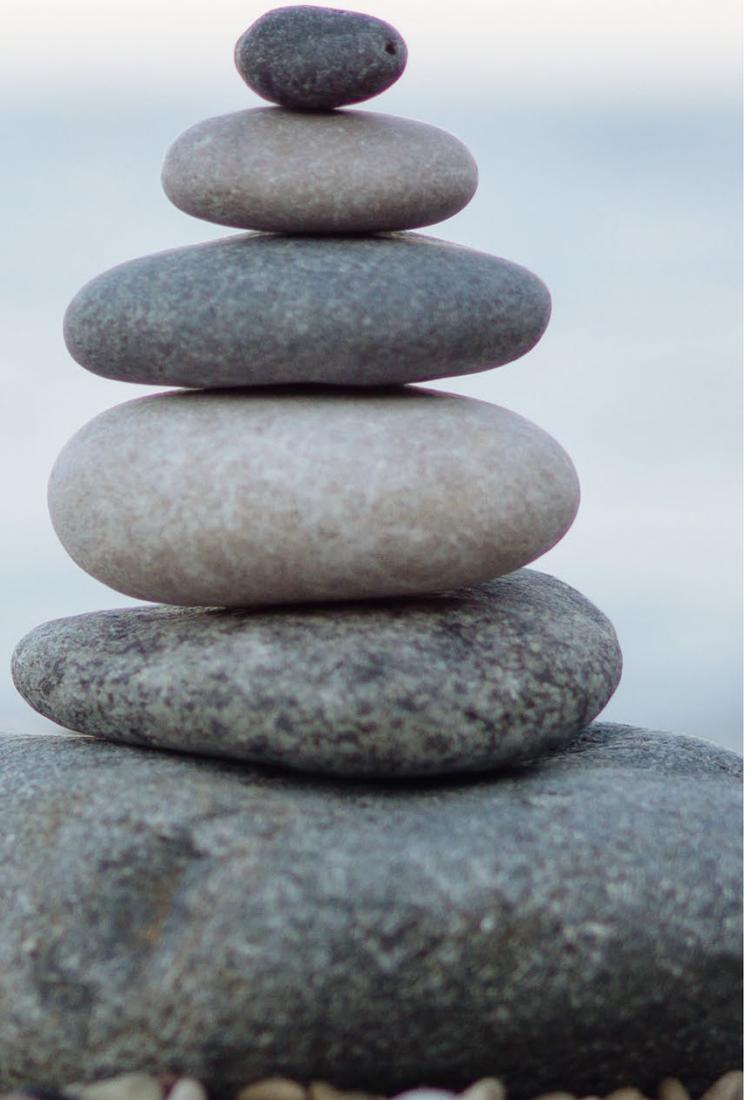


# Exercise Science and Sport Studies Department Handbook

COLLEGE OF  
Saint Benedict



Saint John's  
UNIVERSITY



**2022 - 23**

## Table of Contents

Department Mission Statement .....	3
Department Vision Statement .....	3
Education Philosophy Statement .....	3
Core Values .....	3
Why Study Exercise and Health Science? .....	6
Department Learning Outcomes .....	7
Curriculum Structure .....	7
Curriculum Map .....	9
Relationship with the Integrations Curriculum .....	11
Department Assessment Plan .....	12
Transfer Evaluation Policy .....	12
“Double Counting” Credits Policy .....	13
Course Closure Policy .....	13
Syllabus Policy .....	13
Guidelines for Minimal Faculty Qualifications .....	14
Scholarship Guidelines .....	15
Statement on Collegiality .....	16
Statement on Teaching Effectiveness .....	17
Statement on Faculty Development and Mentoring .....	19
Appendices	
EXHS Client-Centered Empathy Assignment and Rubric .....	23
EXHS Client-Centered Empathy: Modified Kiersma-Chen Empathy Scale .....	23
EXHS Communication Rubric .....	24
EXHS Evidence-Based Decision-Making Rubric .....	24
EXHS Professionalism Rubric .....	25

## **Mission Statement**

Approved May 19, 2020

To prepare undergraduate students to become ethical, evidence-based, and client-centered exercise and health professionals equipped with the knowledge, skills, and values to enhance the health of individuals and society through physical activity, exercise, and sport.

## **Vision Statement**

Approved May 19, 2020

To be regionally recognized by industry leaders and graduate programs for our rigorous, science-based, and integrated curriculum that prepares graduates to excel as leaders in the exercise and health fields.

## **Education Philosophy Statement**

Approved May 19, 2020

We view education as a dynamic and synergistic partnership between faculty members and students. Within an inclusive learning environment that fosters a climate of respect and excellence, students and faculty members work as a team to examine and understand the human experience of sport, exercise, and physical activity. The consistent use of active, student-centered, and evidenced-based pedagogies enables each student to draw upon their unique set of experiences, gifts, talents, and abilities as they develop the knowledge, skills, and ethical principles necessary to achieve departmental and institutional learning outcomes, as well as their own academic and career goals. Through student-centered advising, each student is encouraged and enabled to take ownership of their education, and to envision their future self.

## **Core Values**

Approved May 19, 2020

Grounded in the missions of the College of Saint Benedict and Saint John's University and informed by the Benedictine tradition, the core values of Respect, Academic Excellence, Character and Professionalism, and Physically Active Lifestyles serve as a guide for decisions and actions within the department. Subsequent to each core value are examples to show how the value may be embodied by students and faculty members, the two principal partners in this educational endeavor.

- 1) Respect and Empathy: We value people and the dignity inherent to the human experience. We value one another as human beings by taking seriously and

appreciating what the other person or persons bring to the encounter, being open and receptive to experiences or perspectives that are different from our own.

Faculty members demonstrate Respect by:

- Designing and implementing a rigorous, academic skills-based curriculum that enables students to achieve their academic and career goals related to exercise, sport, and human health.
- Designing and implementing learning experiences that enable students from all backgrounds, learning styles, and abilities to be successful and feel equally valued.
- Listening carefully to understand each student's perspective, including their academic and professional goals and the perceived challenges to achieving those goals.

Students and faculty members demonstrate Respect by:

- Seeking to understand and appreciate the diversity of the human experience through our academic endeavors and interactions with one another.
- Identifying one's own gifts, talents, and abilities, as well as areas for growth, through self-reflection and feedback from others.
- Working collaboratively, such as clarifying the purpose and goals of the group, expressing and demonstrating commitment to the goals of the group, empowering others to contribute meaningfully and authentically to the collective work of the group, and appreciating and respecting the diverse ways in which individuals contribute to the group.
- Contributing to an inclusive learning community, hallmarked by a positive classroom climate, empowerment of others to contribute in meaningful ways, recognition of bias and inequality, and advocacy for self and others.

- 2) Academic Excellence: We value a deep personal commitment to develop and improve one's knowledge and skills; to learn from mistakes and continually improve through persistence, self-evaluation, and openness to critique; to adapt effectively to change.

Students demonstrate Academic Excellence by:

- Taking responsibility and initiative for their own education by consistently arriving to class, lab, and other academic experiences on time and fully prepared to actively engage in and shape the learning experience.
- Consistently and actively seeking and using feedback to enhance their knowledge and skills.
- Using current knowledge and theory in applied settings while understanding their personal limits and respecting the clients' perspectives.

Faculty members demonstrate Academic Excellence by:

- Consistently teaching current information, concepts, and theories using methods that are inclusive of all students.

- Modeling evidenced-based decision-making by ensuring teaching practices are grounded in current scientific evidence.
- Consistently and actively seeking and using feedback to enhance their knowledge and skills in the areas of teaching, advising, service, and scholarship.
- Engaging in academic assessment that ensures curricular excellence.
- Modeling the commitment to lifelong learning for personal and professional enrichment.

3) Character and Professionalism: We value honesty, humility, altruism, dependability, competence and the willingness to actively and authentically listen to and engage with others. Character and professionalism are also demonstrated through consistent adherence to academic and professional ethics.

Students demonstrate Character and Professionalism by:

- Adhering to the CSB/SJU Academic Honesty Policy and avoiding incidence of Academic Misconduct.
- Completing assigned duties and fulfilling commitments in a timely, competent, and ethical manner.
- Adhering to professional ethics in their work, internship, and other experiential learning settings.

Faculty members demonstrate Character and Professionalism by:

- Adhering to the personal qualities expected of faculty members, as describe in the Faculty Handbook.
- Scoring exams and assignments in a timely manner while using techniques and strategies to minimize potential bias.
- Providing high quality feedback that promotes student learning and skill development.

Students and faculty members demonstrate Character and Professionalism by:

- Communicating with respect, accuracy, and timeliness.
- Knowing their limitations and act accordingly.
- Confronting bias, prejudice, and harassment within and outside the department.
- Accepting responsibility for an error and, when appropriate, rectifying the error.

4) Physically Active Lifestyles: We value physical activity, including exercise and sport, and its important and substantial contribution to the health of individuals and society.

Students and faculty members value Physically Active Lifestyles by:

- Modeling the use of physical activity, including exercise and sport, to promote personal health and wellness.

- Sharing their knowledge and passion for physical activity with others to inspire others to improve their health and wellness.

## Why Study Exercise and Health Science?

Approved August 19, 2020

Exercise and physical activity play an important role in the quality of life of individuals, including enhancing human performance and decreasing the risk of disease and injury. The connection between exercise and health is indisputable. Since the early 2000's the American Medical Association and the American College of Sports Medicine have instituted Exercise is Medicine campaigns to improve health through promotion of physical activity. The relationship between physical activity and health is at the core of the Exercise Science and Sport Studies Department mission and the Exercise and Health Science major and minor curricula.

Exercise science is a broad discipline that examines the biophysical, sociocultural, and behavioral aspects of human movement with primary application to human health, exercise, and sport performance. Students completing the Exercise and Health Science degree will study how and why humans engage in and respond to physical activity through a liberal arts curriculum that develops academic skills and promotes ethical and evidence-based decision making. The Exercise Science and Sport Studies Department faculty are excited about sharing our love of exercise and passion for promoting healthy lifestyles.

We do this through an integrative and interdisciplinary set of courses, rich undergraduate research experiences, and meaningful internship and service opportunities through which students gain real world experience.

The Exercise and Health Science major is ideal for students interested in pursuing careers in the allied health fields such as physical therapy, exercise physiology, strength and conditioning, medicine, athletic training, occupational therapy, corporate wellness, and public health. Courses within the major help students develop the skills to become evidence-based, client centered practitioners. The structure and content of the major exemplifies the liberal arts by enabling students to build the knowledge and skills needed to examine complex issues and problems using multiple perspectives and critical thinking. Students will develop skills such as problem solving, communication, and evidence-based and ethical decision making.

Now, more than ever, individuals and health care professionals rely on evidence-based approaches to preventing chronic diseases such as cardiovascular disease, obesity, and diabetes. Exercise professionals use evidence-based methods to improve human performance, making athletes stronger and faster. Exercise science is at the forefront of the efforts to keep people active and healthy throughout their lifespan.

## Exercise Science and Sport Studies Department Learning Outcomes

Approved August 19, 2020

A student that graduates from CSB/SJU with a major degree in Exercise and Health Science will...

- 1) use clear, accurate, and evidence-based reasoning to evaluate and choose among alternatives to make decisions, solve problems, or answer questions in exercise and health science.
- 2) communicate effectively by presenting information in oral and written formats.
- 3) create reasoned ethical decisions around issues important to exercise and health.
- 4) display client-centered empathy in communicating about exercise and health.
- 5) consistently display professionalism in academics and the exercise and health fields.

## Curriculum Structure

Approved August 19, 2020

The Exercise and Health Science curriculum (44 credits) is structured to provide students the flexibility to select courses, in consultation with their faculty advisor, that will enable them to achieve their academic and career goals relative to physical activity, exercise, and health.

The Exercise and Health Science minor (20 credits) requires students to complete EXHS 111, eight credits of EXHS courses at the 300 level, EXHS XXX, and eight elective EXHS credits (BIOL 325 may be applied as four elective credits; no other non-EXHS courses may be applied toward the minor degree).

Courses within the Exercise and Health Science curriculum are purposefully clustered around content themes and academic skills, thereby creating a skeleton structure to help ensure all students engage the diversity of the field and achieve the learning outcomes.

Foundations Requirement (16 credits): Courses required in the Foundations section are intended to introduce students to the foundational knowledge and skills on which the curriculum is built. These courses are prerequisites to many upper-division courses within the curriculum.

Inquiry and Analysis Requirement (8 credits): Students are required to complete EXHS 379 Research Methods and either EXHS 306 Kinesiology or EXHS 308 Exercise Physiology. Through these courses, students will learn about the scientific method and the wide range of methodologies and experimental designs used to conduct research in exercise science. Students will then apply their inquiry and analysis, ethical thinking, teamwork, and communication skills in completing course-based undergraduate research projects. At the end of the EXHS 306 Kinesiology and EXHS 308 Exercise

Physiology courses, students will receive formative feedback regarding their progress toward achieving the Skilled Communication and Academic and Professional Preparedness student learning outcomes.

Professional Development Requirement (4 credits): Through the Professional Development section courses, students will learn and apply knowledge and skills related to their future health and/or exercise career field. These pre-professional courses will enable students to engage in evidence-based decision-making and understand the value of this process in becoming ethical, client-centered health and/or exercise professionals.

Client-Centered Perspectives (4 credits): To effectively enhance human performance and decrease the risk of disease and injury, health and exercise professionals must possess a functional understanding of the biological and mechanical aspects of the human body. However, human bodies do not exist in isolation; they exist and perform within psychosocial and cultural contexts that influence behavior and performance. Therefore, through the Client-Centered Perspectives courses, students will learn and apply psychological, sociological, cultural, and ethical concepts, particularly as they relate to physical activity, exercise, and sport performance. Additionally, the Client-Centered Perspectives courses provide students the opportunity to integrate and apply their knowledge and skills in real-world settings through service-learning experiences.

Electives (8 credits): In consultation with their faculty advisor, students will select and apply additional Exercise and Health Science courses, including any of the preapproved courses offered in other departments, to help them achieve their academic or career goals. Students may also petition to have courses not identified in the curriculum map applied toward the major. However, the student will need to make a clear and compelling case for how the proposed elective course or courses will enhance their understanding of exercise science and/or prepare them for work or graduate study in health or exercise field.

Capstone (4 credits): Through the Capstone experience of either completing an undergraduate research study or a 160-hour (minimum) internship, students will demonstrate competency in the five curricular student learning outcomes: Evidence-Based Decisions, Ethically Guided Decisions, Skilled Communication, Client-Centered Empathy, and Professionalism. Students are encouraged to select the Capstone experience, in consultation with their faculty advisor, that will best enable them to achieve their academic and career goals. All Capstone experiences must be related to physical activity, exercise, or health. Additionally, Capstone experiences require students to apply their knowledge and skills outside the classroom and document their learning through reflection.

Exercise and Health Science Capstone Internship Requirements:

1. The internship must include 160 hours of 'onsite' experience.

2. The internship work duties must show evidence the student is actively engaged in the internship experience (shadow or observation experiences are not sufficient).
3. The internship work duties must involve either exercise or human health or both.
4. The internship experience must enable the student to show evidence of achieving the Exercise and Health Science curricular learning outcomes.
5. The internship must meet the general requirements for CSB/SJU internships, as describe on the XPD webpages.
6. The internship must be completed within one academic year prior to graduation.

Assessment of Student Learning (0 credits): The Assessment of Student Learning course enables the Exercise Science and Sport Studies Department to important curricular assessment data through indirect measures. This course is to be completed during the student's last semester prior to graduation.

## **Curriculum Map**

Approved August 19, 2020 [Revised September 15, 2020]

The curriculum map is to guide the development of course syllabi within the Exercise and Health Science curriculum. The learning objectives within each course syllabus are to include the associated curricular outcomes (bolded) and may include foundational skills (non-bolded) identified in the curriculum map. Furthermore, the curriculum map helps to scaffold the course learning objectives within the curriculum. Using Bloom's taxonomy, students are to be progressively challenged as they complete courses in the curriculum. As an example, the learning objectives for the EXHS 111 Introduction to Exercise Science are developed at the 'remember' and 'understand' levels of Bloom's taxonomy, while the learning objectives for the capstone courses reflect a higher level of student proficiency.

Exercise and Health Science Curriculum Map

	Information Literacy	Scholarly Reading	Numeracy	Inquiry and Analysis	Evidence-Based Decisions	Ethically Guided Decisions	Skilled Communication	Client-Centered Empathy	Teamwork	Professionalism
<b>Foundations Requirement (16 credits)</b>										
EXHS 111 Introduction to Exercise and Health Science (4)	I	I			I	I	I	I	I	I
MATH 124 Probability and Statistical Inference (4) OR PSYC 221 Applied Behavioral Statistics (4)			I							
Nutrition 125 Concepts of Nutrition Science (4 w/lab)		R	R				R			
BIOL 216 Human Physiology (4) OR BIOL 325 Human Anatomy and Physiology I (4 w/lab)			R							
<b>Inquiry and Analysis Requirement (8 credits)</b>										
EXHS 379A Research Methods in Exercise Science (4)	R	R	R	I	R	R	R		R	R
EXHS 306 Kinesiology (4 w/lab)	R	R	R	R	FA		FA		R	FA
EXHS 308 Exercise Physiology (4 w/lab)	R	R	R	R	FA		FA		R	FA
<b>Professional Development Course Requirement (4 credits)</b>										
EXHS 302 Clinical Healthcare: Theory and Application (4 w/lab)	R	R	R		R	R	R	R		R
EXHS 303 Physical Activity Epidemiology	R	R	R		R	R	R	R		R
EXHS 310 Principles of Strength Training and Conditioning (4 w/lab)	R	R	R	R	R	R	R	R		R
<b>Perspectives Course Requirement (4 credits)</b>										
EXHS 323 Sport in a Diverse Society (4)	R	R				FA	R	FA	R	R
EXHS 324 Sport and Exercise Psychology (4)	R	R				FA	R	FA	R	R
EXHS 390 Sport Ethics (4)	R	R				FA	R	FA		R
<b>Elective Courses (8 credits)</b>										
BIOL 326 Human Anatomy and Physiology II (4 w/lab)		R	R	R			R		R	
EXHS 203 Coaching Methods (2)							R		R	R
EXHS 204 Sport Nutrition (2)	R	R			R		R		R	R
EXHS 210 Functional Human Anatomy (2)										R
EXHS 211 Exercise Science Laboratory Skills (2)							R			R
EXHS 230 Sport Injury Management I (2)						R	R	R		R
EXHS 231 Sport Injury Management II (2)						R	R	R		R
EXHS 299 Research Practicum (1-4)	R	R		R		R	R			R
NUTR 301 Diet, Health, and Disease Prevention (4)	R	R	R				R			R
PHYS 105 Physics for the Life Sciences I (4 w/lab)			R	R			R		R	
THEA 105 Introduction to Modern Dance (4)							R		R	
<b>Capstone (4 credits)</b>										
EXHS 394 Research Design in Exercise and Health Science (2)	R	R	R	R		R	R	R	R	R
EXHS 395 Research Seminar I (1)	R	R	R	R		R	R	R	R	R
EXHS 396 Research Seminar II (1)					PA	PA	PA	PA		PA
EXHS 397 Internship (4)					PA	PA	PA	PA		PA

Objectives to be assessed are **bolded**; foundational skills are identified in non-bolded text

I = Skill is introduced within the course

R = Skill is reinforced within the course

FA = Student will be provided formative feedback regarding their ability to perform the skill

PA = Student is to be proficient in the skill by the end of the course and the skill will be assessed within the course

## Relationship with the Integrations Curriculum

Approved August 19, 2020

We view the Exercise and Health Science major curriculum and the Integration Curriculum to be complementary and, at times, overlapping elements of our students' overall education at CSB/SJU. Collectively, the Exercise and Health Science major and the Integration Curriculum (Common Curriculum) will prepare our graduates with the tools necessary to function as effective, ethical, and client-centered exercise science and health professionals.

The Exercise Science and Sport Studies Department is committed to offering a variety of courses that fulfill Integrations Curriculum requirements. Course offerings may include Natural World, Social World, and Human Experience ways of thinking designated courses; Truth, Justice, and Movement themed designated courses; and Experiential Learning designated courses.

Similarly, the Exercise Science and Sport Studies Department is committed to offering a variety of courses that fulfill Common Curriculum requirements, until the institutions transition fully to the Integrations Curriculum. Course offerings may include Ethics Common Seminar, Gender, Intercultural, and Experiential Learning designated courses.



## Exercise Science and Sport Studies Department Assessment Plan

Approved August 19, 2020

The following principles guide and drive assessment in the Exercise Science and Sport Studies Department:

- 1) The assessment process is to be mission-driven, meaningful, and manageable.
- 2) Assessment data is to be obtained through both direct and indirect measures and from multiple sources.
- 3) The assessment process is an enterprise shared by the entire department.
- 4) Through a culture of continuous quality improvement, assessment data will be used to ensure the highest quality educational experience for all students, faculty, and staff.

### Assessment Timeline

	EXHS 111	EXHS 306 EXHS 308	EXHS 302 EXHS 303 EXHS 310	EXHS 323 EXHS 324 EXHS 390	Capstone	Senior Survey	Graduate Survey	Third Party Evaluation
Evidence-Based Decisions			All years (FA)		2023-24 (PA)	2023-24 (PA)	2026-27 (PA)	2023-24 (PA)
Skilled Communication		All years (FA)			2024-25 (PA)	2024-25 (PA)	2026-27 (PA)	2024-25 (PA)
Ethically Guided Decisions				All years (FA)	2025-26 (PA)	2025-26 (PA)	2026-27 (PA)	2025-26 (PA)
Client-Centered Empathy	All years (baseline)			All years (FA)	2026-27 (PA)	2026-27 (PA)	2026-27 (PA)	2026-27 (PA)
Professionalism		All years (FA)			2027-28 (PA)	2027-28 (PA)	2026-27 (PA)	2027-28 (PA)

FA = Student will be provided formative feedback regarding their ability to perform the skill; PA = Student will be assessed for proficiency in the skill

Assessment rubrics are available in Appendix A.

## Transfer Evaluation Policy

Approved August 2022

The Exercise Science and Sport Studies Department Chairperson, in consultation with the Registrar’s Office, will evaluate the transfer coursework on a course-by-course basis to determine whether completed coursework will fulfill requirements for the Exercise and Health Science major or minor. Transfer coursework can fulfill up to 50% of the total credits required for the major (or minor) degree. Substitution of transfer coursework is not permitted for the EXHS 111 Introduction to Exercise and Health Science and Capstone courses as these curricular requirements are integral to departmental assessment.

## **“Double Counting” Credits Policy**

Approved August 2022

The Exercise Science and Sport Studies Department will permit up to 12 credits to be applied toward a second major or minor degree at CSB/SJU.

## **Course Closure Policy**

Approved August 2022

If an Exercise and Health Science course section is identified by Academic Affairs for closure due to low course enrollment, the Exercise Science and Sport Studies Department Chairperson will consult with the course instructor in evaluating the situation. The Department Chairperson and course instructor will create a rationale for closing the course section or keeping the course section open. The Department Chairperson will then communicate the recommendation and rationale to Academic Affairs, who will make the final decision to either keep open or close the under-enrolled course section. The Department Chairperson will request the course instructor be included in correspondence and meetings with Academic Affairs about the possible course section closure.

## **Syllabus Policy**

Approved August 2019

Consistent with institutions' Policy on Syllabi, the Exercise Science and Sport Studies Department expects every course syllabus will include the following information, a final copy of each course syllabus is submitted to the department chair prior to the first day of class, and electronic documents, such as course canvas pages, will be made available to the department chair for review, upon request.

- Course is identified by course prefix, number, and name.
- Semester and year course section are identified.
- Instructor's name and contact information are included.
- Catalog description of the course is included.
- Student learning outcomes, as approved by the Academic Curriculum Committee, are stated; faculty may add additional outcomes, as appropriate.
- Course assignments and grading procedures are stated, including identification of required exams and assignments, required meetings or events outside of regular class time, and how the student's final grade will be determined.
- Policy for requesting a Satisfactory/Unsatisfactory grade is stated, when appropriate. (See Academic Catalog for the institutions' Satisfactory/Unsatisfactory Grades policy)
- Required textbooks or course materials are identified.
- Course attendance policy is stated.

- Links to institutional policies to the CSB/SJU [Attendance Policy](#), [Syllabus Statement](#), [Academic Misconduct](#), [Sexual Misconduct](#), and [Title IX policies](#).
- A detailed class schedule is included, either as part of the syllabus or as an electronic or hardcopy addendum to the syllabus.

## **Guidelines for Minimal Faculty Qualifications**

Approved August 2019

Purpose: These guidelines are to ensure the institutions employ competent faculty members who are academically qualified to teach and advise at the undergraduate level. The Exercise Science and Sport Studies Department places primary importance on academic credentials. When other evidence, such as tested or professional experience, is used in lieu of certain advanced degrees, these guidelines ensure that such experiences include the breadth and depth of experience outside the classroom in real-world situations relevant to the discipline in which the faculty member would be providing instruction.

Guidelines: Faculty members teaching courses in the Exercise Science and Sports Studies Department must hold a master's degree or higher in exercise science, sport science, kinesiology, physical education or one of the subdisciplines of the field including exercise physiology, clinical exercise physiology, biomechanics, nutrition, psychology, athletic training or sports medicine, motor behavior, or sport sociology. If faculty members hold a master's degree or higher in a discipline or subfield other than that in which they are teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield for which they teach.

If instructors do not hold the appropriate level of degree for the program and course, they may establish eligibility using other credentials and professional experience. When using tested experience as a basis for determining minimally qualified faculty, the following criteria will establish meeting the minimum qualifications to teach in the Exercise Science and Sport Studies Department:

- Highest earned degree is appropriate to the assigned course(s) and in no instance shall this be less than a master's degree;
- Professional experience in or closely aligned to the content of course(s);
- Certification, licensure or other credentials aligned to the content of course(s).

[Note: These guidelines were developed by and for the members of the Exercise Science and Sport Studies Department. They do not supersede the Faculty Handbook or its contractual obligations.]

## Scholarship Guidelines

Approved March 2019

The Exercise Science and Sport Studies Department expects all its members to maintain active, productive, sustained programs of scholarship that result in publications. Candidates for tenure need to demonstrate scholarly activity that goes beyond the dissertation and establishes an independent research trajectory at the College of Saint Benedict and Saint John's University. Both the quality and the quantity of the candidate's work will be considered during tenure and/or promotion deliberations. Candidates for promotion to full professorship should further demonstrate leadership in their subdiscipline and scholarship of (inter)national prominence.

The department recognizes that given the wide range of specialties in exercise science, sport science, health science, and kinesiology (and the subdisciplines of the field including exercise physiology, clinical exercise physiology, biomechanics, nutrition, psychology, athletic training or sports medicine, or motor behavior), evidence of scholarly activity may take several forms and the emphasis on particular modes of scholarship may vary. Listed below are examples of evidence of scholarly activity. Peer-reviewed scholarship is valued more than non-peer-reviewed work. Please note: to determine if other activities qualify as appropriate scholarship, the candidate is encouraged to consult with the Department Chair.

### *Peer-reviewed scholarship.*

Original research articles published in peer-reviewed scholarly journals are the primary indicator of scholarly activity. Articles "in press" have passed peer review and are therefore considered equal to published papers. Scholarly books, textbooks, book chapters, grant proposals, abstracts, conference proceedings, and conference poster and paper presentations, literature reviews, methodological papers, and research on the teaching and learning of exercise science (or other areas of study appropriate to the department) are also considered to be evidence of scholarship. Manuscripts under revision and/or under review will also be considered but are weighted less heavily. Obtaining external grant funding is not expected but is appreciated.

Online and open access journals that meet disciplinary standards for peer-review are evaluated in the same way as traditional print journals. Online and open access journals that do not meet disciplinary standards for peer review are evaluated as non-peer-reviewed scholarship (see below).

### *Non-peer-reviewed scholarship.*

The following also contribute to scholarly activity: Book chapters, research articles, invited lectures and addresses, encyclopedia entries, edited books, textbooks, technical reports, books written for the general public, book reviews, scholarly blogs and acting as a discussant at conferences. Manuscripts in preparation but not yet submitted for publication would also be considered in this category. Obtaining College of Saint Benedict and Saint John's University research grants is also valued. Participating in

replication efforts, providing data and/or other research materials to the scholarly community according to Open Science principles will also be evaluated favorably. Consulting activities will be considered where appropriate to the department. Original writing for (or speaking to) public audiences on scholarly topics are also valued as acts of public engagement.

Within each category, scholarly work in which the candidate is first author or corresponding author will be weighted most heavily; being the last author will be highly weighted where that position conveys project leadership. Other co-authored works will also constitute scholarly activity. The candidate's overall materials should demonstrate an independent research program independent from mentors. Collaborative work is expected and valued; in co-authored work, the candidate should indicate how he or she contributed to the final product. Scholarly work with undergraduate co-authors will be looked upon favorably; furthermore, there is an understanding that research conducted in collaboration with students may differ from the candidate's programmatic research area. Scholarly activity prior to arrival at College of Saint Benedict and Saint John's University will be valued, but it alone is insufficient evidence of research productivity.

Scholarly impact will be judged through means such as evaluating the quality of the scholarly work, the quality of the journal or book in which the work appears, and the influence of the work in the field (e.g., through citations). Secondary measures of scholarly impact include media coverage and similar indicators of public engagement.

[Adapted from Lafayette College Neuroscience Program Scholarship Guidelines  
<https://provost.lafayette.edu/scholarship-guidelines/>]

## **Statement on Collegiality**

Approved August 19, 2020

Consistent with the Faculty Handbook (2.5.5.1 Personal Qualities), the Exercise Science and Sport Studies Department expects that faculty members will demonstrate the following personal qualities:

- 1) Love of learning and the free interchange of ideas
- 2) Personal integrity
- 3) Personal and social maturity
- 4) Respect for colleagues, students, and other members of the college and the university communities

The Exercise Science and Sport Studies Department faculty have a common goal of providing the highest quality education possible for our students. It is this commitment to the greater good of the department and our students that solidifies us as a department. At the same time, we recognize the diversity of our backgrounds, perspectives, and interests. It is through open, honest, and respectful dialogue that we

understand the other's perspective and find common ground, maintain and enhance the health and vitality of the department, and work well together in a professional, cooperative, and respectful manner.

## Statement on Teaching Effectiveness

Approved August 19, 2020

The indicators for teaching effectiveness in the Exercise Science and Sport Studies Department are the same as the indicators for teaching effectiveness described in the CSB/SJU *Faculty Handbook* (2.5.1 Teaching Effectiveness). The teaching effectiveness indicators are:

- Command of one's field and its ongoing development as related to curricular needs.
- Able to identify course-appropriate student learning goals.
- Able /willing to incorporate departmental, institutional, and/or common curriculum and/or integrations curriculum learning outcomes, when and where appropriate.
- Uses student feedback to improve outcomes, pedagogies, and materials.
- Able to help students relate one's discipline to other areas of knowledge and to the liberal arts tradition.
- Effectively communicates with students.
- Able to provoke and broaden student interest in subject matter.
- Redesign or develop new/existing courses appropriate to the academic commitments to the mission and goals of the college, university, department and common curriculum.
- Ongoing pattern to improve teaching effectiveness.

The indicators of teaching effectiveness are applied throughout the academic year and summarized in the Annual Evaluation of Probationary Faculty and Annual Evaluation of Term Faculty. The feedback provided to each faculty member, as part of the annual evaluation process, is formative in nature and intent. A summative evaluation is provided as a part of the third-year review, tenure review, and promotion processes.

In completing the annual evaluations, the department chair draws upon several sources of information to evaluate teaching effectiveness.

- Direct observation by the department chair.
- Reports of direct observation by other faculty members.
- Review of syllabi and/or course materials.
- Review of student course survey reports.
- Faculty member's response to student course survey reports.

The department chair also reviews summaries of student course surveys, looking for themes within and across sections and courses taught by individual faculty members. Recognizing the potential flaws in using student course survey results as a method to evaluate teaching effectiveness (examples: [Gender Bias in Student Evaluations](#), [Student Evaluations of Teaching are Not Valid](#)), the course survey data are used as part of the overall formative process to help faculty members understand and respond to the students' perception of the course, instructor, and learning environment.

In evaluating teaching effectiveness through direct observation of the faculty member's teaching, the Exercise Science and Sport Studies Department uses the following characteristics to further define the key indicators of noteworthy teaching effectiveness (Adapted from [Teaching Effectiveness](#)).

- Content Knowledge: Mastery/accuracy of content, currency of content, knowledge of other fields and perspectives, tolerance of diverse points of view.
- Course Design: Instruction focused on student learning outcomes, clarity of learning outcomes, appropriate challenge for student population, appropriateness of methods used to assess student learning, alignment of learning experiences with learning outcomes, alignment with program curriculum, alignment with university mission and vision, intentionally sequenced activities.
- Teaching Methods: Teaching methods are informed by research on learning, activities are worthwhile, a variety of approaches are utilized, class activities are well-organized, speaking is effective, effective facilitation of student interaction, methods are inclusive of diverse student populations, methods accommodate students with disabilities.
- Student Communication: Accessibility to students, responsiveness, sensitivity to diversity of student population, knowledge of student resources and services, rapport with students.
- Materials: Appropriateness for student group, currency, alignment with learning outcomes, depth, creativity, sets high standards.
- Use of Technology: Appropriate use of medium, technology functionality, interactivity, attractiveness of design, alignment with learning outcomes.
- Student Learning Results: Evidence of student learning using direct measures, evidence of student engagement.

In evaluating teaching effectiveness through the review of course syllabi, the Exercise Science and Sport Studies Department will use the criteria presented in the Syllabus Policy to further define the key indicators of teaching effectiveness.

The process of evaluating teaching effectiveness is generally conducted in three stages: classroom observation, review of syllabus or syllabi, and completion of the evaluation of probationary faculty or term faculty. With this process, there are at least three opportunities to engage probationary and term faculty in conversations about teaching effectiveness.

- **Classroom Observation:** A summary document that includes formative feedback for improving teaching effectiveness is provided to the faculty member within two weeks of the classroom observation, along with an invitation to discuss the findings and feedback.
- At the end of the academic year, the department chair conducts the review of the course syllabi collected throughout the year. Formative feedback about the syllabus or syllabi is provided to each faculty member, as necessary, along with an invitation to discuss the feedback provided.
- The annual evaluation of probationary faculty and term faculty is completed at the end of each academic year. The annual evaluation serves as a summary document for teaching effectiveness, along with other faculty responsibilities. The department chair provides each faculty member a copy of their annual evaluation and an invitation to discuss the contents of the document.

While there is no formal process in place to evaluate the teaching effectiveness of tenured members of the Exercise Science and Sport Studies faculty, the department shall engage frequently in conversations about pedagogy. These conversations may be spurred by a faculty member's participation in an on-campus pedagogical seminar or workshop or an off-campus conference where pedagogy is addressed. Department faculty members are encouraged to experiment with new pedagogies, including the use of technology in the classroom, and then report their experience to the rest of the department. Through these frequent and robust faculty discussions, teaching effectiveness remains will remain a vital part of the Exercise Science and Sport Studies Department's ethos.

## **Statement on Faculty Development and Mentoring**

Approved August 19, 2020

Exercise Science and Sport Studies Department is committed to and unified around the common goal of providing the highest quality education possible for our students. To accomplish this goal, every member of the Exercise Science and Sport Studies Department faculty is expected to demonstrate, at minimum, the level of proficiency in teaching, scholarship, service, and advising described in the faculty handbook relative to the faculty member's contracted position.

"The Faculty Handbook, Section 2.1 "Faculty Rank" states: "The faculty comprises all persons having contractual appointment for the instruction of students at the college [university]. It consists of two distinct groups: tenured or tenure-track faculty and term-appointment faculty. Faculty holding tenure-track (probationary) and tenured (continuous) contracts are subject to review as specified in 2.5. Faculty holding term appointments (nontenure-track) receive term contracts (for a specified term, usually one academic year), and have more

limited rights and responsibilities, as defined here (Sections 2.1.3 and 2.1.4) and concerning evaluation (Section 2.5) and separation (2.13).”

“Term-appointment faculty have the same academic freedom and responsibilities in the management of courses as tenured/tenure-track faculty.” (Section 2.1.5) Term appointment faculty ranks are described in Section 2.1.5”

The department’s expectation is for each tenure-track faculty member to demonstrate “noteworthy teaching effectiveness” and “evidence of noteworthy research, scholarship, creative or professional activities and/or service” by the time the faculty member applies for tenure (2.1.3 Tenured/Tenure-track Faculty: Criteria for Appointment).

Regarding teaching effectiveness, the department expects probationary faculty members to be at least proficient, with evidence of progression toward noteworthy teaching effectiveness (see Teaching Effectiveness for characteristics of noteworthy teaching effectiveness).

Regarding service, the department expects probationary faculty members to engage in departmental service, including departmental assessment. Probationary faculty members are also expected to attend all department meetings, actively participate in departmental discussions, and contribute to the department’s decision-making process. After the second year of teaching at CSB/SJU, probationary faculty members are expected to engage in institutional service, in addition to departmental service.

Regarding advising, the department expects probationary faculty members to advise students in a manner consistent with the Faculty Handbook (2.5.3 Advising). Probationary faculty members will begin advising students after their second year of teaching at CSB/SJU, but the number of advisees is not to exceed 20 students. After tenure, the number of advisees will gradually increase to be proportionate to other tenured faculty members in the department. Additionally, probationary faculty members are expected to be available to meet with students at least five hours per week.

Regarding scholarship, the department expects probationary faculty members to produce high quality scholarly works (see Scholarship Guidelines).

To help ensure probationary faculty members meet departmental expectations, each member is to meet with the department chair annually to review and discuss the evidence related to teaching effectiveness, scholarship, service, and advising. Upon completion of the annual review meeting, the probationary faculty member is to create a professional development plan for the upcoming year and beyond.

Throughout the academic year, the probationary faculty member and the department chair are to meet both formally and informally to discuss relevant issues and to request and receive feedback. Formative assessment of teaching effectiveness will be provided to the probationary faculty member after each classroom observation and review of course syllabi (see section on Teaching Effectiveness). Additionally, the probationary faculty member is encouraged to engage in on-campus and off-campus professional development opportunities and to seek the counsel of other faculty members, both inside and outside the department.

The department expects full-time term faculty members to have duties and responsibilities similar to those of tenured and tenure-track faculty members, consistent with the Faculty Handbook (2.1.4.2 Full-time Term-appointment Faculty).

Regarding teaching effectiveness, the department expects full-time term faculty members to be at least competent, with evidence of progression toward noteworthy teaching effectiveness (see Teaching Effectiveness for characteristics of noteworthy teaching effectiveness).

Regarding service, the department expects full-time term faculty members to engage in departmental service, including departmental assessment. Full-time term faculty members are also expected to attend all department meetings, actively participate in departmental discussions, and contribute to the department's decision-making process. Full-time term faculty members may not attend department meetings during which hiring is discussed. Full-time term faculty members are also encouraged, but not expected, to engage in institutional service.

Regarding advising, the department expects full-time term faculty members to advise up to 25 students in a manner consistent with the Faculty Handbook (2.5.3 Advising). Additionally, full-time term faculty members are expected to be available to meet with students at least five hours per week.

Regarding scholarship, the department encourages, but does not expect, full-time term faculty members to be active scholars.

To help ensure full-time term faculty members meet departmental expectations, each faculty member is to meet with the department chair annually to review and discuss the evidence related to teaching effectiveness, scholarship, service, and advising. Upon completion of the annual review meeting, the full-time term faculty is to create a professional development plan for the upcoming year and beyond with emphasis placed on the development of teaching effectiveness.

Throughout the academic year, the full-time term faculty and the department chair are to meet both formally and informally to discuss relevant issues and to request and receive feedback. Formative assessment of teaching effectiveness will be provided to the

full-time term faculty after each classroom observation and review of course syllabi (see section on Teaching Effectiveness). Additionally, the full-time term faculty is encouraged to engage in on-campus and off-campus professional development opportunities and to seek the counsel of other faculty members, both inside and outside the department

The department expects part-time term-faculty members to teach assigned courses and consult with students. Part-time term-faculty members are expected to be available outside of class at least one-and-a-half hours per week for each course taught to consult with students regarding their course work, consistent with the Faculty Handbook (2.1.4.1 Part-time, Per-course Faculty). The department expects part-time term-faculty members to be at least competent with evidence of becoming proficient in teaching. However, the department has no expectations regarding the part-time term-faculty member's scholarship, service, or advising. The process of mentoring part-time term-faculty members is similar to the process used with probationary faculty members, but less formal. Before the start of each academic year, new term faculty members meet with the department chair or a tenured member of the department to discuss departmental expectations for syllabi, pedagogical methods, and assessment of student learning, with additional mentoring sessions as needed throughout the year. Similarly, each returning term faculty member is invited to ask questions about teaching effectiveness and/or meet with the department chair to discuss teaching related issues before or during the academic year. At the end of each academic year, the annual evaluation of term faculty is completed by the department chair, and a copy of the evaluation is sent to the faculty member along with an invitation to meet and discuss the contents of the evaluation document.

## Appendix A: Assessment Rubrics

### EXHS Client-Centered Empathy Assignment and Rubric

**Outcome:** A student that graduates from CSB/SJU with a major degree in Exercise and Health Science will display client-centered empathy in communicating about exercise and health.

**Definition:** Client-Centered Empathy is defined as the ability to understand and view the world from other people's perspectives and to connect with their experiences or feelings. (Davis MH. Empathy: A Social Psychological Approach. Madison, WI: Brown and Benchmark; 1994.)

#### Assignment:

In order that we may assess the effectiveness of the Exercise and Health Science curriculum in teaching foundational empathy communication skills, students are asked to complete the task below.

Reflect on your Capstone experience and identify a time where you demonstrated client-centered empathy. Describe the situation and how you responded empathetically. Specifically, identify the 1) context for situation in which client-centered empathy was demonstrated, 2) cues (verbal and/or nonverbal) that indicated the use of client-centered empathy, 3) way in which client-center empathy was demonstrated in the situation, including the words spoken that expressed your client-centered empathy.

#### Assessment Rubric

0 = aggressive or derogatory response

1 = non-empathetic: does not acknowledge feeling or content of trigger; includes advice, reassurance, closed question

2 = partially acceptable: open-ended question, or response which acknowledges feeling or content of trigger

3 = interchangeable/empathetic: acknowledges both the feeling and the content of the trigger, and seeks a deeper understanding of underlying situation or ways to resolve the situation.

### EXHS Client-Centered Empathy: Modified Kiersma-Chen Empathy Scale

**Outcome:** A student that graduates from CSB/SJU with a major degree in Exercise and Health Science will display client-centered empathy in communicating about exercise and health.

**Definition:** Client-Centered Empathy is defined as the ability to understand and view the world from other people's perspectives and to connect with their experiences or feelings. (Davis MH. Empathy: A Social Psychological Approach. Madison, WI: Brown and Benchmark; 1994.)

#### Assignment:

To assess changes in empathy over time, students are asked to complete the Modified Kiersma-Chen Empathy Scale (MKCES) (Everson et al., 2015) in the first week of the EXHS 111 Introduction to Exercise and Health Science course and near the end of their Capstone course. The MKCES consists of eight items, including five items pertaining to cognitive empathy and three to affective empathy based on Davis' model. Each item is scored using a seven-point Likert scale with response ranges from 1 (strongly disagree) to 7 (strongly agree). The possible total scores on the MKCES range from 8-56 with higher scores indicating a greater level of empathy. The scale takes 5-10 minutes to complete. The Chronbach's alpha ranged from 0.73 to 0.79 overall, 0.77 to 0.96 for Perspective Taking (i.e., cognitive empathy), and 0.64 to 0.72 for Valuing Affective Empathy (Everson et al., 2015). The MKCES items (see below) were modified to indicate application to the exercise and health professions.

MKCES Items:

1. It is necessary for an exercise or health practitioner to be able to comprehend someone else’s experiences.
2. I am able to express my understanding of someone’s feelings.
3. I am able to comprehend someone else’s experiences.
4. I am able to view the world from another person’s perspective.
5. It is necessary for an exercise or health practitioner to be able to view the world from another person’s perspective.
6. I believe that caring is essential to building a strong relationship with clients or patients.
7. To build a strong relationship with clients or patients, it is essential for an exercise or health practitioner to be caring.
8. It is necessary for an exercise or health practitioner to be able to identify with someone else’s feelings.

**EXHS Communication Rubric**

**Outcome:** A student that graduates from CSB/SJU with a major degree in Exercise and Health Science will communicate effectively by presenting information in oral and written formats

**Communication Defined:** The ability to engage effectively in verbal, non-verbal, written, and/or symbolic communication

	Meets Expectations
Purpose	Clearly identifies the purpose of the communication and the content is formed around the purpose.
Audience	Demonstrates awareness of the audience’s identity, knowledge, and context. Audience feedback indicates that they understood the communication and were engaged with it (learned something new, adjusted their perspective, felt connected to the material).
Content Development	Uses appropriate, relevant, and compelling content to illustrate the subject AND/OR demonstrates understanding of issues or topics by analyzing and synthesizing relevant information AND/OR communication is clearly linked to important course topics.
Grammar and Language	Communication is grammatically correct, interesting, demonstrates disciplinary knowledge, connects with audience, and flows well. Minimal errors.
Sources and Evidence	Work is appropriately cited. Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the communication.

Adapted from Lake Washington Institute of Technology

**EXHS Evidence-Based Decision-Making Rubric**

**Outcome:** A student that graduates from CSB/SJU with a major degree in Exercise and Health Science will use clear, accurate, and evidence-based reasoning to evaluate and choose among alternatives to make decisions or solve problems in exercise and health science.

**Definition:** Evidence-based decision-making is the formalized process of identifying and interpreting scientific evidence, which is considered within the practical context of the situation, to make an informed decision related to physical activity, health, fitness, or sports performance.

Steps	Meets Expectations
Formulate Question	Formulates a clear PICO(T), focused clinical, or research question

Access Needed Information	Accessed information is relevant to the question by using appropriate search strategies and databases OR research methods are designed to gather the information needed to answer the research question
Appraise the Quality of the Information	Accurately evaluates the applicability and quality (internal and external validity) of each information source; examines the impact on the outcome measure OR accurately evaluates the existing literature and provides context for the research question
Interpret Evidence	Accurately interprets and synthesizes scientific evidence relative to the question with consideration given to source applicability, quality, and impact OR appropriately analyzes the research data and accurately interprets the results; accurately evaluates the quality (internal and external validity) of the data collected and the magnitude of the experimental effect
Make Evidence-Based Decision	The decision is well-reasoned and reflects the student's informed evaluation of the evidence and ability to prioritize level of evidence; decision is presented within the practical context of the question; relevant limitations of the scientific evidence are discussed OR accurately interprets research results within the context of relevant theory and/or prior research; limitations of the research are discussed

**EXHS Ethical Decision-Making Rubric**

**Outcome:** A student that graduates from CSB/SJU with a major degree in Exercise and Health Science will create reasoned ethical decisions around issues important to exercise and health.

**Definition:** Ethical decision-making is the process of making thoughtfully, reasoned decisions based on one's values, morals, professional ethics, and legal standards. Ethical decisions generate ethical behaviors and provide a foundation for good practices in physical activity, health, fitness, or sports performance.

Steps	Meets Expectations
Identify Issue or Problem	Clearly identifies the ethical issue or problem
Clarify Approach to Problem	Clearly identifies the approach to ethical decision-making used, including one's values, morals (examples: compassion and justice), legal responsibilities, and/or professional ethics
Determine What is Known	Identifies and evaluates quality of known information; identifies additional information that would aid in the decision-making process
Identify Options	Identifies response options to address the ethical issue or problem
Consider Consequences	Analyzes and evaluates the potential short-term and long-term consequences for each potential decision, such as the positive and negative consequences and the magnitude and probability of consequences
Make Ethical Decision	The rationale for the decision is clear and reflects the student's informed evaluation of the consequences associated with each response option relative to one's values, morals, legal issues, and professional ethics

**EXHS Professionalism Rubric**

**Outcome:** A student that graduates from CSB/SJU with a major degree in Exercise and Health Science will consistently display professionalism in academics and the exercise and health fields.

**Definition:** Professionalism is consistent demonstration of the knowledge, skills, and qualities expected of someone in their specific role within academics and the exercise and health fields.

This rubric is used to evaluate students’ professionalism in the classroom and other academic, health, and exercise settings, including laboratory, research, service learning, and internship settings. The rubric will be completed at the end of each designated course or experience.

Instructions: For any “NO” remark, please report your observations in as much detail as necessary

Aspects of professionalism	Y	N	NA	Comments
Student is honest. Mark NO if student... <ul style="list-style-type: none"> <li>• Is not truthful and forthright in their interactions with you or others, or in their academic or experiential learning work</li> <li>• Does not keep their word or fails meet commitments</li> </ul>				
Student is responsible and dependable. Mark NO if student... <ul style="list-style-type: none"> <li>• Fails to submit coursework or submits coursework late without prior approval to do so</li> <li>• Arrives late more than once</li> <li>• Has more than one unexcused absence</li> </ul>				
Student respects and is empathetic to others. Mark NO if student... <ul style="list-style-type: none"> <li>• Fails to demonstrate due regard for the thoughts, feelings, values, beliefs, rights, experiences, or traditions of others.</li> <li>• Fails to work collegially and collaboratively with others.</li> </ul>				
Student is committed to self-improvement. Mark NO if student... <ul style="list-style-type: none"> <li>• Does not take responsibility for their learning</li> <li>• Student is unreceptive to feedback or does not adapt to feedback provided</li> </ul>				
Student is self-aware and knowledgeable of their limits. Mark NO if student... <ul style="list-style-type: none"> <li>• Does not seek appropriate guidance and supervision when faced with new or complex responsibilities</li> <li>• Is not cognizant and respectful of professional boundaries</li> </ul>				
Student is humble and altruistic. Mark NO if student... <ul style="list-style-type: none"> <li>• Is boastful or self-promoting at the expense or detriment of others</li> <li>• Is hostile, derogatory, or sarcastic</li> </ul>				
Exhibits professional demeanor. Check NO if student’s... <ul style="list-style-type: none"> <li>• Appearance or hygiene distracts from performance</li> <li>• Demeanor distracts from performance</li> <li>• Abusive or excessively critical in times of stress</li> </ul>				

Adapted from

1. Kirk, L. M. (2007) Professionalism in medicine: definitions and considerations for teaching.
2. Oregon State University Career Services (ND) Components of Professionalism
3. University of Nebraska Medical Center (2017) Medical Citizenship Evaluation.