DEPARTMENTAL MISSION STATEMENT (from Strategic Plan 2008-2009)
The department prepares individuals as scientists, educators, and practitioners. Students prepare for K-12 teaching in physical education and health education, a career in athletic training, or a career in health fitness/exercise science. Many of our students pursue graduate study within the discipline and/or allied health sciences, and are admitted to excellent graduate programs across the country.

The department provides an excellent learning experience for students that includes setting high expectations for student learning, writing, and critical thinking; providing a sound foundation of knowledge and skills required for a career in health or exercise science; encouraging students to explore cross-disciplinary issues such as service, community, justice, and faith; and preparing students for graduate study.

Additionally, opportunities for students to engage in research and service learning are integrated across programs and majors.

In addition to the preparation of students within the major and minor, the department is committed to helping each student at Gustavus improve his or her knowledge and commitment to lifetime activity and wellness. The general education program offered by the department challenges students to engage in physical activity, improve fitness, and acquire the knowledge and skills needed to establish a healthy lifestyle.

Yet another important element within the mission of the department of Health and Exercise Science is to support the mission of the college by addressing global issues, vocation, service, justice, community, and excellence within the majors, and other courses offered by the department. As models, teachers, mentors, and members of the community, we encourage students to fully explore intellectual, physical, emotional, social, spiritual, and cultural dimensions of wellness, and to become life long learners.

And finally, the department values its role in providing service to the College. By offering FTS courses, writing courses, courses designed for students enrolled within elementary or secondary education, anatomy and physiology courses for students in other majors and allied health programs, the department illustrates a deep commitment to service.

DEPARTMENTAL GOALS (From Strategic Plan, 2008-2009)

Academic Focus
Goal 1. Provide majors and a minor that effectively prepare students for a career within the discipline and for graduate study.

Goal 2. Facilitate student-faculty research, and provide mentoring to students who apply for graduate school admission.

Goal 3. Integrate within the majors and minor liberal learning skills including reading, writing, and speaking; appreciation of diversity and global issues; commitment to service; and critical thinking.
Goal 4. Facilitate exploration of personal and professional values that enable students to recognize the importance of lifelong learning and commitment to community and discipline.

Broader Goals
Goal 5. Continue to support the College by offering courses that support majors within other departments and pre-professional programs.

Goal 6. Provide a quality general education program that includes opportunities for students to enhance personal fitness and health through acquisition of knowledge and skills needed to establish an active lifestyle that promotes wellness and prevents disease.

Goal 7. Secure appropriate funding to support further development of departmental programs and to purchase essential equipment.

HEALTH EDUCATION MAJOR

DESCRIPTION
Majors in health education are preparing for secondary teaching, career opportunities with community health service organizations, and adult health education. The majority of students combine the health education major with a second major in a related field such as physical education, health fitness, or athletic training and complete the sequence of courses for teacher licensure. Students who go on to graduate school select programs in community or public health, school health, nutrition, or health promotion.

MISSION
The health education major prepares students to be life-long learners with a deep commitment to both individual and community health. They develop knowledge across the ten learning indicators established by Healthy People 2010, and can clearly articulate the need for balance among physical, emotional, social, mental, vocational, and spiritual well-being. In addition to a sound foundation of health-related knowledge, students acquire communication, decision-making, problem solving, critical thinking, technology, program planning, and other essential skills fundamental to teaching health education in varied settings. Students are well prepared for a career in public school teaching, community or public health, and/or graduate study in a related field.

HEALTH EDUCATION LEARNER OUTCOMES –Matched to Departmental Academic Goals 1-4

HES Department Goal 1.0
Health Education Program Learner Outcomes- Students will:
1.1 Know current health-related research and concepts within the discipline, and value lifelong learning as a means to stay current within the field of health education.
Assessment:
Development, presentation, and oral defense of the ePortfolio spring of the senior year, or during student teaching. Rubric for evaluation of ePortfolio applied by departmental faculty. (See attached document.)
Review advocacy and analysis of health-related data based essays, Senior Seminar.

1.2 Demonstrate proficiency related to the eight national competencies for professional preparation within the discipline as established by the American Association of Health Education (AAHE).
   Assessment:
   NCATE-AAHE national accreditation self-study and review.
   MN-Board of Teaching accreditation state review.

HES Department Goal 2.0
Health Education Program Learner Outcomes - Students will:
2.1 Review current research-related readings within the discipline of Health Education and write research-based essays using appropriate language and concepts.
   Assessment:
   Analysis of essays and writing assignments within multiple courses including Senior Seminar, and assessment of appropriate artifacts with reflections/rationale in ePortfolio.

2.2 Explore research opportunities within the discipline and venues for professional presentation and publication.
   Assessment:
   Completion of varied assignments within HES 229, Introduction to Coordinated School Health Education and readings/critical analysis questions in HES 397, Senior Seminar. Faculty mentoring of research opportunities for interested students.

2.3 Explore graduate school opportunities and learn how to evaluate graduate programs based on student interests and needs and quality of program, know how to complete the application process, and navigate the graduate school web site of a university.
   Assessment:
   Completion of graduate school web-based exercise in HES 397, Senior Seminar in Health Education, and oral presentation of what was learned will improve knowledge of graduate school opportunities and processes.
   Provided funding from the College is available, survey graduates with a major in Health Education to determine how many have completed a graduate degree and in what field. This project would occur every five years beginning Fall 2011.

HES Department Goal 3.0
Health Education Program Learner Outcomes – Students will:
3.1 Acquire information regarding critical thinking, decision-making, problem solving, and communication skills models, and be able to apply these skills to School Health Education.
   Assessment:
   Exercises and written assignments within multiple courses required for the major. Emphasis on life skills models, theory, and application to real-world school and community-based scenarios in HES 229, HES 355, and HES 397.
   Analysis of HES 397, Senior Seminar essays – critical argumentation techniques. Review and faculty rating of artifacts, reflections, and rationales within the senior ePortfolio.

3.2 Develop writing skills with peer and instructor feedback and apply to controversial topics and issues within the discipline.
Assessment:
Writing assignments that are discipline-specific are included within the majority of Health Education required courses and assessed using varied rubrics. In addition to an FTS (WRITI course), majors in Health Education must satisfactorily complete the following writing courses: HES 201, HES 355, HES 397. The quality of student writing within artifacts and pages included within the senior ePortfolio is also assessed by departmental faculty.

HES Department Goal 4.0
Health Education Program Learner Outcomes – Students will:

4.1 Develop a personal health education philosophy that reflects theory, research, and ethical principles based on the SOPHE Code of Ethics for Health Educators.
Assessment:
Analysis of the Ethics Case Studies in Senior Seminar and three essays written within HES 397, Senior Seminar.
A written philosophy statement that addresses clear criteria must be included within the senior ePortfolio.

4.2 Develop and articulate a sense of vocation and service to community.
Assessment:
Critical analysis assignments based on readings by Parks and Palmer within HES 397, Senior Seminar focus on vocation, calling, and service.

*The three major vehicles for assessment of Learner Outcomes beyond assignments with courses includes:
Senior ePortfolio and Oral Defense
NCATE/AAHE/MN Board of Teaching Self-Study conducted every seven years.
Senior exit interview with all majors.

RUBRIC COMPLETED BY HES FACULTY
Assessment- Senior e-Portfolio

Each faculty member within the student’s major field of study is asked to review the student portfolio a few days prior to the formal presentation to faculty. Links to the student portfolios will be sent ten days prior to the presentations. Faculty members are asked to review the portfolio based on the RUBRIC elements and complete this brief analysis. The analysis will be of value to the student as the faculty members present will better be able to pose questions and offer meaningful comments.

Individual Faculty Member Reviews Each Portfolio Prior to Defense

Faculty Member’s Name ________________________________
Portfolio Created By (Student Name): ________________________________

Comments and Suggestions
1. Overall Quality and Appropriateness of Artifacts Included Within the Portfolio
2. Overall Quality of Reflections Within the STANDARDS TABLE
(Each faculty member reviews the reflections for their discipline.)

   A. How well reflections are written

   B. How accurately the reflection explains the choice of artifact

   C. How well the artifact and reflection matches the NASPE or AAHE standard

3. Overall Professionalism Reflected within the Portfolio
   A. Writing and Appropriate Language

   B. Appropriateness and Relevance of Philosophy Statements to the Disciplines

   C. Quality of Layout and Design

   D. Other Indicators of Professionalism

4. Final Comments on Review of Portfolio Prior to Oral Presentation
   A. Positive Comments

   B. Suggestions for Improvement

RUBRIC – ORAL PRESENTATION AND DEFENSE OF THE
FINAL SENIOR e-PORTFOLIO
(Completed by Faculty Members During the Defense)

Faculty Member’s Name ______________________________
Portfolio Created By (Student Name): _______________________

Beginning:
The e-Portfolio was presented but reflections and artifacts matched less than half the standards for each major; inadequate quality of reflections and artifacts; quality of presentation/defense raised major concerns.

**Developing:**
The e-Portfolio was presented; reflections and artifacts adequately matched three-fourths of the standards for each major; reflections and artifacts need fairly significant revision; quality of presentation/defense raised some concerns.

**Appropriate:**
The e-Portfolio was presented; reflections and artifacts adequately matched all standards for each major; reflections and artifacts were well written with some revision needed; quality of presentation/defense was very good.

**Exemplary:**
The e-Portfolio was presented; reflections and artifacts included were excellent examples for all standards for each major; reflections and artifacts were well written with minimal revision needed; quality of presentation/defense was very professional.

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<th>Element</th>
<th>Beginning=1</th>
<th>Developing=2</th>
<th>Appropriate=3</th>
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<td>Appearance, Language, Behaviors</td>
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<td>Knowledge of Discipline(s) As Reflected in Responses to Questions</td>
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<td>Level of Preparation for Presentation</td>
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<td><strong>Quality of Content within the Portfolio</strong></td>
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<td>Appropriateness of Artifacts Selected</td>
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<td>Quality of Writing and Preparation of the Portfolio</td>
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<td>Quality of Elements Included Beyond Basic Requirements</td>
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<td>Reflections and Artifacts Appropriately Match the 6 NASPE and 8 AAHE</td>
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Standards

**Professional Design and Format of the Portfolio**

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<th>Sub-Totals/Per Column</th>
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Total Score: ____________

Divided by Eight Equals Final Rating of The Portfolio by the Individual Faculty Member: ________

Portfolio Advisor collects all Rubrics and Calculates the MEAN portfolio score.

* PASSING SCORE = 2.5 or Higher

** If Score is lower than 2.5, student must revise the e-Portfolio until acceptable rating by Portfolio Advisor or a Grade of FAIL will be recorded for HES 090.

(TENTATIVE FOR THIS SPRING TO SEE HOW THIS WORKS.)

Final Positive Comment(s) Regarding Presentation:

Most Important Suggestion(s) for Further Improvement:
HEALTH FITNESS MAJOR

DESCRIPTION
The health fitness major is a broad-based major designed to prepare students for a variety of careers in health and wellness such as corporate fitness, cardiac rehabilitation, health promotion, and public health. Students may also continue in a number of graduate study programs including human performance, community health, health promotion, sports management, dietetics, and recreation studies. Requirements for the major include knowledge and skills necessary for professional certifications from the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Preparation for these certifications requires application of knowledge and skill through written examinations and hands-on laboratory and practicum evaluation activities. This major is often combined with a second academic major such as athletic training, business, psychology, communication studies, or health education. Other students choose to combine health fitness with a pre-professional health program such as occupational therapy or physical therapy. Research experience is an important piece of the program. Students develop research proposals, engage in data collection, reduction, and statistical analysis, and present projects at regional and national professional venues. Opportunities for research are provided through curriculum requirements and independent projects. Each student also must complete a fulltime, 12 to 15 week internship (total of 420 hours). These experiences are typically in the settings such as corporate fitness, clinical, health promotion, or rehabilitation.

MISSION
The mission is to help students develop their full potential as scholars, citizens and future leaders of our profession and our society. Students also explore all of the dimensions of human health. The nature of the material in all health fitness core courses encourages diversity of thought, action and social involvement. Students will be challenged to apply these concepts to their profession and to their lives and to become effective advocates for healthy lifestyles.

STUDENT OUTCOMES/ASSESSMENT
Students will:
1. Demonstrate an understanding and apply the basic principles of exercise science, health promotion and aspects of human wellness and lifelong health.
   ASSESSMENT: Evidenced by coursework, presentations and performance on exams in all courses required for the major and performance evaluations in the senior capstone courses and experiences in HES-350, Fitness Specialist and HES-351, Essentials in Personal Training and HES-368, Health Fitness Internship. The internship requires 420 hours in fields related to the major.

2. Demonstrate an understanding of all the materials required to sit for the American College of Sports Medicine (ACSM) Health Fitness Specialist and/or Personal Trainer Certification Exams and/or National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) and/or Personal Training (CPT) Certification Exams upon graduation.
   ASSESSMENT: Evidenced by examinations in HES-350, Fitness Specialist and HES-351, Essentials in Personal Training. Also evidenced by the passing rate of students who take the ACSM and NSCA exams from those organizations. In addition, periodic alumni surveys will collect information regarding professional certifications.
3. Critically read and apply current research principles in the field of exercise science and health promotion and to present personal research at appropriate venues.

   **ASSESSMENT:** Evidenced by performance evaluations in HES-220, Research and Statistics in Exercise Science, Also, evidenced by completion of HES-092. HES-092 requires students to present their research at meetings outside of the college such as the Northland Chapter of the ACSM, the National ACSM, the National Conference on Undergraduate Research, and/or other disciplinary organizations. Students who do not present research off campus will present their research on campus at venues such as the Collaboration of Creative Inquiry and/or special designated sessions scheduled within the department.

4. Demonstrate an understanding of the responsibilities and ethical issues of the fitness/health professional and to prepare students for post graduation opportunities in exercise science and health promotion.

   **ASSESSMENT:** Evidenced by performance evaluations on papers, presentations, and exams in HES-398, Health Fitness Seminar, and HES-368, Health Fitness Internship.

5. Demonstrate an understanding of the principles and develop the skills to work with diverse populations, including individuals with health conditions such as cardiac disease, diabetes, obesity, etc.

   **ASSESSMENT:** Evidenced by performance evaluations on papers, presentations, and exams in HES-398, Health Fitness Seminar, and HES-368, Health Fitness Internship.

**ATHLETIC TRAINING MAJOR**

**DESCRIPTION**

Gustavus Adolphus College offers a comprehensive curriculum program for students that are interested in the athletic training field. As only one of two athletic training education programs in Minnesota liberal arts institutions, we offer students the advantages of a liberal arts education along with the ability to earn national certification. Gustavus Adolphus College is Minnesota's second oldest accredited program, through the Commission on Accreditation of Athletic Training Education. Through a combination of core athletic training classes, clinical laboratory courses, and clinical experiences with 25 collegiate athletic teams at Gustavus, sport teams at St. Peter High School, outpatient rehabilitation clinics, Gustavus Student Health Services, and local clinics, students acquire knowledge and skills necessary to be successful in the profession of athletic training or other allied health care fields. After completion of the program students are well prepared to begin careers as athletic trainers in the multitude of settings utilizing certified athletic trainers to provide healthcare. Students are also well prepared for graduate study in athletic training or related fields.

**MISSION**

Parallel to the Mission of Gustavus Adolphus College, the mission of the Athletic Training Education Program is to provide students with a comprehensive learning experience that leads to a mastery of athletic training educational competencies. Within the context of an interdisciplinary and broad general undergraduate education, the ATEP prepares students for a career within their chosen field and/or graduate study.
ATEP-GOALS
The graduate will:

Become a life-long learner and leader in athletic training.

Become a highly effective team member, critical thinker, decision maker, and problem solver.

Possess the knowledge and skills needed to contribute to the health and wellness of society.

Develop the knowledge and skills to successfully achieve national certification.

Acquire the basic knowledge, skills, and experience to understand and present current health related research.

Develop a commitment to community and professional service and the skills of leadership.

LEARNER OUTCOMES AND ASSESSMENTS

HES Department Goal 1.0
Athletic Training Education Program Learner Outcomes- Students will:

1.1 Demonstrate proficiency related to the national competencies for professional preparation within the discipline as established by the Commission on Accreditation of Athletic Training Education (CAATE).

Assessment:
Maintenance of accreditation by CAATE
CAATE self-study and review.
CAATE Site Visit

HES Department Goal 2.0
Athletic Training Education Program Learner Outcomes - Students will:

2.1 Continue to embed evidenced-based medicine into coursework. Through discussion and encouraged of student critical thinking promote the belief that students can undertake relevant and worthwhile research projects.

Assessment:
Our goal is to have one student-faculty research project completed each year. Faculty will arrange for a mentor for any interested student and their research interest. Faculty will also help students identify appropriate venues for presentation or publication if the student is interested. Students will complete a literature review and present a case study during the course of the program.

HES Department Goal 3.0
Athletic Training Education Program Learner Outcomes – Students will:

3.1 Develop reading, writing, and speaking skills.

Assessment:
Completion of course readings, assignments, and presentations. Clinical experiences will allow for development of writing through patient charts, speaking skills through presentations to coaches, physicians, and patients.

3.2 Explore issues related to diversity in health care.

Assessment:
Evaluation of Foundational Behaviors of Professional Practice during clinical rotations.

3.3 Develop a commitment to service to others.

Assessment:
Participation in volunteer activities.
Patient and community education.
Course assignments and clinical rotations.

3.4 Develop critical thinking, decision-making, and problem solving skills.

Assessment:
Exercises and written assignments within multiple courses required for the major.
Successful completion of clinical rotations and their clinical proficiencies.

HES Department Goal 4.0
Athletic Training Education Program Learner Outcomes – Students will:

4.1 Know current health-related research and concepts within the discipline, and value lifelong learning as a means to stay current within the field of athletic training.

Assessment:
Development of a literature review within the field of athletic training.
Evidence-based education embedded throughout the program (mandated by CAATE).
Development of a presentation on position statements from our field.
Athletic trainers that obtain certification are required to obtain continuing education to maintain certification.

4.2 Develop professionalism, ethical behavior and personal beliefs regarding important issues within the profession.

Assessment:
Evaluation of Foundational Behaviors of Professional Practice during clinical rotations.
Completion of coursework, specifically HES 349, on professional and ethical topics.
Course discussion on important issues in the profession.
Senior Exit Interviews.
PHYSICAL EDUCATION MAJOR

PHYSICAL EDUCATION LEARNER OUTCOMES –Matched to Departmental Academic Goals 1-4

DESCRIPTION
Physical Education majors prepare for careers related to the study of human movement. This major is generally combined with a second academic major such as health education, teaching licensure, and a minor in coaching. Many graduates teach at the elementary or secondary level and some pursue graduate study in physical education or kinesiology related fields such as exercise physiology, adapted physical education, sports pedagogy, and sports management.

MISSION
The primary mission of the Physical Education major is to provide quality academic professional preparation for students in areas related to the study of human movement, especially as it supports the pursuit of life-long physical activity and well being. The program aims to prepare future leaders who will positively impact the health behaviors and physical well being of individuals and of society through the education and promotion of life-sustaining and life-enhancing pursuits. Study is broad based, with emphasis on motor skills, fitness, scientific principles, teaching strategies, and program development. The balanced program provides students with numerous experiences to enhance their professional development. The successful completion of the Physical Education major integrates the liberal arts and sciences with thorough professional preparation for students who are pursuing a career in teaching. The major embeds national and state competencies and standards to achieve on-going accreditation through NCATE, the Minnesota Board of Teaching, and the National Association for Sport and Physical Education (NASPE).

PHYSICAL EDUCATION MAJOR -GOALS
The graduate should:
1. Develop the knowledge and possess the skills needed to demonstrate mastery of professional competencies required by NASPE.
2. Participate in research endeavors related to physical education theory and practices both within and outside of the classroom.
3. Develop a professional disposition that exhibits excellence in relation to ethical behavior, community engagement, service to and advocacy for the physical education profession.
4. Integrate current trends and pedagogical practices into research-based philosophy, curriculum and program design as they apply to principles of life-long physical activity and well-being.
5. Develop cultural and social competence through an awareness and understanding of social justice issues and be able to effectively apply principles to future pursuits.
LEARNER OUTCOMES AND ASSESSMENTS

HES Department Goal 1.0
Physical Education Program Learner Outcomes- Students will:

1.1 Know current physical education pedagogy-related research and concepts within the discipline, and value lifelong learning as a means to stay current within the field of physical education.
Assessment:
Development, presentation, and oral defense of the ePortfolio spring of the senior year, or during student teaching. Rubric for evaluation of ePortfolio applied by departmental faculty. (See attached document.)
Develop physical education topical research paper. HES209 – Intro to PE

1.2 Demonstrate proficiency related to the six national initial physical education teacher education standard for professional preparation within the discipline as established by the National Association for Sport and Physical Education (NASPE).
Assessment:
NCATE-NASPE national accreditation self-study and review.
MN-Board of Teaching accreditation state review.

HES Department Goal 2.0
Physical Education Program Learner Outcomes - Students will:

2.1 Review current research-related readings within the discipline of Physical Education and write research-based essays using appropriate language and concepts.
Assessment:
Out of class observation/research paper. HES 232 Elementary PE.

2.2 Explore research opportunities within the discipline and venues for professional presentation and publication.
Assessment:
Completion of varied assignments within HES 209, HES 224, and HES 304, all designed to facilitate exploration of active research opportunities.
Faculty mentoring of research opportunities for interested students.

2.3 Explore graduate school opportunities and learn how to evaluate graduate programs based on student interests and needs and quality of program, know how to complete the application process, and navigate the graduate school web site of a university.
Assessment:
Completion of graduate school web-based exercise in HES 397, Senior Seminar in Health Education, and oral presentation of what was learned will improve knowledge of graduate school opportunities and processes.
Provided funding from the College is available, survey graduates with a major in Physical Education to determine how many have completed a graduate degree and in what field. This project would occur every five years beginning Fall 2011.

HES Department Goal 3.0
Physical Education Program Learner Outcomes – Students will:

3.1 Acquire information regarding critical thinking, decision-making, problem solving, and communication skills models, and be able to apply these skills to School Physical Education.
Assessment:
Exercises and written assignments within multiple courses required for the major. Emphasis on reading, writing and speaking in HES 209 and 316. Emphasis on appreciation of diversity and global issues. HES 316, HES 306.
Review and faculty rating of artifacts, reflections, and rationales within the senior ePortfolio.

3.2 Develop writing skills with peer and instructor feedback and apply to controversial topics and issues within the discipline.

Assessment:
Writing assignments that are discipline-specific are included within the majority of Physical Education required courses and assessed using varied rubrics.
In addition to an FTS (WRITI course), majors in Physical Education must satisfactorily complete HES 209, a WRITD designated course.
The quality of student writing within artifacts and pages included within the senior ePortfolio is also assessed by departmental faculty.

HES Department Goal 4.0
Physical Education Program Learner Outcomes – Students will:

4.1 Develop a personal physical education philosophy that reflects theory, research, and ethical principles based on the NASPE standards and the Minnesota Board of Teaching Standards of Effective practice.
A written philosophy statement that addresses clear criteria must be included within the senior ePortfolio.

4.2 Develop and articulate a sense of vocation and service to community.
Assessment:
Critical analysis assignments based on readings by Senior Seminar, HES 209 and HES 304 focus on vocation, calling, and service.

COACHING MINOR

COACHING MINOR LEARNER OUTCOMES – Matched to Departmental Academic Goals 1-4

DESCRIPTION
The coaching minor is offered for students who are interested in pursuing a coaching position in a variety of private or public settings. The minor satisfies standards created by the Minnesota Department of Education and competencies identified by the National Association for Sport and Physical Education.

MISSION
The mission of the Coaching minor is to adequately prepare students to become successful coaches at youth, interscholastic, and intercollegiate levels. The curriculum is designed to provide a solid background in exercise physiology and injury care and prevention. Additional opportunities include the exploration of varying coaching styles, teaching sport skills, tactics, and strategies, the discussion of current coaching and sport-related ethical issues, and reaching peak performance through motivation, confidence building, goal setting, and mental imagery.
Second only to parents, coaches have been found to hold considerable influence over their athletes in areas related to socialization, individual development, and the transmission of cultural values and social expectations. Therefore, coaches are very influential in the lives of student athletes.

COACHING MINOR- GOALS
The graduate should:

Develop a coaching philosophy.
Know the legal duties of a coach.
Understand how basic physiological principles are used to develop a sport specific conditioning program.
Understand and utilize various psychological strategies specific to sport.
Prevent and care for athletics injuries and become certified in first aid and CPR.
Design a master and daily practice plan based on seasonal objectives.
Teach sport skills, concepts, and strategies utilizing effective pedagogical methods.
Gain practical experience in coaching.
Reflect upon the impact of current coaching and sport-related ethical issues.

LEARNER OUTCOMES AND ASSESSMENTS

HES Department Goal 1.0
Coaching Minor Learner Outcomes- Students will:
1.1 Know current coaching-related research and concepts within the discipline, and value lifelong learning as a means to stay current within the field of coaching education.
Assessment:
Gather information based on course evaluations administered in each of the required core courses for the minor in coaching. Use the information for program redesign and course planning. HES 302, HES 207, HES 126, HES 208

1.2 Demonstrate proficiency related to the eight national domains (coaching standards and benchmarks) within the discipline as established by the National Association for Sport and Physical Education (NASPE).
Assessment:
NASPE standards are addressed and stated within each core course required for the minor, and are regularly reviewed by the coordinator for the coaching minor. Professors meet every 2 years to discuss and review student comments within core course evaluations and the degree to which they have met national standards. HES 302, HES 207, HES 126, HES 208

HES Department Goal 2.0
Not applicable for the coaching minor

HES Department Goal 3.0
Coaching minor Learner Outcomes – Students will:
3.1 Acquire information regarding critical thinking, decision-making, problem solving, and communication skills models, and be able to apply these skills to coaching situations.
Assessment:
Exercises and written assignments within multiple courses required for the major. Emphasis on critical thinking, decision-making and problem solving in HES 302 and 207. Emphasis on appreciation of diversity and global issues. HES 302. Emphasis on structured experiences with a focus on decision-making and problem solving situations in the coaching practicum.

HES Department Goal 4.0
Coaching Minor Learner Outcomes – Students will:

4.1 Develop a personal coaching philosophy that reflects theory, research, and ethical principles based on the 8 NASPE standards. A written philosophy statement that addresses clear criteria must be completed in HES 302.

4.2 Develop and articulate a sense of vocation and service to community. 
Assessment:
Deal with community and parental situations during the coaching practicum and reflectively analyze and complete journal entries related to the experience. Gather input from athletes and parents regarding the evaluation of the coach and the program. HES 302