

EXERCISE SCIENCE (BS)

The Exercise Science (EXS) degree program includes a knowledge base in the scientific principles that underlie human movement and requires the development of basic skills in exercise assessment, prescription and programming in healthy and special populations, performance enhancement, prevention and treatment of sports injuries, nutritional principles applied to exercise and sport, patient/client interpersonal relations and professional ethics and behavior.

Students receiving this degree are qualified to pursue careers in areas such as cardiopulmonary rehabilitation, strength and conditioning, corporate fitness, sports medicine, community health and wellness, and personal training or can pursue graduate work in numerous fields related to the health, fitness, exercise sciences, and physical therapy.

The American College of Sport Medicine (ACSM), as the professional organization that establishes guidelines and competencies for the field of Exercise Science, serves as the guiding professional organization for program academic quality. The American Physical Therapy Association was the guiding professional organization used to establish the courses included for the Pre-Physical Therapy concentration.

Students should meet early and regularly with their advisor to design and monitor their program of study.

BS Concentrations

The Exercise Science (BS) program has two concentrations:

- Exercise Science General Concentration
- Exercise Science Pre-Physical Therapy Concentration

Please make sure you consult the Liberal Studies Requirements, Major Requirements, Concentration Requirements, and College Core Requirements for full degree requirements.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Exercise Science General Concentration Requirements	98
Open Electives	16
Total hours required	192

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Exercise Science Pre-PT Concentration Requirements	114
Total hours required	192

Learning Outcomes

Students will be able to:

- Describe and apply physiological principles related to skillful movement, physical activity, and fitness.
- Describe and apply psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

- Demonstrate their understanding of how the human body moves, based on the knowledge of muscles, bones, connective tissues, and the related physical laws of movement.
- Evaluate and prescribe exercise as a therapeutic modality based on concepts and theories of exercise physiology.
- Ensure that programs they may work in are comprehensive and follow professional standards based on their understanding of the central aspects of exercise science program design.
- Demonstrate their knowledge of how racism and culture impacts their professional goal of ensuring that all individuals become “physically literate individuals”.
- Provide high quality fitness evaluations and goal setting for a variety of individuals based on knowledge and skills of assessment.
- Demonstrate their knowledge and appreciation of appropriate safety issues and injury prevention protocols.
- Demonstrate their knowledge of disease prevention as it relates to healthy individuals as well as those involved in sports and exercise.
- Demonstrate their knowledge of nutrition as it relates to healthy individuals as well as those involved in sports and exercise.
- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of qualified professionals.
- Identify historical, philosophical, social, and ethical perspectives of kinesiology issues and related legislation.

College Core Requirements Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching

- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Field Experiences

Each student must complete s field experiences in appropriate settings in conjunction with courses. The field experiences must include a variety of settings, multicultural experiences, and thirty hours upon completion of coursework. All field experiences must be completed prior to final approval for internship. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Exercise Science Requirements

Internship is the culminating clinical experience in the student's program. All students must meet the following requirements before applying for internship:

Academic Requirements:

- Completion of all Liberal Studies and content Exercise Science courses.
- Overall cumulative GPA of 2.00 or better
- Meet designated program standards

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory faculty recommendations
- Attend mandatory meeting for internship candidates
- Application for internship, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for internship and complete internship and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter in which they complete their internship.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to

individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Internship Requirement

Consult with Physical Education faculty members and the office of student teaching for procedures for the internship. The internship experience is done at the very end of the program and requires all coursework for the major and liberal studies to be completed.

Internship: 10 quarter hours required, grade of B- or better require

Registration in internship requires completion of all requirements and procedures above. All students also take PE 387, Capstone Seminar with the internship (listed in the Liberal Studies section).

- PE 380 INTERNSHIP IN EXERCISE SCIENCE (10 quarter hours)

Liberal Studies Requirements

General Concentration

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
PE 387	CAPSTONE SEMINAR IN PHYSICAL EDUCATION & EXERCISE SCIENCE ²	2

¹ Students must earn a C- or better in this course.

² This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/arts-and-literature/>)

- 3 Courses Required

Historical Inquiry (HI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/historical-inquiry/>)

- 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)

- 1 Course Required
[1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/philosophical-inquiry/>)

- 2 Courses Required
• LSE 380
• 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/religious-dimensions/>)

- 2 Courses Required

Scientific Inquiry (SI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/scientific-inquiry/>)

- 2 Courses Required:
• PHY 150
• 1 SWK Course

Social, Cultural, and Behavioral Inquiry (SCBI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/social-cultural-and-behavioral-inquiry/>)

- 2 Courses Required
• PSC 120
• 1 Additional Course

Liberal Studies Requirements

Pre-Physical Therapy Concentration

Honors program requirements can be found in the individual Colleges & Schools section of the University Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4

WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning		
Not Required		
Sophomore Year		
Multiculturalism in the US		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
PE 387	CAPSTONE SEMINAR IN PHYSICAL EDUCATION & EXERCISE SCIENCE ²	2

¹ Students must earn a C- or better in this course.

² This must be taken with an internship. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/arts-and-literature/>)

- 3 Courses Required

Historical Inquiry (HI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/historical-inquiry/>)

- 2 Courses Required
(Note: One must be US History)

Math and Computing (MC) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/>)

- 1 Course Required
[1 CR Course or 1 SR Course]

Philosophical Inquiry (PI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/philosophical-inquiry/>)

- 2 Courses Required
 - LSE 380
- 1 Additional Course
(Note: PHL 100 recommended)

Religious Dimensions (RD) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/religious-dimensions/>)

- 2 Courses Required

Scientific Inquiry (SI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/scientific-inquiry/>)

- 2 Courses Required:
 - PHY 150
 - CHE 130 or CHE 120 & CHE 131

Social, Cultural, and Behavioral Inquiry (SCBI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/social-cultural-and-behavioral-inquiry/>)

- 2 Courses Required
 - PSC 120
 - PSY 105

Notes

Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit.

This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

As an Exercise Science major (EXS) you have the choice between the general concentration (EXS) and the Pre-PT concentration (EXS-PT). Both these concentrations prepare you for the same career options, but the curriculum included in the Pre-PT concentration will also include those courses required to apply to a Physical Therapy graduate program.

Specific degree requirements are determined according to the Concentration chosen by the student. Please review the concentration requirements pages for more information.

- General Concentration, Exercise Science (BS) (<https://catalog.depaul.edu/programs/exercise-science-bs/general-concentration/>)
- Pre Physical Therapy Concentration, Exercise Science (BS) (<https://catalog.depaul.edu/programs/exercise-science-bs/pre-physical-therapy-concentration/>)