ASEP Board of Accreditation

The ASEP Board of Accreditation approves and administers the accreditation plan.

Purpose Statement

The purpose of the **ASEP Board of Accreditation** is to establish academic standards for the exercise physiology profession, verify the credibility, integrity, and quality of academic programs that prepare students for professional work in exercise physiology, and identify institutions that have attained the **ASEP** standard.

ASEP Board of Accreditation

The **Board of Accreditation** works cooperatively with the educational institutions to ensure that graduates entering the exercise physiology profession are professionally prepared. The 10-member Board is comprised of representation from the college and university communities, the clinical cardiopulmonary rehabilitation sector, pure and applied exercise physiology research, the fitness industry, and health/wellness promotion. The vast array of professional experience and expertise of the Board in leadership and exercise physiology professionalism provides assurance that accreditation is fair, reliable, and effective.

Accreditation Objectives

1. Define the accepted standards of academic responsibility of an institution voluntarily seeking accreditation.

2. Through accreditation, demonstrate levels of academic performance, integrity, and quality that entitle exercise physiologists to the confidence of the profession, the communities they serve, and the general public.

Process for Achieving the Objectives

Academic institutions that wish to seek **ASEP** accreditation of an existing or a developing exercise physiology education program must show evidence of having met the required curriculum consisting of:

1. Basic science core
2. Exercise physiology content
3. Learning objectives (cognitive and laboratory)
4. Internship

SECTION 1
Curriculum and Basic Science Core

1.1 Curriculum: The curriculum should consist of:

- *basic science core*
- *exercise physiology core*
- *general education courses,* and
- *electives*

1.2 Basic Science Core: A strong science background provides a solid knowledge base so that the student can fully comprehend and appreciate the complexities of more advanced course work in the exercise physiology area. **ASEP** accreditation requires that a student complete a minimum of one course (3 units each) in three of the four major sciences (math, biology, chemistry, and physics). At least two of the basic science courses must contain laboratory experiences (at least 1 unit each). Thus, the minimal requirement in the basic science core is 3 courses with 2 labs (11 semester hours). Additionally, a course in computer science is desirable. Programs that do not require students to take a computer science course must be able to document that substantial experience in the use of a computer is being incorporated into other courses within the program. Although only 11 semester hours in the basic science core are required to meet accreditation standards, **ASEP** recommends additional units in the sciences be taken. A sample of a suggested basic science core is presented below:

Example: Suggested Courses in the Basic Science Core (29 units)

Math
College Algebra (3) essential for doing metabolic calculations and solving problems in biomechanics
College Trigonometry (3) essential for solving quantitative problems in biomechanics

Biology
Human Anatomy Physiology (8) these courses may be offered separately but are often combined into an entire year; this is the basis for many of the more advanced courses in our field including kinesiology, biomechanics, and exercise physiology
General and/or Cell Biology (4) is a good base for all other physiology courses and biochemistry

Chemistry
General Chemistry (4) a basis for exercise biochemistry and helpful for sports nutrition

Physics
Introduction to Physics (4) essential to fully grasp the concepts of kinesiology and biomechanics

Computer Science
Computer Skills (3) the student should learn skills in word processing, spread sheet data entry, graphing, Internet navigation etc. to function as an exercise physiologist

1.3 Exercise Physiology Core: ASEP requires that the content listed in Section 2 and the learning objectives stated in Sections 3 and 4 are taught. The content and objectives can be met from a variety of course offerings typically taught within exercise physiology. However, it is strongly recommended that at least 24 units of exercise physiology-related courses be taken in order to meet these requirements. A sample of a suggested exercise physiology core is presented below.

Example: Suggested Courses in the Exercise Physiology Core
(32 credits)

First Aid / CPR (2)
Movement anatomy/kinesiology (3)
Biomechanics (3)
Introductory and Advanced Exercise Physiology (6)
Exercise testing prescription (with ECG)(3)

Exercise biochemistry (3)
Sports nutrition (3)
Statistics research design (3)
Internship (6)

1.4 Suggested Electives: The career options for a student of exercise physiology are varied and numerous. The basic science core and the exercise physiology core are intended to provide comprehensive, but general, academic preparation for all exercise physiologists. The basic science core and exercise physiology core should be supplemented with elective courses that complement the students career goals and interests. While **ASEP** does not place any requirements on what elective courses should be included in the curriculum, the following are some suggestions for various subdisciplines or common career paths of exercise physiologists.

Subdiscipline (career) Exercise Specialist for Special Populations (cardiac rehabilitation, gerontology, etc.)

Corporate Fitness Director

Personal Trainer

Strength; Conditioning Coach

Graduate School Preparation (Researcher, University Professor)

Suggested electives study ACLS certification, courses relevant to the population (pediatrics, aging, cardiac
rehabilitation, etc.)

Leadership management, wellness

minor in business/marketing

neuromuscular physiology

advanced exercise physiology, research methods, statistics, teaching methods

1.5 Total Units: The degree (emphasis) in exercise physiology should represent a comprehensive area of study. **ASEP** requires that the total units (basic science core, exercise physiology core, general education courses, and electives) for an accredited program be a minimum of 120 semester hours.

1.6 Summary: The curriculum requirements imposed by **ASEP** are minimal so that academic programs have the freedom to address the required content areas (Section 2) and learning objectives (Sections 3 and 4) in ways that best suit their needs and constraints. Adhering to the course examples presented in this section would meet the curriculum requirements, most likely address all the learning objectives, and be feasible to complete in the traditional 4-year period:

Basic Science Core = 29 units (11 required) Exercise Physiology Core = 32 units (meeting required content areas; learning objectives) General Education = 50 units

Additional Electives = 13 units Total = 124 units

SECTION 2

Required Content in the Exercise Physiology Core

Academic programs seeking **ASEP** accreditation must teach the broad content areas listed below. The course listing in parenthesis refers to the course in which this content area would most likely be found.

2.1 Basic first aid and cardiopulmonary resuscitation skills (following the procedures approved by certifying agencies such as the American Red Cross or the American Heart Association). It is recommended that those seeking a specialization in cardiac rehabilitation pursue advanced cardiac life support (ACLS). Note: Verification of current certification waives this requirement for students. (First Aid CPR)

2.2 Basic but comprehensive overview of the structure and function of the systems of the human body to include all the systems of the body: circulatory, immune, respiratory, digestive, urinary, reproductive, skeletal, muscular, nervous, and endocrine systems. (Human Anatomy; Physiology)

2.3 A detailed study of the skeletal and muscular systems to include identification of the origin, insertion, and action of the major muscles. Students should become proficient in the use of directional and movement terminology and be able to classify movement levers and identify the plane/axis as well as the agonists and antagonists in a movement. (Movement Anatomy or Kinesiology)

2.4 Advanced application of muscle mechanics and physiology to sport and human movement patterns to include the analysis of kinematics and kinetics, linear and angular kinematics and kinetics, loads and injuries of joints, and movement in a fluid medium. (Biomechanics)

2.5 A study of wellness topics and physical fitness concepts to include the health-related components of fitness, fitness assessment, and basic exercise program design. (Exercise Prescription or Introductory Exercise Physiology)

2.6 A study of the energy systems (metabolic pathways, conversion of food to energy, and measurement of this energy), the cardiorespiratory system, and the neuromuscular system, and how these systems respond and adapt to exercise. (Introductory Exercise Physiology)

2.7 A study of advanced exercise physiology topics to include body composition, endocrine/hormonal response to exercise, environmental physiology (heat/cold, hyper/hypobaric), exercise; aging, and gender differences. (Advanced Exercise Physiology)

2.8 Practice using commonly used field and laboratory testing devices for the purpose of fitness assessment, clinical analysis, collection of research data, and the improvement of sport performance. (Exercise Physiology Laboratory)

2.9 A study of chemistry and molecular biology as it relates to exercise to include basic genetics, bioenergetics, enzyme regulation, catabolism and synthesis of different fuels during exercise, and the interactions between liver, skeletal muscle, and adipose tissue metabolism during exercise. (Exercise Biochemistry)

2.10 A study of the six fundamental nutrients carbohydrates, fats, proteins, vitamins, minerals, water and their role/importance in exercise, as well as ergogenic aids and supplementation, weight

gain/loss/maintenance, eating disorders, nutritional fads and consumer nutrition/food labeling. (Sports Nutrition)

2.11 A detailed study of the anatomy of the heart and electrical conduction system to include preparing a subject for a 12-lead ECG and reading a 12-lead ECG to include rate, rhythm, heart blocks, axis, hypertrophy, and injury. (Electrocardiography)

2.12 Practical study of submaximal and maximal exercise tests using a variety of testing apparatus to include contraindications for testing, testing procedures, guidelines for stopping a test, interpretation of the test data, and exercise recommendations. (Exercise Testing; Prescription)

2.13 Introduction to organizing, analyzing, and presenting data with basic descriptive (measures of central tendency and variance or dispersion) and inferential (t-tests, ANOVA, and simple prediction/regression) statistics; the use of computer applications (SPSS, SAS, etc.) should be encouraged. (Introductory Statistics)

2.14 Walk students through the basics of conducting research to include the formulation of an idea, the planning of a study, the collection of data, the analysis of data, and the presentation of the results. Basic research concepts such as quantitative versus qualitative research, hypothesis testing, and controlling for extraneous variables should be introduced. (Research Design)

2.15 Provide supervised practical experience(s) in the specialization area in which the student anticipates a career. A diary/log should be recorded with comments relative to what was good and bad about the experience. (Internship)

SECTION 3

Cognitive Learning Objectives

The objectives are grouped with suggested courses. Although the courses may vary between institutions, the objectives are required; An academic program must demonstrate that 90% (50 of 56) of the objectives are being taught for **ASEP** accreditation.

The student should be able to:

Lifetime/Personal Fitness:

3.1 Recognize the extent to which physical inactivity is a public health problem and a major contributing factor to certain diseases, and know the minimal physical activity recommendations for the prevention of hypokinetic diseases.

3.2 Identify the health-related components of fitness (cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition), demonstrate knowledge of how they are assessed, and recognize personal strengths/weaknesses relative to these components following a fitness appraisal.

3.3 Demonstrate knowledge of basic fitness and exercise training principles as well as the benefits of exercise.

First Aid CPR:

3.4 Perform artificial respiration and cardiopulmonary resuscitation.

3.5 Recognize various emergency situations and demonstrate the skills to help sustain life and to minimize pain and the consequence of an injury or sudden illness until professional medical help arrives.

Movement Anatomy/Kinesiology:

3.6 Memorize and use proper anatomical terminology associated with body structures, directional location and movement.

3.7 Be able to identify skeletal and joint structures and demonstrate knowledge of their function in human movement.

3.8 Be able to identify and explain the movement function of muscles including their origin, insertion, and action.

3.9 In addition to the skeletal and muscular systems, demonstrate a basic knowledge of other structures that are vital to human movement such as the nervous system (including reflex pathways and proprioceptors).

3.10 Identify joint movements and recognize which muscles are involved and what their specific roles are in complex human movements.

3.11 Demonstrate an elementary knowledge of basic biomechanical concepts to include anatomical lever systems, stability, and laws of motion.

Biomechanics:

3.12 Demonstrate knowledge of kinetics and kinematics and explain the ways in which they are related.

3.13 Be able to solve quantitative problems involving vector quantities.

3.14 Demonstrate knowledge of the biomechanics of bone growth and development as well as joint articulations.

3.15 Demonstrate knowledge of the biomechanics of the upper extremity, lower extremity, spine and pelvis as related to internal and external forces.

3.16 Explain the purpose of a variety of biomechanical research equipment including electromyography, force plates, 3-D cinematography, computerized vector analysis and high speed film analysis.

3.17 Recognize risks associated with biomechanical stress, extrinsic forces, and physical demands inherent in the performance of motor skills common to various sports.

3.18 Be able to apply biomechanical principles to a broad range of movement activities.

Exercise Physiology:

3.19 Demonstrate knowledge of physical fitness tests and proficiency in using field and commercial fitness testing equipment and the testing protocols for the measurement of aerobic and anaerobic cardiorespiratory fitness, power, muscular strength and endurance, flexibility, and body composition through laboratory experiences.

3.20 Gain an understanding of the relationship of exercise physiology to the broader sports medicine field and identify professional societies in which to participate.

3.21 Demonstrate an understanding of bioenergetics, recognizing the different metabolic systems, their interaction, regulation, and how they apply to exercise.

3.22 Demonstrate an understanding of the physiological and metabolic processes that facilitate exercise recovery.

3.23 Understand the concepts involved in measuring energy, work, and power and describe the means by which the energy cost of exercise can be estimated and measured (including metabolic calculations).

3.24 Demonstrate an understanding of the structure, function, mechanics, and control of the cardiorespiratory system to include ventilation, gas transport and exchange, hemodynamics and cardiac output during rest and exercise.

3.25 Demonstrate an understanding of the structure, function, mechanics, and control of the neuromuscular system to include synaptic transmission, proprioception, muscle contraction, and fiber typing.

3.26 Describe what a hormone is and demonstrate an understanding of the significance of specific hormones with respect to exercise.

3.27 Expound upon why and how flexibility is related to health and athletic performance.

3.28 Demonstrate an understanding of the methods of body composition assessment, recognize healthy values for body fat, and what impact body composition has on athletic performance.

3.29 Recognize the differences in the physiological response to exercise as one progresses through the life span.

3.30 Demonstrate knowledge of the physiological adaptations that occur with exercise training.

3.31 Identify differences in physiology between men and women that impact exercise performance and recognize the effect of the menstrual cycle and pregnancy on fitness.

3.32 Recognize the methods of heat transfer in the body and the physiological adjustments that occur during exercise in extreme temperatures, and identify strategies to reduce thermal injury.

3.33 Demonstrate an understanding of the gas laws, acclimatization, and how performance is affected by exercise at extreme altitudes.

Exercise Biochemistry:
3.34 Apply thermodynamic principles and demonstrate an understanding of the basic concepts of metabolism.

3.35 Explain the basic concepts and kinetics of enzymes.

3.36 Explain the mobilization, utilization, and regulation of substrates at rest and exercise and the corresponding role of skeletal muscle, the liver, and adipose tissue.

3.37 Explain the pathways of biosynthesis and their role in metabolism.

Sports Nutrition:

3.38 Demonstrate an understanding of basic nutrition concepts by differentiating between essential and nonessential nutrients, duplicating the food guide pyramid, and having a working knowledge of the RDA.

3.39 Recognize dietary misconceptions and fads and the impact that these can have on health and physical performance.

3.40 Demonstrate knowledge of human bioenergetics and metabolism and how this relates to the dietary needs of the athlete prior to, during, and after competition.

3.41 Explain the function of carbohydrates, fat, protein (amino acids), vitamins, minerals, and water and electrolytes and their role in athletic performance.

3.42 Recognize the factors affecting body composition and the methods of determining body fat, as well as the principles of weight control and the signs and symptoms of common eating disorders.

3.43 Explain the effect of a variety of ergogenic aids, dietary supplements, and nontraditional dietary practices on human physical performance.

3.44 Evaluate the nutritional profile of an athlete and make appropriate recommendations.

ECG Interpretation & Exercise Testing:

3.45 Demonstrate an understanding of the electrophysiology of the heart.

3.46 Demonstrate strategies for health screening/risk stratification and identify contraindications to exercise testing.

3.47 Identify various stress test protocols and be able to select a protocol appropriate for the client and the testing situation.

3.48 Interpret the results of an exercise test and design an exercise prescription appropriate for the client's capacity and goals.

Statistics & Research Design:

3.49 Demonstrate knowledge of the scientific process to include the formulation of a hypothesis, experimental design, data collection, data analysis, and the reporting of results.

3.50 Read, synthesize, and critique exercise science and sports medicine literature, and be able to distinguish between lay publications and peer-reviewed journals.

3.51 Develop and demonstrate competence in research, library, and computer skills by using library resources, including computer databases, to search for literature and using statistical computer software to analyze data.

3.52 Conduct a mini research project and write a databased report about the project.

3.53 Present research in an oral/poster format.

3.54 Demonstrate knowledge of statistical analysis to include the organization and display of data and basic descriptive and inferential statistical procedures.

Internship:
3.55 Integrate the knowledge obtained through classroom and laboratory experiences into an independent (supervised) work setting.

3.56 Synthesize the pros and cons of the internship experience and develop strategies to improve the operation of the facility where the internship took place.

SECTION 4
Laboratory Skill Objectives

An academic program *must* demonstrate that 90% (13 of 15) of the objectives are being taught for ASEP accreditation.

The student should be able to:

4.1 Calibrate commonly used testing apparatus (bicycle ergometer, treadmill, and scale).

4.2 Prepare a laboratory for testing and take basic pre-test measurements (temperature, barometric pressure, and humidity).

4.3 Identify contraindications to exercise testing and make appropriate risk stratification based on health screening information.

4.4 Palpate resting and exercise heart rate.

4.5 Assess resting and exercise blood pressure using manual sphygmomanometry.

4.6 Conduct a variety of submaximal tests that estimate aerobic capacity, using tests and exercise modes appropriate for the client (examples include Astrand or YMCA bicycle ergometer test, YMCA or NYU step test, Cooper 12-min. run or Rockport walk).

4.7 Estimate energy expenditure, workload, and oxygen consumption by mathematical calculation of metabolic prediction equations.

4.8 Prepare a client for a 12-lead ECG and record a resting and exercise 12-lead ECG.

4.9 Read and systematically interpret an ECG to identify rate, rhythm, axis, blocks, and injury.

4.10 Conduct a maximal graded exercise test using a protocol and exercise mode appropriate for the client.

4.11 Detect the ventilation threshold and use established criteria to determine if maximal oxygen consumption was achieved.

4.12 Conduct commonly used tests of static (hand grip dynamometry) and dynamic (1RM) muscular strength.

4.13 Assess flexibility using a variety of commonly used tools, such as a goniometer and a sit-and-reach box.

4.14 Assess body composition by means of skinfold measurements or hydrostatic weighing.

4.15 Conduct commonly used tests of anaerobic and explosive power, such as the Wingate test and the vertical jump test.

SECTION 5
Faculty, Facilities, and Equipment

5.1 Faculty: ASEP accreditation *requires* that there be at least one exercise physiologist with a terminal degree (PhD or equivalent) employed as a full-time faculty member within the exercise physiology program. Furthermore, a significant portion of the courses taught within the exercise physiology core should be taught by an exercise physiologist with a terminal degree.

5.2 Internship: The internship is an integral part of developing the exercise physiology student into a healthcare professional. Regardless of the specialty area of the internship (i.e., health, fitness, clinical, cardiac rehabilitation, etc.), **ASEP** *recommends* that the on-site internship supervisor has at least an undergraduate degree with an emphasis in exercise physiology from an **ASEP-accredited program** or a related degree with additional supporting certification.

5.3 Class Size: ASEP does not stipulate a maximal student/teacher ratio. However, this will be evaluated on a case-by-case basis. Excessive numbers of students in a course or section hinder the learning process, and limits should be placed on class size that correspond with the particular course and facilities. The equipment available will limit class size in laboratory courses.

5.4 Facilities/Equipment: There are no explicit requirements established for the facilities and equipment that must be maintained by an exercise physiology program. However, the facilities and equipment must be sufficient to support the required cognitive learning objectives (see Section 3) and the laboratory skill objectives (see Section 4). The facilities and the amount of equipment should adequately support the number of students in the program. Facilities and equipment will be evaluated on a case-by-case basis.

SECTION 6
Self-Study and Submission Procedures for Accreditation

6.1 Letter of Intent: The department chair or program director of the exercise physiology program must submit a letter of intent with their self-study materials. This letter should state a desire to be evaluated and accredited by **ASEP** and indicate a commitment to developing and maintaining standards set forth by **ASEP**.

6.2 Self-Study: ASEP requires that the program completes and submits a detailed self-study. Five copies of all materials must be submitted to the Chair of the BOA. The copies will be distributed to select

accreditation committee members. One copy will be kept on file at the **ASEP National Office** and one copy will be kept with the Chair of BOA. The self-study should include the following:

6.2.1. An overview of the exercise physiology program. *This overview must include documentation that a minimum of 120 semester units are required for graduation, 11 semester units are required in the basic sciences (see Section 1), an exercise physiology course is required, as well as a 6-unit internship.*

6.2.2. Course descriptions of the courses that constitute the basic science core.

6.2.3. The course syllabi from all of the courses within the exercise physiology program. *The syllabi should clearly indicate that the required cognitive and laboratory skill objectives are being presented. If the objectives in Sections 3 and 4 are not explicitly present in the course syllabi, a suitable alternative must be provided that clearly indicates how these objectives are being met.*

6.2.4. The vitae of all faculty that teach courses in the exercise physiology program. *Indicate which courses each faculty member teaches. Additionally, provide documentation that verifies the qualifications and credibility of on-site internship supervisors.*

6.2.5. The number of students in the exercise physiology progra*m. The number of students permitted in laboratory sections must be reported. Typical lecture class size and any class size limits should also be noted.*

6.2.6. A detailed description of the facilities and equipment. *Specifics and the amount of equipment should be included.*

6.2.7. A final report from the program director evaluating the programs strengths, weaknesses, and future plans for improvement.

6.3 Candidate Petition and Accreditation Fees: An initial candidate program petition fee of $1000 is due from prospective institutions to cover the initial communications and assistance with preparation of the self-study. Programs will have two (2) years to proceed to payment of the accreditation fee and schedule the Site Visit. The additional formal accreditation fee of $5000 and is due before the institution's Site Visit by the ASEP BOC representative(s) can be completed. This fee will support travel expenses of the onsite reviewer(s) and cover the administrative costs associated with establishing the institution as an ASEP Accredited Facility.

6.4 Annual Accreditation Fee: An annual fee of $1000 will be assessed to the program to maintain **ASEP** accreditation. This fee will support the administrative costs of accreditation and help fund onsite visits (audits). The fee is due every 12 months following the identification of the initial accreditation date. An invoice will be sent from the Chair of the BOA to the accredited institution early in the fall semester of each academic year.

6.5 Notification: For programs making their initial application for accreditation, the program director will be notified about acceptance status by the **ASEP Accreditation Committee** within six months from the date of submission for accreditation. The accreditation committee will send a written report of their comments.

Onsite Review (Audit)

7.1 Random Review: Ten percent of **ASEP-accredited programs** will be randomly selected annually for an onsite review (audit) to inspect the program and facilities first-hand and verify that the requirements are being met.

7.2 Notification of Review: Due to expenses that may be incurred with an onsite review, the program to be visited will be notified one year in advance of the visit so that it may budget accordingly.

7.3 Timing of Review: All onsite reviews will take place while school is in session.

7.4 Length of Review: The review team will be onsite for a minimum of 1 day but not more than 2 days.

7.5 Number of Reviews: Onsite reviews will be random, but a program will not be audited more than twice in a ten year period. If a program has not been selected randomly after six years, it will automatically receive an onsite visit the following year. Thus, all **ASEP-accredited program**s will receive at least one onsite visit in a seven-year period but not more than two audits in a ten-year period.

7.6 Review Team: Depending on the circumstances, the review team will consist of either one **ASEP** member who is a member of the Board of Accreditation or two **ASEP** members with at least one of the two being a member of the Board of Accreditation. None of the reviewers will have any affiliation with the program being audited.

7.7 Evaluation Decision: Within one month of the onsite visit, the review team will submit a summary of its findings and recommendations to the **ASEP** Board of Accreditation. The Board will then vote on whether the program passed or failed the audit. Any Board member affiliated with the program in question will not be able to cast a vote. At least two-thirds of the Board must cast a vote, and the decision will be the result of the majority of the votes cast. A written evaluation with notification of a successful or failed audit will be sent to the program within three months of the onsite visit.

7.8 Failed Review: In the event that an academic program is deemed unsatisfactory, it will be placed on accreditation probation for a period of two years. During or at the immediate conclusion of this two-year probationary period, a report detailing the improvements made to the program and the readiness for a follow-up visit must be submitted to the Board of Accreditation. A follow-up onsite review will be conducted. Failure to make the necessary improvements or an unsatisfactory follow-up review will result in the loss of **ASEP** accreditation.

7.9 Costs of Review: The cost of initial onsite reviews and audits will be shared equally between **ASEP** and the academic program under review. The cost of a follow-up visit due to a failed review will be borne entirely by the academic program.

Summary of Criteria for Accreditation

The following is a summary of the *requirements* for an exercise physiology program to achieve **ASEP** accreditation. The attainment of these requirements should be evident from the information in the self-study that is presented to the accreditation committee.

- Minimum of 120 total units for completion of an undergraduate degree.
- Minimum of 11 units in the basic science core with at least one course from three of the four science areas (mathematics, biology, chemistry, and physics) and two laboratory experiences.
- Required content areas in the exercise physiology core (Section 2).
- Six (6) units of internship in a specialty area related to exercise physiology under the direct supervision of a degreed exercise physiologist or certified professional in a related field with demonstrated knowledge of exercise physiology concepts.
- Teach at least 50 of the 56 cognitive learning objectives (Section 3).
- Teach at least 13 of the 15 laboratory skill objectives (Section 4).
- Have at least one exercise physiologist with a terminal degree in the field as a full-time member of the faculty with significant teaching responsibilities within the exercise physiology core.
- Have facilities and equipment adequate to meet the objectives and the student population.
- Prompt payment of accreditation fees.

Benefits of ASEP Accreditation

- The program will receive a certificate indicating that it has achieved the standards set forth by **ASEP** and is recognized as an accredited program of exercise physiology.
- The institution will be listed on the **ASEP** web site for public acknowledgment and recognition as having an accredited program of exercise physiology. This can be a valuable recruiting tool in bringing students to the institution and program.
- At the request of the program and given the appropriate contact person, **ASEP** will notify the academic dean of the college that presides over the exercise physiology program and/or the institution's regional accrediting body (i.e. Western States, etc.) that the exercise physiology program has been accredited by **ASEP**.
- Perhaps the biggest benefit to attaining **ASEP** accreditation is that it enhances the reputation of the academic program and advances the entire profession of exercise physiology. Having met the standards and external review of peers gives the institution and program, as well as the entire profession of exercise physiology, more credibility and clout when challenged politically and legally.

The ASEP Philosophical Position Regarding Accreditation

With respect to the ASEP Accreditation Guidelines, the "Accredited" status designates, in the professional judgment of the Board of Accreditation, that the department's present academic degree title, other than exercise physiology, if and when it is accredited, will be viewed as consistent, substantively and procedurally, with the recognized scope of accreditation practice, and its published policies and procedures. However, with respect to Exercise Physiology as an emerging profession of healthcare practitioners, there are fundamental principles pertaining to appropriateness of title, specificity in course work, and other perspectives that address the professional nature of the field. That is, in most other fields of work, including their accrediting bodies in the professions, the structure upon which the emerging profession is based has been clearly defined. This is not the case with Exercise Physiology. To achieve consistency among accredited programs and practitioners of the professions, and the publics served by accreditation, it is appropriate to require the following "Recommendation" as part of the accredited status. The Board recommends that the academic degree should be changed from "Exercise Science or an academic degree of some other title" to "Exercise Physiology" to embrace the ASEP perspective.

By perspective, the Board means:

"All accredited academic programs should align their academic degree and/or department vision and purpose in accordance with an acknowledged academic degree in Exercise Physiology whereby the students are expected to sit for the Board Certification at their institution upon graduation. Hence, the accredited programs fuels the professional credential (the EPC) for exercise physiologists while also setting the stage for increased professionalism and the professionalization of exercise physiology. The Board recommends that the department and thus the institution become a professional site for annual offering of the ASEP Board of Certification for Exercise Physiologists (i.e., the Exercise Physiologist Certified exam, otherwise known as the EPC credential)."

For the purposes of understanding the ASEP accreditation process, the Board views the “Accredited” status according to the following five steps:

1. Any program with relatively minor problems but, in general, meets the Accreditation Guidelines can maintain the “Accredited” status as long as the individual(s) responsible for the program take seriously the recommendations made by the Board for changes in faculty, equipment, or course work which may include the title of the academic major and/or department. By taking seriously it is meant that the individuals responsible for the program demonstrate significant steps towards accommodating the recommendations by the Board during the first 5 years of the 10-year accredited status.

2. If the Program Director (or Chair of the Department) fails to make significant progress towards the recommended changes as verified during a second onsite visit during year 6 of the 10-year period, then the program will be identified as Accredited, on Probation. This means that in the professional judgment of the Board of Accreditation, the program is not currently consistent with the ASEP Accreditation Guidelines.

3. If the changes are made by year 8, the program will again be identified as Accredited If not, the program will remain on probation through year 10. The purpose here is to give the program and/or administrators 10 years to become compliant with the Boards recommendations.

4. If the changes are not corrected by the end of the 10-year period, the ASEP Board of Accreditation will initiate Revocation of Accreditation. From the Board's point of view, this means that the program is not likely to become consistent with the Accreditation Guidelines within a foreseeable time.

5. All programs will need to undergo accreditation review at the end of their respective 10 years to continue their ASEP accreditation and professional relationship with the ASEP Board of Accreditation.