

School of Kinesiology & Recreation
Illinois State University

Student Learning Outcomes and Assessment Plans

Physical Education Core
Physical Education Teaching Sequence
Exercise Science & Fitness Sequence
Athletic Training Sequence
Recreation & Park Administration Program
Graduate Program

(Updated 7/29/02)

PHYSICAL EDUCATION CORE

The Physical Education core curriculum is made up of courses that are considered foundational to the preparation for any activity-based profession. Further, the body of knowledge encompassed by the core classes is information that any Physical Education major should possess, irrespective of their chosen sequence. Thus, a core class is one that is required of all majors in Physical Education. The Physical Education core curriculum currently consists of the following courses (23 hours):

HPR 160 Foundations of Human Movement 3hours
HPR 181 Human Anatomy and Physiology 3 hours
HPR 182 Human Anatomy and Physiology 3 hours
HPR 240 Principles and Applications of Fitness Training 2 hours
HPR 254 Socio-Psychological Perspectives in Physical Activity 3 hours
HPR 257 Motor Learning and Performance 3 hours
HPR 280 Exercise Physiology 3 hours
HPR 282 Biomechanics of Human Movement 3 hours

Expected Student Outcomes

The student will:

1. Acquire foundational knowledge pertaining to the study of human movement and physical activity.
2. Apply foundational knowledge of human movement and physical activity in the student's selected professional sequence.
3. Effectively engage in critical thinking and communication regarding contemporary issues related to human movement and physical activity.

[Departmental Assessment Plan \(draft\)](#)
[Assessment Plan Matrix](#)

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PHYSICAL EDUCATION TEACHING SEQUENCE

Upon completion of this sequence, the student will:

1. Acquire foundational knowledge pertaining to the study of human movement and physical activity.
2. Apply foundational knowledge of human movement any physical activity in the physical education teaching sequence.
3. Effectively engage in critical thinking and communication regarding contemporary issues related to human movement and physical activity.
4. Acquire and demonstrate content knowledge specific to the teaching of fundamental movement skills related, but not limited to sport, fitness, dance, and lifetime activities.
5. Acquire and demonstrate pedagogical content knowledge related to teaching effectiveness.
6. Effectively apply pedagogical content knowledge in clinical experiences
7. Become aware of the role and responsibilities required of a professional physical educator as an advocate for the profession.

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EXERCISE SCIENCE AND FITNESS SEQUENCE

Upon completion of this sequence, the student will:

1. Acquire foundational knowledge pertaining to the study of human movement and physical activity.
2. Apply foundational knowledge of human movement and physical activity in the physical education teaching sequence.
3. Effectively engage in critical thinking and communication regarding contemporary issues related to human movement and physical activity.
4. Demonstrate the knowledge, skills, and ability of an Exercise Science and Fitness Professional.
5. Demonstrate the ability to assess human performance related characteristics of individuals from diverse populations.
6. Demonstrate the ability to design, implement, manage, and evaluate safe and effective physical activity programs for individuals from diverse populations in a variety of settings.
7. Be a proponent [and example] of leading a physically active lifestyle.

[Click here for the Exercise Science & Fitness Assessment Plan](#)

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ATHLETIC TRAINING SEQUENCE

Upon completion of this sequence, the student will:

1. Acquire foundational knowledge pertaining to the study of human movement and physical activity.
2. Apply foundational knowledge of human movement and physical activity in the physical education teaching sequence.
3. Effectively engage in critical thinking and communication regarding contemporary issues related to human movement and physical activity.
4. Function as a member of the sports medicine team in conjunction with other medical and health science professionals in rendering preventive measures and acute management of athlete injuries and illnesses.
5. Demonstrate the appropriate evaluative skills of an entry-level athletic trainer in determining the nature and scope of athlete injuries and illnesses.
6. Appropriately counsel athletes regarding concerns of athletic injury, treatment, rehabilitation, nutrition, conditioning, and the care and prevention of athletic injuries and illnesses.
7. Conduct routine health appraisals and athlete assessments.
8. Perform basic administration of an athletic training program in terms of facilities planning, budgeting, personnel management, and conflict management.
9. Demonstrate appropriate immediate care procedures, referral skills, and develop a treatment plan for injured or ill athletes.
10. Develop and administer emergency action plans.
11. Develop and administer appropriate rehabilitation plans that include goal setting, objective measures, regular assessment, and thorough documentation.

[Click here for the Athletic Training Assessment Plan](#)

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RECREATION AND PARK ADMINISTRATION PROGRAM

Mission Statement

The mission of the Recreation and Park Administration Program is to promote the healthy use of leisure through exemplary teaching, focused research, and professional service. By providing the highest quality educational experiences to students preparing for careers in recreation management and therapeutic recreation, our graduates positively impact professional practices and policies and, thus, contribute to the quality of life of society.

RPA PROGRAM

Upon completion of this sequence, the student will:

1. Demonstrate an understanding of the physiological, psychological, and sociological significance of play, recreation, and leisure.
2. Demonstrate the ability to appropriately plan leisure services in a variety of settings.
3. Demonstrate the ability to competently implement recreation and leisure programs and services.
4. Demonstrate the ability to satisfactorily evaluate recreation and leisure programs and services.
5. Demonstrate the ability to use appropriate leadership techniques and strategies to facilitate leisure experiences for all populations, including people with disabilities.
6. Articulate contemporary professional issues and how they impact the delivery of leisure services.

[Click here for the Recreation and Park Administration Assessment Plan](#)

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HPER GRADUATE PROGRAM

The graduate program in the School of Kinesiology and Recreation offers a Masters of Science degree in Health, Physical education, and Recreation for advanced study in Kinesiology (Athletic Training, Biomechanics, Exercise Physiology, Sport Management, Sport Psychology, and Teacher Education); Health Education (Health Education/Promotion) and Recreation (Recreation/Park Administration; Therapeutic Recreation).

Upon completion of this sequence, the student will:

1. Demonstrate understanding of advanced disciplinary knowledge pertaining to Kinesiology, Health Education, and Recreation through lecture attendance, examination, discussion, and other critical thinking activities.
2. Demonstrate application of advanced professional knowledge pertaining to Kinesiology, Health Education, and Recreation through laboratory, professional practice, independent study, workshop and other applied activities.
3. Demonstrate advanced ways of knowing and understanding Kinesiology, Health Education, and Recreation through research and statistical activities.
4. Demonstrate application of disciplinary or professional knowledge by completion of a culminating experience such as a thesis, research synthesis, and/or other dissemination activity.

[Click here for the Graduate Program Assessment Plan](#)

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